
















Year 5: Knowledge Mat

What does it mean if God is Holy and loving?

Key Vocabulary		Symbols and Artefacts	Core Knowledge
Holy	dedicated to God or a religious purpose; sacred.	    	<ul style="list-style-type: none"> I know that Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. I know that Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. I understand that Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. I know that Christians believe getting to know God is like getting to know a person rather than learning information. I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own
Mercy	compassionate treatment of or attitude towards an offender or an adversary, who is in one's power or care		
Loving	feeling or showing love		
Worship	the feeling or expression of reverence and adoration for a god		
Omnipotent	having unlimited power and able to do anything	Place of Worship	
Omniscient	knowing everything.	 	
Injustice	lack of fairness or justice.		
Eternal	lasting or existing forever; without end.		
Forgiving	ready and willing to forgive.		



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

Key Vocabulary		Symbols and Artefacts	Core Knowledge
Qur'an	The Holy book	 	<ul style="list-style-type: none"> ➤ I know how to explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur'an as the message) ➤ I know how to describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet) ➤ I know how to make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) ➤ I know how to give evidence and examples to show how Muslims put their beliefs into practice in different ways ➤ I know how to make connections between Muslim beliefs studied and Muslim ways of living in Britain/Shropshire today ➤ I know how to consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims ➤ I know how to reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.
Ibadah	Service and worship		
Shahadah	The belief that "There is no god but God, and Muhammad is the Messenger of God" is central to Islam	 	
Tawhid	The belief in the Oneness of God and knowing that there is only one God		
Ramadan	The month of fasting		
Salat .	Daily ritual prayers- one of the 5 pillars of Islam	Place of Worship	
Zakah	A requirement that part of someone's wealth is given to people who need it		
Wudu	Ritual washing before worship		
Id-ul-Fitr	the Muslim festival marking the end of the fast of Ramadan.		
Iman	The teacher or religious leader in the Mosque		
Hajj	A pilgrimage to Mecca	 	
Halal	Meat that is prepared according to religious law		









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Why do Christians believe that Jesus was the Messiah ?

Key Vocabulary		Symbols and Artefacts	Core Knowledge
Messiah	The promised one- Christ the saviour		<ul style="list-style-type: none"> ➤ I can explain the place of Incarnation and Messiah within the 'big story' of the Bible. ➤ I can identify Gospel and prophecy texts, using technical terms. ➤ I can explain connections between biblical texts, Incarnation and Messiah, using theological terms. ➤ I can show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. ➤ I can comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. ➤ I can 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.
Saviour	A person who saves someone from danger or difficulty		
Gospel	The record of Christ's life written in the bible in the books Matthew Mark, Luke and John		
Prophet	An inspired teacher who proclaims the Will of God		
Prophecy	A prediction of the future		
God incarnate	God in the flesh, as a human.		
Salvation	Preservation or deliverance from harm or sin.	Place of Worship	
Incarnation	A person who is a deity in flesh		
Transfiguration	a complete change of form or appearance into a more beautiful or spiritual state		



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Why is the Torah so important to Jewish people?

Key Vocabulary		Symbols and Artefacts	Core Knowledge
Torah	the law of God as revealed to Moses and recorded in the first five books of the Hebrew scriptures (the Pentateuch).	     	<ul style="list-style-type: none"> ➤ I know the Jewish beliefs about God ➤ I know some examples of some texts that say what God is like and explain how Jewish people interpret them ➤ I know the connections between Jewish beliefs about the Torah and how Jews use and treat it ➤ I know the connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) ➤ I know how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) ➤ I know how to make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today ➤ I know the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and I know how to say how far they are valuable to people who are not Jewish.
Orthodox	the collective term for the traditional branches of contemporary Judaism.		
Progressive	A more relaxed and liberal strand of Judaism,		
Kippa	a skullcap worn by Orthodox Jewish men		
Tallit	a shawl with fringed corners worn over the head or shoulders by Jewish men especially during morning prayers		
Rabbi	a Jewish scholar or teacher, appointed as a Jewish religious leader		
Synagogue	the building where a Jewish assembly or congregation meets for religious worship and instruction		
Tenakh	the Jewish Scriptures comprising the books of law, the prophets, and collected writings	Place of Worship	
Sheema	A prayer that is recited daily at the morning and evening services	 	
Kosher	Food satisfying the requirements of Jewish law.		
shabbat	The holy sabbath day to be strictly adhered to .		



Year 5: Knowledge Mat

How do Christians decide how to live? What would Jesus do?

Key Vocabulary		Symbols and Artefacts	Core Knowledge
Parables	a simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels		<ul style="list-style-type: none"> ➤ I know the key features of Gospel texts (for example teachings, parables, narrative) ➤ I know the meanings of the texts studied, and can compare my own ideas with ways that Christians interpret the texts ➤ I know the connections between Gospel texts, Jesus' Good news, and the way that Christians live their lives ➤ I know the connections between Christian teaching about peace, forgiveness and healing, and the issues and opportunities in the world today- including in my own life. ➤ I know how to articulate my own ideas and points of view
Teachings	guidance, and instruction given by a teacher to help live a fulfilled life		
Injustice	A lack of fairness		
Justice	just behaviour or treatment. and genuine respect for people		
Prayer	a solemn request for help or expression of thanks addressed to God		
Forgiveness	the action or process of allowing someone to be sorry forp what they have done without fear of punishment		
Peace	freedom from disturbance; tranquility	Place of Worship	
Healing	the process of making or becoming sound or healthy again		
Sermon	a talk on a religious or moral subject, especially one given during a church service and based on a passage from the Bible		

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What matters most to Humanists and Christians?

Key Vocabulary		Symbols and Artefacts	Core Knowledge
Humanist	a system of thought attaching importance to human rather than divine matters		<ul style="list-style-type: none"> ➤ I know that people have beliefs about why people are good and bad (e.g. Christian and Humanist) ➤ I know there are sources of authority which tell people how to be good (e.g. Christian ideas of being made in the image of God, but fallen, and Humanists saying that people can be good without God) ➤ I know how to make clear connections between Christian and Humanist ideas about being good and how people live. ➤ I know the reasons why it might be helpful to follow a moral code and why it might be difficult offering different points of view. ➤ I know how to ask questions and suggest answers about how and why people should be good. ➤ I know the connections between the values studied and my own life as well as their importance in the world today, ➤ I know how to give good reasons for my views.
Values	principles or standards of behaviour;		
Beliefs	an acceptance that something exists or is true, especially one without proof.		
Morals	standards of behaviour; principles of right and wrong.		
Atheist	a person who disbelieves or lacks belief in the existence of God or gods		
Christian	A person who believes that Jesus was the Son of God		
Principles	a moral rule or standard of good behaviour or fair dealing	Place of Worship	
Virtues	behaviour showing high moral standards		
Divine being	A God or deity to worship		