

## Dog Kennel Hill Primary School - RE Knowledge Organiser

**Big Question:** How important are the similarities and differences between and within religions? Investigating the relationship between-secular and religious world views

**Year: 6**

**Topic: How do different religions and world views create celebrations?**

### What will I know by the end of the unit?

To investigate the reasons for celebrations in different cultures, religions and world views	<p>I can explain why human beings like to celebrate certain seasons and beliefs</p> <p>I can explore the ideas behind celebrations and why as human beings you find them through history and in every culture</p> <p>I can critically evaluate different practices from around the world of celebrations and give my own reasoned view on why they take place</p>
To investigate different ways of celebrating in Islam	<p>I can describe how Eid is celebrated differently by some Muslims</p> <p>I can explain the impact of different Eid celebrations on Muslim people's lives</p> <p>I can give a coherent account of a range of beliefs and ideas about Eid celebrations</p>
To consider the difference celebrations make in the lives of different Christians	<p>I can describe how Christians celebrate differently and why</p> <p>I can explain the impact of different Christian celebrations on people's lives</p> <p>I can give a coherent account of a range of beliefs and ideas about Christian celebrations. I can compare celebrations between 3 denominations</p>
To evaluate what is similar and different between two religions	<p>I can suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about celebrations</p> <p>I can critically evaluate different religious and world views on celebrations and give my own reasoned view</p>
To consider whether it is right to be part of celebrations outside of a group you belong to (Class debate)	<p>I can think of examples of taking part in a celebration that does not belong to my religion</p> <p>I can think of points for and against and back them up with evidence</p> <p>I can thoughtfully decide on my own opinion, with evidence or examples</p>
To consider how to make an inclusion celebration (Class debate)	<p>I can make specific references to two religions and their celebrations, describing some specific religious or cultural practices .</p> <p>I can make specific references to two or more religions and their celebrations, describing specific religious and cultural practices. I can make reference to how some practices are forbidden in some religious and celebratory in others, using appropriate and considered vocabulary</p>

### Vocabulary

Eid-ul-Fitr	A Muslim celebration which takes place at the end of Ramadan
Eid-ul-Adha	A Muslim celebration which takes place at the end of the Hajj
Christmas	A Christian celebration commemorating the birth of Jesus
Easter	A Christian celebration commemorating the resurrection of Jesus
Resurrection	The process of dying and returning to life which Christians believe happened to Jesus
Hajj	The Muslim pilgrimage to Mecca
Sacrifice	Giving up something- refers to the symbolic 'sacrifice' of a lamb at Eid-ul-Adha, or for Christians fasting during lent
Fast	To make the choice to deprive oneself of food or luxuries, as in Ramadan and Lent
Commemoration Cultural/Religious	To remember a specific event from the past
Ramadan	A Muslim time of fasting before Eid-ul-Fitr
Lent	A Christian time of fasting before Easter
Non-denominational	Someone who feels they belong to a particular group, but not a sub-set within it.

### Overview

This unit gives you a chance to think philosophically and sociologically about why human beings want to celebrate and have an inner need to do so.

### Celebrations

