

Fundamental Knowledge Map: Religion and Worldviews



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This document captures the fundamental knowledge, both substantive and disciplinary, taught in Religion and Worldviews at Edale Rise. The units taught at Edale Rise explore more material than this document demonstrates; however, this document states the most fundamental knowledge a child will be able to demonstrate if they are secure in the unit taught.

The purpose of this document is to ensure that:

- A. Teachers know exactly what children should be know or be able to do by the end of the unit
- B. Teachers know what knowledge should be prioritised for retrieval within and between units and years
- C. Teachers know what prior-knowledge should be assessed for before proceeding with subsequent units
- D. Leaders know exactly what knowledge children should be able to articulate during monitoring exercises

For more information regarding the content covered in each unit, please see the [long-term plan](#) available on the school website or request a meeting with a member of the curriculum team.

Religion and Worldviews: Y1

How did the world begin?	Why should we care for the world?	How do we know that new babies are special?
<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Explain why they think something is true or not • Discuss what some Jewish and Christian people believe about creation • Discuss the similarities and differences of the Hindu and Christian or Jewish creation story • Explain why some people do not represent God as a person • Give an example of one form that God might take in Hindu beliefs • Explain the significance of the Christmas story for many Christians 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Discuss the difference between 'ownership' and 'stewardship' • Recognise examples of stewardship in some stories from Muhammad • Explain what 'ahimsa' means • Explain why I think it is important to care for the world. • Give reasons why some people care for others • Explain why some Muslims give Zakat and how it is a form of charity 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Suggest reasons why people might celebrate a new baby. • Identify reasons why some Muslim people welcome a new baby with Adhan. • Recognise the key parts of Aqiqah and why these are important to some Muslim people. • Identify the important parts of Jatakarma and why these are important to some Hindu people. • Identify what a promise means in a Christian baptism. • Describe what happens at religious and Humanist baby naming ceremonies.

Religion and Worldviews: Y2

Why do we need to give thanks?	What is a prophet?	How do some people talk to God?
<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Identify reasons people may feel thankful and how this is expressed. • Explain how some people celebrate harvest time. • Identify the meaning behind some harvest celebrations and practices. • Talk about what Hindu and Christian followers might learn from stories about gratitude. • Explain how some Hindus and Christians show their gratitude to God. • Explain how Hindu worship may reflect a person's beliefs about gratitude to God. • Recognise how worship through songs can be used to express thanks to God. • Express ideas about gratitude using music. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Explain that a prophet refers to someone who is believed to talk about God. • Describe how different people responded to prophets in stories. • Reflect on what a prophet might be like. • Explain why Muhammad is important to many Muslims. • Explaining why Jesus may be important for some people. • Interpreting religious stories. • Describing what makes Guru Nanak special to some Sikhs. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Explain what prayer can look like • Explain how some people use their bodies during prayer • Describe different ways some Jewish and Muslim people might pray • Identify some features of mosques and their importance to some Muslims • Discuss similarities between a synagogue and other places of worship • Explain why a gurdwara is a special place for some Sikh people

Religion and Worldviews: Y3

What makes us human?	Where do our morals come from?	Is scripture central to religion?
<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Explain how and why their worldview might change. • Identify the difference between personal and organised worldviews. • Explain what is meant by a soul and express their Understand that some people believe that humans have a soul. • Summarise the similarities and differences between what people believe about the soul. • Express their ideas clearly and compare their own beliefs with others. • Explain, through talking and writing, how colour and images have been used in a piece of artwork to express a particular idea about the soul or inner self. • State benefits and challenges relating to Buddhist meditation. • Give examples of Buddhist meditation practices. • Explain the reasons and purpose behind meditation. • Summarise some key ideas about what people with a particular worldview might think about the question 'What makes us human?'. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • can discuss what some Jewish and Christian people might think about moral decision • describe how some people apply religious guidance in daily life • describe some religious beliefs about seeking God's forgiveness • Describe what some people believe might happen to the soul as a result of wrongdoing • Describe Hindu beliefs of the atman and karma 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Explain how beliefs about the source of scripture may impact the value placed on it. • Identify different ways some Christians may use the Bible • connect daily water use to some symbolic meanings • explain how water is used in baptism • suggest some symbolic meanings of fire by exploring the Olympic flame ceremony • describe what the eternal flame symbolises for many Zoroastrians

Religion and Worldviews: Y4

Are all religions equal?	Just how important are our beliefs?	Does the language of scripture matter?
<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Explain why making connections can help with understanding others' worldviews • Identify what might be important to someone from the Bahá'í worldview • Talk about the sources and origins of some religious scripture • Make connections between beliefs and practices. • Explain why scripture is important to some people 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Identify various items of clothing or accessories that might signify a person's beliefs or commitments • explain why some people show commitment to their beliefs through their diet • explain the concept of sacrifice, making links with the story of the Khalsa's creation • analyse pictures of Jesus, discussing and comparing the reasons for any differences • suggest how Jesus' events can inspire some people • list some values some people can learn from the Easter story 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Describe some oral traditions in some ancient societies. • Understand the reasons written traditions developed. • Identify religious and cultural uses of Hebrew and Arabic. • Describe why some believers choose to learn and read the language of their religious scripture. • Identify an ancient language, a translation and a commentary in a copy of a page of scripture. • Consider what might be holy to a believer. • Describe how translations, the creation of scripts like Gurmukhi and artwork made religious teachings more accessible. • Reflect on why some scriptures have no art or symbols.

Religion and Worldviews: Y5

Why do people have to stand up for what they believe in?	Why doesn't Christianity always look the same?	What happens when we die? (Part 2)
<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Identify challenges people face because of their religious beliefs. • Suggest ways to create positive change. • Express the different ways light symbolises celebration. • Assess different points of view. • Begin to use the terms bias, stereotype and prejudice. • Explore various viewpoints surrounding religious prejudice. • Consider why there are still issues regarding religious freedom today. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Explain why some people believe Jesus was the Messiah. • Give examples of how Christianity spread as a religion. • Identify different features of a Catholic church. • Explain the uses of different features of a Catholic church. • Identify some reasons why people began practising in different ways. • Organise different Christian practices according to their impacts on believers. • Identify how different people represent Jesus depending on personal and cultural influences. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Recognise beliefs about the soul being part of God. • Identify clues that Hindus and Sikhs generally believe in the soul experiencing more than one life. • Recognise that the ultimate goal for many Hindus and Sikhs is freedom from reincarnation. • Use the terms moksha, mukti and nirvana to describe enlightenment and freedom from samsara and reincarnation. • List ways a person can gather karma through actions and experiences. • Suggest ways some Sikh practices and funeral rites may comfort someone experiencing death. • Discuss the meaning of moksha and nirvana, drawing similarities from them. • Consider ways enlightenment can be represented in art.

Religion and Worldviews: Y6

<p>Why does religion look different around the world?</p>	<p>Why is it better to be there in person?</p>	<p>Why is there suffering? (Part 1)</p>
<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Identify why some mitzvot have been adapted. • Recognise how some religious practices are influenced by both culture and scripture. • Discuss reasons why someone may choose to cover their hair. • Describe how places can influence the worship of different Hindu deities. • Describe how some people maintain their Hindu identity in the UK. • Analyse and understand festivals of light from different worldviews. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Identify the common features and significance of both religious and non-religious gatherings. • Suggest reasons people might attend such events. • Explain the importance of place, people and practice in the context of gatherings. • Articulate the importance of Jerusalem to Jewish people. • Discuss why the Dome of the Rock is important to some Muslim people. • Identify the significance of Makkah for many Muslims. • Explain the significance of various pilgrimage sites in different religious worldviews. • Make thoughtful connections between the pilgrimage sites and the concept of spirituality. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Explain what is meant by free will • Identify reasons humans make choices that may cause suffering • Explain key teachings about Jesus' death and resurrection • Express my own views about suffering • Recognise how the belief in Hukam can help some people in difficult times • Recognise how responses to suffering vary using stories, beliefs and practices