

Religious Education Non-Negotiable Key Skills, Knowledge and Vocabulary

Religious Education: Purpose of Study

RE provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Teaching should equip pupils with knowledge and understanding of a range of religions and world views, enabling them to develop their ideas, values and identity. It should develop an aptitude for dialogue in pupils so that they can participate positively in our society which is diverse in relation to religions and world views. Pupils should learn how to study religions and world views systematically, making progress by reflecting on the impact of religions and world views on contemporary life locally, nationally and globally to increasing levels of complexity and depth. Pupils should gain and deploy the skills needed to interpret and evaluate evidence, texts and sources of wisdom or authority. They learn to articulate clear and coherent accounts of their personal beliefs, ideas, values and experiences while respecting the right of others to have different views, values and ways of life.

Pupils should be taught about:

- Variety of different religions
- A detailed study of Christianity
- Some important leaders and people in religion
- Festivals and celebrations
- Belonging
- Religious stories
- Religious symbols
- Ethics and morals
- Places of worship
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Key Concepts:

- Expressing ideas
- Religious enquiry
- Believing
- Understanding

| Key Vocabulary | Key Skills | Key Knowledge | Key Vocabulary |
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| Year 1 | | | |

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| Year 2 | | | |
| Year 3 | <p>Buddhism To be able to describe what a believer might learn from a story. To be able to describe things that are the same and different for people with different religions and discover different celebrations. To be able to use religious words to describe how different people show their beliefs through symbols, actions, words, lifestyles and art.</p> <p>The Hajj</p> <p>Tremors Romans in Britain To understand some of the main events and people from the past. To be able to use evidence to describe the lifestyle of people in the past</p> <p>To be able to communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, role-play and using ICT.</p> | <p>Buddhism To know Vesak is a Buddhist festival that commemorates the birth of Prince Siddhartha. To understand that Prince Siddhartha became known as the Buddha the enlightened one. Vesak is celebrated in May or June when there is a full moon. To know the four sights. To know what meditation is To know some of the stories the Buddha told. To know how Buddhists celebrate Vesak.</p> <p>Tribal Tales That a timeline can be divided into AD and BC To be know the timeline of Stone Age to Iron Age The progression form Stone Age to Bronze Age to Iron Age The advancements in technology i.e. weapons and tools Artwork and symbolism The influence of the stone age on the modern day world The life and ‘society’ of hunters and gathers To know the significance of stone age artwork</p> | <p>Buddhism Awakened, Bodhi tree, Buddha, Dharma, Four sights, incense, Jataka tales, lotus flower, mandela, meditation, monk, nun, prayer, Tripitaka</p> <p>Tribal Tales Stone Age, hunters, gathers, society, artwork, weapons, tools, trade, iron, bronze, Bronze Age, Iron Age, Neolithihic, spear, bow and arrow</p> <p>Tremors Romans in Britain</p> |

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| | <p>Food for Thought James Lind – historical figure To be able to identify some of the different ways in which the past is represented. To be able to use a variety of documents and resources as evidence about the past. To be able to communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, role-play and using ICT. To be able to give reasons for and results of main events and changes.</p> <p>Predators To be able to communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, role-play and using ICT. To know how to research and find key information To be able to suggest useful research questions.</p> <p>Ancient Greeks To understand some of the main events and people from the past. To be able to use evidence to describe the lifestyle of people in the pa To be able to compare and contrast between events and eras</p> | <p>Tremors Romans in Britain The Romanisation of Britain The advancements in travel with both cargo and water The 3 Invasions of Britain The eruption of Vesuvius and its impact on Pompeii. Key dates of invasions and key events</p> <p>Food for Thought James Lind – historical figure Found a cure for scurvy The effects of scurvy and whom it primarily effected</p> <p>Predators To know about a predator in Great Britain that is now extinct. To know the reasons why they are extinct. To know the effects that the extinction has had.</p> | <p>Volcano, eruption, devastation, Romans, empire, emperor, invasion, legionaries, aqueducts, trade,</p> <p>Food for Thought Scurvy Vitamin C Citrus</p> <p>Food for Thought James Lind – historical figure Navy, scurvy, vitamin D, sailors, sea</p> <p>Predators Predator, extinction, habitat, cause, effect, nation, wild, prey,</p> |
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| | <p>Identify representations of the past Give reasons for and explain events/ cause and effect Chronologically place key events on a timeline</p> | <p>Ancient Greeks The impact of Ancient Greece society on Modern Day Britain The use of art as representation of life events The god's and their roles The ancient Olympics and differences between them and the modern day Olympics The advancement of democracy – who was and wasn't allowed to vote – how does this compare to the modern day Greek soldiers – comparison with Roman soldiers Battle of Marathon</p> | <p>Ancient Greeks Olympics, pottery, gods, democracy, Mount Olympus, Zeus, Athens, vote, myths, hoplite, mortals</p> |
| Year 4 | <p>Buddhism To be able to describe and compare different periods of the past. To be able to make links to historical knowledge of different eras. Describe the main changes To be able to communicate ideas about the past using different genres To be able to identify and understand how aspects of the past can be represented and interpreted in different ways.</p> | <p>Road Trip USA Native American Iroquois tribe: farming, food, hunting, clothing, homes, warfare, customs, language, beliefs, recreation, arts. Relations/conflicts between Native Americans and the non-indigenous people.</p> | <p>Road Trip USA Iroquois, tribes Native Americans, America Settlers, Invasion, Empire, civilisation, parliament Peasantry, heptarchy</p> |

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| | <p>Potions Compare two periods of history making links to previous periods studied. Explain key events, give reasons for, and results of, changes (understand that events and changes can have more than one cause).</p> <p>Traders and Raiders Compare two periods of history making links to previous periods studied. To be able to communicate ideas about the past using different genres To be able to suggest useful research questions Explain key events, give reasons for, and results of, changes</p> <p>The Blue Abyss Compare two periods of history, making links to previous periods studied. Devise questions about the past, and choose relevant sources to answer.</p> <p>Cracking Contraptions Have an awareness of how people's lives have shaped this nation Describe the main changes in a period of history e.g. Anglo-Saxons, changes in communication</p> | <p>Potions History of potions: magical and medicinal reasons History of anaesthetics To know the main changes, reasons for and results of</p> <p>Traders and Raiders Chronology: end of Roman reign, Anglo Saxon and Viking invasions. Way of life: Anglo Saxon and Viking Offa's Dyke Historical figures: St Bede/ Alfred The Great – using source materials. To know the main changes</p> <p>The Blue Abyss Titanic: cause and effect – what resulted in the disaster? Lives of different societal classes e.g. 1st class – 3rd class on the ship. How did their lives differ?</p> <p>Cracking Contraptions Local history/inventions. Significant individuals. Impact of significant inventions on the local, national and global community.</p> | <p>Potions Anaesthetic, medicine, cure, Magical Medicinal, surgery, pharmacist, doctor, dentist, herbs, ingredients,</p> <p>Traders and Raiders Anglo-Saxons, Vikings, attack Invaders, Jutes, raiders, fort, Traders, Arthurian, Angle, long house</p> <p>The Blue Abyss Titanic, ship, iceberg, voyage, society, class, cause, effect, Atlantic, maiden, lifeboat, structure, survivors, death toll</p> |
| Year 5 | <p>All topics Select, organise and record relevant information from a range of sources to</p> | | <p>Local Regional National</p> |

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| | <p>produce well-structured narratives, descriptions and explanations. Follow independent lines of enquiry and make informed responses based on this. Make connections between two periods of history to begin to develop historical perspective. Place historical events or change on a timeline.</p> <p>Off With Her Head! Explain why people acted the way they did. Describe how a significant individual or movement has influenced the UK or wider world. Identify and use reliable sources of information Apply dates and specialist terms to enable to structure with their work. Analyse and understand historical concepts. To be able to recognise and understand secondary and primary sources. Create useful research questions.</p> <p>Peasants, Princes and Pestilence Identify and describe significant events and their effects. Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.</p> | <p>Off With Her Head! Tudor monarchs (and dates): Henry VII (1485-1509) Henry VIII (1509-1547) Edward VI (1547-1553) Lady Jane Grey (1553) Mary I (1553-1558) Elizabeth I (1558-1603) Henry's Great Matter Reformation: reasons for and impact</p> <p>Peasants, Princes and Pestilence Feudal system Kings: Edward I (1272-1307) Edward II (1307-1327) Edward III (1327-1377) Richard II (1377-1399)</p> | <p>International</p> <p>Off With Her Head! Christianity, Catholicism, Pope Protestantism, Church of England, Coronation, divorce, Dynasty, monarch, Reformation, execution, heir Great Matter, treason, Tudor</p> <p>Peasants, Princes and Pestilence Black Death, chivalry, Flagellants, heraldry jousting, knight, medieval, Middle Ages, peasant, pestilence, revolt</p> |
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| | <p>Stargazers Understand and explain why people acted the way they did. Describe how a significant individual or movement has influenced the UK or wider world. Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.</p> | <p>Black Death: causes, journey to England, symptoms, treatments The effects of events on local towns</p> <p>Causes of the Peasants' Revolt in 1381</p> <p>Stargazers To know historical figures and their significance - Galileo Galilei & Leonardo Da Vinci. The landing on the moon and the significance of Apollo 11</p> | <p>Stargazers Scientist, astronomer, astrology, invention, physics, moon, sun, astronaut, universe, telescope, invention, Italian, sunspots</p> |
| Year 6 | <p>All topics Select, organise, summarise and present relevant information from a wide range of sources, in the most effective way for a given purpose. Independently investigate a complex historical research question. Create a timeline from dates, details, eras showing knowledge of how to check for accuracy.</p> <p>A Child's War Draw on depth of factual knowledge and understanding of Britain and the wider world.</p> | <p>A Child's War Important factors and events in the lead up to the war Main countries/leaders involved: UK/Winston Churchill USA/Franklin D. Roosevelt France/Charles de Gaulle</p> | <p>Cultural Economic Military Political Religious Social</p> <p>A Child's War Treaty (of Versailles), appeasement, Great Depression, Fascism, allied powers axis powers, Blitz</p> |

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| | <p>Show an understanding of how events happened concurrently in different locations. Provide reasons for, and outcomes of, the main events and changes in historical periods, Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.</p> <p>Revolution Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world. Describe how their own lives have been influenced by a significant individual or movement. Describe the negative and positive impact of a period of history on contemporary society.</p> | <p>USSR/Joseph Stalin Germany/Adolf Hitler Italy/Benito Mussolini Japan/Hirohito</p> <p>Key events: Treaty of Versailles, Hitler becomes leader of Germany, D Day, VE Day, Blitz, Battle of Britain, Pearl Harbour</p> <p>Revolution Factors, events and reasons leading to the beginning of the IR.</p> <p>Society in Victorian times ie. schools, crime and punishment, class systems (differences), workhouses</p> <p>Key dates: Victoria's birth and death, Prince Albert's death, Poor Law passed, first steam railway, first photograph, Great Exhibition, Education Act, free education for all, Crimean War, first electric light bulb.</p> <p>Significant figures: Dr Barnardo, Florence Nightingale, Isambard Kingdom Brunel, Charles Dickens, Alexander Graham Bell, William Morris, Elizabeth Fry, Robert Peel</p> | <p>Anderson/Morrison shelter, concentration Camp, D-Day, Holocaust, Nazi, propaganda Rationing, evacuation/evacuee United Nations, VE Day</p> <p>Revolution Industrial Revolution, suffragette Queen Victoria, Prince Albert, workhouse, social reformer, coal, factory, affluent, poverty, slum, British Empire</p> |
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| | <p>Hola Mexico! Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective.</p> <p>Blood Heart Analyse, identify and describe the impact of events on Britain and the wider world</p> | <p>Hola Mexico! Maya civilisation Maya calendar begins 3114BC) Major cities: Tikal, Teotihuacan 900AD mysterious decline of Maya</p> <p>Mayan number system</p> <p>Blood Heart William Harvey: key events, dates and significance in medical world The history towards the progression of organ and blood donation. The impact of Dr. W.H. work</p> | <p>Hola Mexico! Civilisation, heritage, indigenous Chichen Itza, El Castillo, deity Glyphs, temple, Mayans</p> <p>Blood Heart Organ donation, timeline, transplant, liver, kidney, heart, lungs, skin, face, medical, surgery</p> |
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