

KS2  
Year A 2022 2023

The BIG Questions...

Creation and science: conflicting or complementary?

Genesis explores why the universe and life exists. Science explores how the universe works the way it does. Do you agree or disagree?

What does Psalm 8 tell the reader about God and what does it tell the reader about humans?

Prior Learning

Jews and Christians believe that God created the world.

Genesis 1:1-2:3 is an ancient text that was written over 2,500 years ago.

Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.

Make clear links between Genesis 1 and what Christians believe about God and Creation.

Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)

Key Learning

There are differences among Christians about how to read Genesis chapters 1-11. One view is that Genesis 1 is a historical account, true in all literal detail. Some with this view believe that scientific explanations must be wrong, and the universe is actually only around 10,000 years old (sometimes called 'Young Earth Creationism'). Close to this is the idea that the Genesis 1 account connects with history but not literally: Genesis 1 can be stretched to fit a kind of scientific timeline — a 'day' representing a much longer period of time, allowing for some harmonisation of the text with the scientific accounts of cosmology and evolution. At the other end of the spectrum, some Christians see the early chapters of Genesis texts as human attempts to explain the way the world is, with no literal or historical significance, but rather as mythical accounts with some explanatory value about what it means to be human.

Knowledge Organiser

Creation and science: conflicting or complementary?

The Big Frieze



Creation Fall People of God Incarnation Gospel Salvation Kingdom of God

Outcomes

Outline the importance of Creation on the timeline of the 'big story' of the Bible.

Identify what type of text some Christians say Genesis 1 is, and its purpose.

Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.

Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together and are compatible.

Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

Identify the type of text that Psalm 8 is, and its purpose.

Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation.

Make clear connections between Psalm 8 and some ways Christians respond to God as Creator.

Respond to the idea that humans have great responsibility for the Earth.

Weigh up how well humans are responding to this responsibility, taking into account religious and non-religious viewpoints.

**Key Bible References**  
GENESIS 1:1-2:3  
Psalm 8



- Key Building Blocks of Knowledge:**
- The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
  - There are many scientists throughout history and now who are Christians.
  - These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?
  - There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.
  - Creation reveals something about the nature of God — for example, power, creativity, concern for life — and reminds humans of their place as dependent upon the Creator.

Rather than seeing scientific accounts and Genesis as being in conflict, there are many Christians who see them as complementary. One simple explanation offered by many Christians is that science addresses how questions about the universe, its origins and mechanisms, whereas religion — in this case, Christian belief in a Creator — addresses why questions: why is there a universe at all? Why do humans matter?



# Knowledge Organiser

## What does it mean to be a Hindu in Britain today?

### The BIG Questions...

What does it mean to be a Hindu in Britain today?

How do Hindus show their faith?  
Faith in what?

A Hindu life; what is important?

Why is Mahatma Gandhi a Hindu Hero?

Why is Mahatma Gandhi a Hindu Hero?

### Famous quotes from Gandhi:

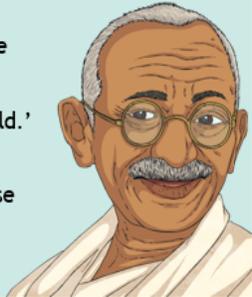
'Live as if you were to die tomorrow.  
Learn as if you were to live forever.'

'An eye for an eye only ends up  
leaving the whole world blind.'

'Be the change you want to see in the  
world.'

'In a gentle way, you can shake the world.'

'The best way to find yourself is to lose  
yourself in the service of others.'



### Outcomes

To know about Hindu puja including the puja tray, aarti and bhajans.

To know the aims in Hindu life of dharma and moksha.

To explain karma and reincarnation.

To know who Gandhi was and why his life was inspirational.

To know some of Gandhi's key beliefs.

To know where British Hindu populations live and why they came to live in Great Britain.

To know that British Hindus celebrate their festivals in this country too.

To know that 21<sup>st</sup> Century Britain is made up of lots of different groups of people.

To describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.

To describe some ways in which Hindus express their faith through puja, aarti and bhajans.

To suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.

To discuss links between the actions of Hindus in helping others and ways in which

people of other faiths and beliefs, including pupils themselves, help others.

To explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught. GD

To discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences. GD



### Prior Learning

Some children will know what it is like to be a Muslim living in Britain today.

Some children will know that Christians, Jews and Humanists live by a code or 'Golden Rule' and these share similar values with the aims and duties of Hindus.

Some children will know about Hindu festivals for example the festival of light, Diwali.

Some children will know how and why Christians worship God.

Some children will know about inspirational figures who have fought against injustice.

### Key Building Blocks of Knowledge:

- Hindu worship is called puja and this can take place in the home or in the temple (mandir). Puja is how Hindus show their faith.
- Hindus believe life is a journey and that there are 10 duties or 'dharma' that they should carry out.
- By carrying out these duties to the best of their ability, they can achieve good 'karma'. Hindus want to achieve good 'karma' in life to ensure their new life is good when they are reincarnated. Their ultimate goal is to achieve moksha which is when they are at one with God and released from samsara.
- Mahatma Gandhi is viewed as a Hindu hero because he lived out the Hindu duty of 'justice'. His life demonstrated he was devoted to fighting injustice and living simply.
- Britain used to rule India until 1947. From 1945 onwards, the British government invited many Indians over to Britain to help with its rebuilding after the war.
- Today, London and Leicester have huge, thriving Hindu communities where their festivals and traditions are celebrated in the cities.

### The 10 dharma

- not getting angry
- being truthful in speech
- working for justice
- forgiving people
- having children when you are married
- trying not to quarrel
- living a simple life
- looking after your family
- fulfilling religious duties such as worship
- study the scriptures.

Bell: To wake the deity up for worship.

Flowers: Represents the beauty and fragrance of the created world.

Diva lamp: For aarti (aarti- symbolises that worship removes darkness)

Water in a pot: Represents life.

Spoon: Used to give water to worshippers after it has been blessed.

Sweets or sugar: An offering of food for the deity.

## The BIG Questions...

**SALVATION: Who was responsible for Jesus' death?**

**What difference does Jesus' sacrifice make to Christians?**

**Why did Jesus die?**

**Why is the Eucharist a celebration AND a serious moment?**

**What difference does Jesus' example make to the world?**

**What signs are there in the text that the Suffering Servant was a sacrifice?**

**Why might Christians think that Jesus is the Messiah?**

**Suffering is temporary but heaven is eternal. What difference does this make to explaining Christian sacrifice?**

### Prior Learning

In the unit of learning 'Incarnation' pupils will have learned what life was like in occupied Israel at that time and how the Jews were treated/oppressed by the Romans.

In the previous 'Salvation' unit, children learned about the various events of Holy Week and will know it was a culmination of Jesus' earthly life, leading to his death and resurrection. Christians today trust that Jesus really did rise from the dead, and so is still alive today.



# Knowledge Organiser

## SALVATION: What did Jesus do to save human beings?

### The Big Frieze



Creation Fall People of God Incarnation Gospel Salvation Kingdom of God

### Outcomes

Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.

Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.

Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.

Show how Christians put their beliefs into practice.

Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

### Key learning:

The life, death and resurrection of Jesus is the keystone in this Christian understanding of the story.

Many Christians see Jesus' death as a sacrifice. He willingly sacrificed his own life for the greater cause of taking punishment for sins away from humans for all time. Many Christians see this as part of God's intention. It was Jesus's sacrificial death that allowed humanity to be brought back to him on a permanent basis.

Christians believe that Christ's sacrifice of himself was 'once and for all', and enough. There is no need for any other sacrifices in order for people to be 'at one' with God. But they might still speak of people making sacrifices, giving up something — whether small or large — to follow Jesus or to serve others.

Christians remember Jesus' death and resurrection throughout the year, particularly through the celebration of Communion/Mass/Eucharist/Lord's Supper.

The command to 'Love your neighbour as you love yourself' will involve some sacrifice.

Jesus is sometimes called the 'Lamb of God'. Jesus can be seen as the sacrificial Lamb of God, that many see his death as a sacrifice. By willingly dying on the cross, Jesus freed people from sin.

We will learn about the life of Mother Theresa and Gladys Aylward who made sacrifices in their personal lives in order to follow Jesus. We will also find out about the charity: Open Doors.

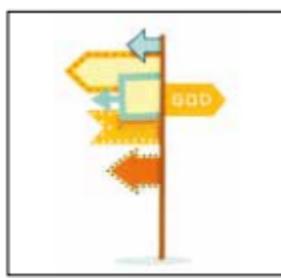
### Key Bible References

Mark's Gospel Ch 14 and 15.  
Isaiah 53  
John 19:16-42  
2 Corinthians 4:16-17



### Key Building Blocks of Knowledge:

- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
- The Gospels give accounts of Jesus' death and resurrection.
- The New Testament says that Jesus' death was somehow 'for us'.
- Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light; from slavery to freedom.
- Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).
- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.



The BIG Questions...

Knowledge Organiser  
People of God: What is it like to follow God?

**Key Bible References**

- Genesis 6:5-9:17
- Genesis 12:1-9
- Genesis 18:1-10 -15 and 21:1-5



What is it like to follow God?

What was God's covenant with Noah?

What was it like for Noah and his family to follow God?

For Abraham and Sarah, what is it like to follow God?

Do you think remembering God's promise to Abraham regarding Isaac, might help people who are finding it hard to trust God?

**Outcomes**

Make clear links between the story of Noah and the idea of covenant, and the story of Abraham and the concept of faith.  
 Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.  
 Make links between the story of Noah and how we live in school and the wider world.  
 Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities.  
 Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today.

**Key Building Blocks of Knowledge:**

- The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God – and their relationship with God.
- The People of God try to live in the way God wants, following his commands and worshipping him.
- They believe he promises to stay with them and Bible stories show how God keeps his promises.
- The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God.
- Christians believe that, through Jesus, all people can become the People of God.



**Prior Learning**  
 In the unit of learning 'Incarnation' pupils will have learned about the importance of baptism to Christians and the promise to live a new life following Jesus and his teachings.  
 Some pupils will have studied another unit on 'People of God' and will know about the story of Moses and the Exodus and God's covenant with the Jews. They know that as the People of God were freed from slavery, this has parallels with the Christian belief that Jesus brings salvation from sin. They will know that Jesus brings a new covenant and a new relationship between God and mankind: to love your neighbour.

**Key learning:**  
 Many of God's actions show people how to live and have a good relationship with him.  
 God makes covenants with his people on a number of occasions, besides those with Noah and Abraham. The covenants show people correct beliefs, attitudes and behaviours that are appropriate for being in a relationship with God, but they also show what they can expect from God. To know that the Salvation Army is used as one example of ways in which Christians today shape their lives to follow God and be People of God.



## The BIG Questions...

When Jesus left, what was the impact of Pentecost?

Why Pentecost might be important to Christians today?

What difference did the giving of the Holy Spirit at Pentecost make to Christians, then and now?

What Christians might believe the Kingdom of God should be like?

Who or what do Christians think the Holy Spirit is? Why do Christians think the Holy Spirit is important now?

How did the day of Pentecost affect the Kingdom of God? How did it show that God is the ruler or king?

For Christians, why did Pentecost need to happen? What if it hadn't?

Is the Kingdom of God a place? Who is its leader? Who is part of the Kingdom of God? How can someone become part of it?

# Knowledge Organiser

## Kingdom of God: When Jesus left, what was the impact of Pentecost?

### The Big Frieze



Creation Fall People of God Incarnation Gospel Salvation Kingdom of God

### Outcomes

- Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.
- Offer suggestions about what the description of Pentecost in Acts 2 might mean.
- Give examples of what Pentecost means to some Christians now.
- Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.
- Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.
- Order concepts within a timeline of the Bible's 'big story'.
- List two distinguishing features of a narrative and a letter as different types of biblical text.
- Offer suggestions about what the texts studied (I Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians.
- Make simple links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God, and how Christians live in their whole lives and in their church communities.
- Describe how Christians show their belief about the Holy Spirit in worship and in the way they live. Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how pupils think and live.
- Make links between fellowship and fruit of the Spirit and life in the world today, expressing some ideas of their own clearly.

### Key Bible References

- The Day of Pentecost: Acts 2: 1-15, 22 and 37-41
- Acts 2: 41-47
- 1 Corinthians 12 G
- Galatians 5



### Key Building Blocks of Knowledge:

- Christians believe that Jesus established the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').
- Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.
- Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.
- Christians celebrate Pentecost as the beginning of the Church.
- Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.

### Key learning

Children will learn about the significance of the coming of the Holy Spirit at Pentecost and the role of the Holy Spirit as a helper, comforter and guide in the lives of the early Christians, and in Christians today. Pentecost is a celebration for Christians. It is considered the Church's birthday, where the Holy Spirit empowered the early disciples to preach about the Gospel to all nations. For Christians, the Kingdom of God is not a country or land, but is wherever God is the ruler of human lives. Whoever calls God their King and follows God's way is part of this Kingdom. Christians believe that Jesus' incarnation, life and teaching demonstrate what it means to live in the Kingdom of God — loving God and one's neighbour. Jesus invites everyone to enter the Kingdom by allowing God to rule in their lives.

### Prior Learning:

Humans tend to go their own way (the 'Fall'). Christians recognise that they are definitely not perfect and need God's help. People still needed the forgiveness of God through Jesus, and the power of the Holy Spirit to enable them to love God and their neighbour. Some children will have already met the idea of the 'Kingdom of God' through learning about what kind of king Jesus was and this affects how Christians live out their lives. Some will know that Jesus died on 'Good Friday' which some describe as being the day when love saved the human race. Some will have studied 'The Trinity'.



## The BIG Questions...

Do rules matter? Why? What is a code for living?

Who is a humanist? What codes for living do non-religious people use?

What can we learn from discussion and drama about good & bad, right & wrong?

What codes for living do Christians try to follow?

What can we learn from a Values Game?

Peace: is it more valuable than any money?

Can we create a code for living that would help the world??

### Prior Learning:

Most children will have explored the 'Golden Rules' followed by Christians, Jews and Humanists. They will know the 10 Commandments and the Beatitudes. They will also be familiar with the story of the Fall and how this fits with the 'Big Frieze'. They will know the command to 'love your neighbour'. Some children will know that Humanists believe they can live a good life without God.

# Living: What matters most to Humanists and Christians?

## Outcomes:

- To know what is deemed good or poor in terms of actions, words and thoughts.
- To describe a code for living.
- To know what a Humanist is and to know what their code for living is.
- To know how Jesus demonstrated clear values.
- To know that Christians believe that they were made in God's image, but through sin they have fallen and need Jesus to save them and restore the closeness to God.
- To know what is meant by peace and peacemaker (link to Beatitudes)
- To know the 10 commandments.
- To know the code for living from Romans 12.
- Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.
- Describe some Christian and Humanist values simply.
- Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.
- Give examples of similarities and differences between Christian and Humanist values.
- Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning.



Some charities and organisations work to bring 'peace' to others.



One Christian leader (Rev Jim Wallis) says that it is "more important to be a peace maker than a peace lover": "We all say we love peace, but the world needs more people who actually make peace." What does he mean?

## Key Bible References

- Luke 10: 25-37
- Luke 23: 32-35
- Genesis 1:28
- Genesis 3



## Key learning:

Religious people they try to be 'good with God', but others think you can be 'good without god'.

The rules Humanists try to live by include:

- Be Honest
- Use your mind
- Tell the truth
- Do to other people what you would like them to do to you.

Individuals are free to choose how they act in most situations, but the decision about what to do in any given situation is based on beliefs about the situation and the consequences of the action taken.

Jesus demonstrates how we should 'love our neighbour' through the story of the Good Samaritan.

Values of Christianity include love, forgiveness, peace between people and God, honesty, prayer, worship and fellowship (togetherness).

Christians believe we are made in the image of God (Genesis 1:28) and so can do good things, but our bad choices have messed us up in some ways. (The story of Adam and Eve in Genesis 3. Christians call this the 'Fall' - where humans 'fell' from their place of closeness to God and so do not really show God's image in themselves as they should.). However, Christians believe God the Rescuer can put this right. ('Jesus' means 'he saves'.)

Both Christians and Humanists hope people don't just 'keep the rules' because they are just 'doing as they are told.' They hope the idea that choices are made out of love and respect.

KS2  
Year B 2023 2024

# The BIG Questions...



# Knowledge Organiser

People of God: How can following God bring freedom and justice?



How can following God bring freedom and justice?

Identify some main themes in the story of Moses' life; for example, freedom, God, suffering, leadership, vulnerability, obedience, evil. Which theme do you think is most central to the life of Moses and why?

How far does following God bring freedom and justice?

Which of the Commandments do you think would be hardest for a Christian to keep? Is it possible to keep all ten, always?

Which Commandments would have most impact on the world, if everyone followed them?

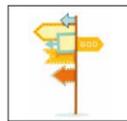
When might Christians might act as salt/light/both?

What they themselves can do to bring freedom and justice at a class, school and local level, and further afield?

**Prior Learning:**  
Most children will know the 10 Commandments. Most will be familiar with the term 'People of God' and will know about the lives of Noah and Abraham, as well as knowing about the life of Moses. They will build upon the learning completed last year where they learned about key people who stood against injustice e.g. William Booth, Gandhi and Martin Luther King. They will know that Jesus brings a new covenant and a new relationship between God and mankind: to love your neighbour.

## Key Bible References

- Matthew 22:37-40
- Matthew 5:13-16
- Birth narrative, Exodus 2:1-10
- The killing of the taskmaster and fleeing Egypt, Exodus 2:11-15
- Burning bush, Exodus 3:1 — Exodus 4:17
- The ten plagues, Exodus 7:14 — Exodus 12:32
- Leading the children of Israel out of Egypt, Exodus 12:33-42
- Crossing the Red Sea, Exodus 14:1-31 and 15:1-20
- Covenant at Sinai. Exodus 19:3-6 and 20:1-21.
- Deuteronomy 6:5
- Deuteronomy 14:19
- Deuteronomy 23:23
- Leviticus 19:13, 14, 18
- Leviticus 19:9-10
- Deuteronomy 16:16
- Deuteronomy 15:11
- Deuteronomy 12:5
- Deuteronomy 10:19
- Leviticus 23:6-7
- Deuteronomy 14:4-8
- Deuteronomy 6:16



## Outcomes:

- Explain connections between the story of Moses and the concepts of freedom and salvation.
- Explain connections between biblical texts and the idea of God's covenant with his people.
- Identify examples of Law texts and suggest how believers might interpret them.
- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- Show how Christians put their beliefs about living as the People of God into practice in different ways; for example, through the Five Marks of Mission, in community and individually.
- Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring and say why.
- Weigh up how Christian ideas about justice relate to the issues, problems and opportunities of their own lives and the world today.

## Key Building Blocks of Knowledge:

The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.

The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.

Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.

Christians see the Christian church as the People of God and try to live in a way that attracts others to God; for example, as salt and light in the world.



# The BIG Questions...



## Knowledge Organiser Incarnation: Was Jesus the Messiah?

### Was Jesus the Messiah?

### What kind of saviour was Jesus?

### What clues are there that Jesus is the promised Messiah?

### How do some Christians bring peace, good news, and show Jesus' love to others at Christmas?

### What might motivate a Christian to make Christmas Day not just about being with family, eating good food, watching TV, and giving and receiving presents?

### Why do Christians believe the world needed a "Saviour"?



The land of Israel had been attacked and invaded since its creation. From 63 BCE, the Romans were the occupying power. The Jewish people hoped for a saviour, a messiah, who would vanquish their enemies and restore them to their homeland to live in peace under their own laws. Expectations were high at the time of Jesus. The Messiah was widely expected to be a prophet who would re-establish the line of King David on the throne in Jerusalem. As the extraordinary events of his life unfolded, Jesus' followers started to think he could be the Messiah. When Jesus rode into Jerusalem on a donkey on Palm Sunday, there was much excitement at the possible arrival of a king! The early Christians found their Messiah in Jesus, who was not an earthly king or a warrior but a man of peace; more amazing still, Jesus was someone whose life, words and deeds made people believe that he was God in the flesh, and the culmination of God's plan of salvation.



### Key Bible References

- Matthew 1:18-24, 2:1-12
- Isaiah 7:14
- Micah 5:2
- Isaiah 9:6-7
- Isaiah 11:1-5
- Matthew 21:1-11
- Matthew 17:1-13 or Luke 9:28-36



### Key Building Blocks of Knowledge:

- To know Jesus was Jewish.
- To know Christians believe Jesus is God in the flesh and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.
- To know the Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.
- To know Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)
- To know Christians see Jesus as their Saviour (See Salvation).
- To know the Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David), they have to learn new ways of following God.
- To know the story of Moses and the Exodus shows how God rescued his people from slavery in Egypt.
- To know Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.

### Outcomes:

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible.
- Identify Gospel and prophecy texts, using technical terms.
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
- Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday.
- Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world.
- Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.

### Prior Learning:

All children will have studied 'Incarnation' at Key Stage 1 and through this will know that God came to earth as Jesus and lived among people as a human himself, as part of God's plan of salvation for human beings.

Most children will have learned about the concept of the Trinity and will know that Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. All children know that there was an Old Covenant in the Old Testament and that Jesus' birth, death and resurrections brings about a New Covenant in the New Testament.

# The BIG Questions...

## Knowledge Organiser

### Why do some people think that life is a journey and what significant experiences mark this?



Why do some people think that life is a journey and what significant experiences mark this?

What does a journey mean to us?

What is the significance of Baptism to Christians?

How do Jewish people mark becoming an adult?

What ceremonies do Hindus mark in the journey of life?

Why do people choose to get married?

Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?

- Key Bible References**
- Luke 1:5 - 25
  - Acts 8: 26 - 40
  - Matthew 3: 13 - 17
  - Acts 16: 16 - 34
  - Acts 9:10 - 19
  - 1 Corinthians 13

**Christians:**  
**Infant baptism:** Children are baptised to show that they belong to the Christian family and the Church. Baptism is a sign that someone belongs to Christ, which is why it is sometimes called "Christening".  
**Adult baptism:** A person may choose to be baptised once they have decided for themselves that they want to live as a Christian. This is known as believers' baptism. Believers' baptism includes the person being dipped right under the water, as Jesus was when he was baptised in the River Jordan. This could take place in a river, a church baptistry or even a swimming pool.

**Hindus: Upanayana - The Sacred Thread ceremony** - is for boys in some Hindu communities to confirm they are of an age to take on religious responsibility. In some Hindu communities, the boy's head is shaved for the ceremony, symbolising a cleansing from their old ways of living. New clothes are put on after bathing. Gifts and blessings from family and friends are often received.

**Jews: Bar Mitzvah** is a ceremony for Jewish boy, and a **Bat Mitzvah** a ceremony for Jewish girl. They go through a ceremony which symbolises the young person's responsibility for themselves. For boys and girls aged 12 or 13 to become 'son/daughters of the Commandments'.

- Key Learning:**
- To know the stories in the Bible that teach about baptism.
  - To be able to explain the idea of a fresh start, dying to sin and being 'born again'.
  - To know that Hindu religious practices and beliefs are based on a set of Holy Scriptures called the Vedas.
  - To know that Hindus perform dharma (duties).
  - To know that Hindus believe in reincarnation in the hope of reading Moksha.
  - To know that Hindus believe life is a journey in four stages (Ashramas).
  - To know that the fourth stage, the Sannyasa) is an ideal that not everyone reaches.
  - To know the first Samskara is a naming ceremony.

### Outcomes:

- Suggest why some people see life as a journey and identify some of the key milestones on this journey.
- Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.
- Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.
- Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.
- Explain similarities and differences between ceremonies of commitment.
- Discuss and present their own ideas about the value and challenge of religious commitment in Britain today.

**Wedding & Marriage**  
 Getting married and holding a wedding is a symbol and value of ceremonies that mark the commitment of a loving relationship between two people. It is a new journey couples decide to make to commit and care for each other for the rest of their life. All religions hold religious wedding ceremonies.



The BIG Questions...

Knowledge Organiser

Gospel: What kind of world did Jesus want?



- Key Bible References**
- Luke 10:25-29
  - Luke 10:30-37
  - Luke 18:9-14
  - Matthew 4:18-19
  - Matthew 4:20-22



What might Jesus have meant by 'fisher of people'?

What did Jesus ask his disciples to do?

What were the qualities of a disciple?

What kind of world did Jesus want? Why?

How do churches today work towards the world Jesus wanted?

How do Christians today work towards the world Jesus wanted?

Who is your neighbour'?

Jesus spoke in **parables**. They were set in the context of the time so the people listening would really understand them. Parables always had a **'hidden message'**.

**christian aid** We are a global movement of people, churches and local organisations. We are the changemakers, the peacemakers, the mighty of heart.

Jesus called his disciples and told them to be **'fishers of people'**. They left their jobs immediately in order to follow him.



- Key Learning:**
- Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.
  - Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.
  - Christians try to be like Jesus — they want to know him better and better.
  - Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.

- Outcomes:**
- List two distinguishing features of a parable.
  - Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.
  - Offer some ideas about the meaning of the Good Samaritan story to Christians.
  - Make simple links between the Good Samaritan story and the importance of charity in Christian life.
  - Give some examples of how Christians act to show that they are following Jesus.
  - Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly.

The story of the **Good Samaritan** would have shocked the people of the day because Jews and Samaritans were not just two groups who did not get on. The hatred between them was fierce for several reasons, so a Samaritan doing the right thing when the priest and Levite did not would have astonished Jewish listeners.

# The BIG Questions...

# Knowledge Organiser

Is it better to express your religion in arts and architecture or in charity and generosity?



Aiskey, Leeming Bar  
Church of England Primary School  
Rooted in love and growing together  
to become lifelong learners!



Ahmed Moustafa's  
The Cube  
which includes the 99  
names of Allah.



We will look at how  
Christian and Muslim  
charities try to change  
the world.



The Tree Cathedral  
in Milton Keynes



Christchurch Cathedral, New Zealand  
is known as the Carboard Cathedral.

## Key Learning:

- To know what is meant by the term 'sacred'.
  - To know some sacred buildings.
  - To know that Islamic art and architecture shows no images of Allah.
  - To know that Islamic art usually uses geometric or natural pattern to create beauty.
  - To know that there are more than 1750 mosques in Britain and 30,000 church buildings.
  - To know that Muslims use calligraphy to write out the 99 Beautiful Names of Allah.
  - To know that Christians use art in worship and to remember Jesus and this may include paintings inspired by Bible verses.
  - To understand that cathedrals have been built 'for the glory of God'.
  - To know the Muslim teachings of the Ummah, Zakat and wealth and poverty and to explain how the adoption of these teaching by everyone would have a great impact upon the world.
  - To know about Jesus' teachings on wealth and poverty and how the world would change if everyone followed these.
  - To know that Christians believe that God also cares about justice.
- Qur'an 2:110
  - Qur'an 24:56
  - Qur'an 57:18
  - Matthew 19:16-30
  - Luke 10:25-37

## Outcomes:

- 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 and from scriptures to the title question.
- Outline how and why some Humanists criticise spending on religious buildings or art.
- Examine the title question from different perspectives, including their own.