

RE Skills, Knowledge and Vocabulary Progression



Year 6

U2.6
What does it mean to be a Muslim in Britain today?

Knowledge

- Know the meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action); Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage)
- Know how the Five Pillars impact the lives of Muslims
- Know that Allah has 99 names
- Know that the holy book of Islam is the Qur'an
- Know some stories from the Qur'an such as Surah 1, Al-Fatihah, Surah 17
- Know about the design and purpose of a mosque and how activities within reflect Muslim beliefs

Skills

- Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).
- Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).
- Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).
- Make connections between the key functions of the mosque and the beliefs of Muslims (A1).

Vocab

Five Pillars of Islam
Ibadah
Shahadah
Salat
Sawm
Zakat
Hajj
Allah
Qu'ran
Surah

	Ummah
<u>Q - Advent Knowledge</u>	<ul style="list-style-type: none"> • I know that Advent is a time when the church focusses on the second coming of Christ • I know that different denominations within Christianity hold differing beliefs about the importance and status of Mary • I know the themes of advent tell the 'big story' of God's salvation plan • I know that Christians believe that Jesus is the promised Messiah but Jewish people do not • I know what a prophet is • I know some of the prophets names (Isaiah, Micah, Amos, Jeremiah, Elijah, Elisha) • I know how Jesus fulfilled the prophecies • I know the story of John the Baptist and how he was a prophet • I know how advent is similar and different to different seasons in church • I know what each aspect of the advent wreath represents <p>I know why Mary is an important part of the Advent</p>
<u>Skills</u>	<ul style="list-style-type: none"> • I can describe the symbolism, practices, beliefs and themes of the season of Advent • I can explain the ways in which Jesus fulfilled the Old Testament Prophecies • I can express and explain my hopes and dreams for the future • I can use religious vocabulary to show I understand the themes of Advent • I can express my opinion about what I think the message of John the Baptist would be today • I can reflect and decide what I have learnt from this unit about Christianity and myself
<u>Vocab</u>	<ul style="list-style-type: none"> • Advent, prophet, prophesy, John the Baptist, Messiah, annunciation, incarnation, Mary
<u>U2.5 - Is it better to express your religion in arts and architecture of charity and generosity? Knowledge</u>	<ul style="list-style-type: none"> • I can identify similarities and differences between Christian and Muslim building • I know what different faiths say about charity • I know what Christians and Muslims say about giving money away • I know how Christians and Muslims differ in how they show their faith through art • I know how art shows what people believe about God • I can share my own views on what is important

<u>Skills</u>	<ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art) Show understanding of the value of sacred buildings and art Suggest reasons why some believers see generosity and charity as more important than buildings and art Apply ideas about values from scriptures to the title question
<u>Vocab</u>	Sacred, art, Muslim, Islam, Christian, Christianity, architecture, calligraphy,
<u>Q (Y5) - Loss, death and Christian hope Knowledge</u>	<ul style="list-style-type: none"> I know that Christian's believe the death and resurrection of Jesus we have the promise of eternal life with God in heaven I know that Christian's believe that when you die your spirit goes to be with God in heaven I know how heaven is describe in the Bible I know about Buddhist end of life rituals I know about Hindu end of life rituals
<u>Skills</u>	<ul style="list-style-type: none"> I can express my own opinion about what happens when you die I can talk about what I think heaven is like I can make links between what the Bible says and what Christian's believe I can use the right language to show I understand what Christian's believe about death and heaven I can talk about what the Bible says heaven will be like I can identify Christian beliefs in words of songs and prayers I can talk about the similarities and differences between what religioⁿs say on the subject of death and heaven
<u>Vocab</u>	<ul style="list-style-type: none"> Life, death, heaven, eternal life, funeral, hope
<u>U2.9 - What can be done to reduce racism? Can religion help? Knowledge</u>	<ul style="list-style-type: none"> Know what the definition of racism is Know about some people who have given their lives reducing prejudice and hatred Know the statues of Edward Colston and Wesley reside in Bristol I can express ways in which media (music, film, prayer, art) have been used in struggles with racism I know that the Prophet Muhammad taught people to set racial differences aside I know that scripture encourages religious people to treat all humans with dignity, respect, equity and love and can discuss reasons why this might not always happen. Can explain their own thoughts on ideas about equity, justice and race using their own knowledge.

<u>Skills</u>	Describe examples of connections between antiracism and religion (A1) Understand the challenges racism presents to human communities and consider different religious responses (B2) Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3).
<u>Vocab</u>	Racism
<u>U2.8 - What difference does it make to believe in ahimsa, grace and ummah? Knowledge</u>	I know what Ahimsa means for Hindu's and how it is followed I can explain how the world would be different if people followed Ahimsa I know what grace means in a Christian context I can explain how ummah is an important part of being Muslim I can explain similarities and differences between the three
<u>Skills</u>	Make connections between beliefs and behaviour in different religions Outline the challenges of being a Hindu, Christian or Muslim in Britain today Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions Consider similarities and differences between beliefs and behaviour in different faiths
<u>Vocab</u>	Ahimsa (harmlessness), grace, ummah (community), Gandhi,