

# Dog Kennel Hill Primary School - RE Knowledge Organiser

**Big Question:** How important are the similarities and differences between and within religions?

**Year:** 6

**Topic:** What similarities and differences do religions and world views share?

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

What values and practices do religions and world views share?	I can outline religious and world views practices linking different viewpoints. I can explain the impact of connections between practices and values between different viewpoints. I can appreciate and appraise practice and viewpoints between different religions and world views.
Why is meeting together important for religious people?	I can use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups. I can describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities. I can appraise different religious practices and evaluate the reasons for them.
How does the Church and Mosque important to Christians and Muslims? (2 weeks work)	I can use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups. I can describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities. I can appraise different religious practices and evaluate the reasons for them between 2 religions.
What differences do places of worship make to an area?	I can create a notice board that outlines what goes on in a place of worship and link these practices to sacred texts. I can provide more than one sacred text as justification for an activity at a place of worship and explain a number of different activities. I can explain different religious practices at places of worship and evaluate the difference they make to the lives of their community.
What beliefs do religions and world views share?	I can use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups. I can describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities. I can thoughtfully appraise different religions and world views, explaining what they share as well as differ over.
What do I want to say to the world about my community?	I can outline my ideas as well as those of others in art or writing. I can explain ideas connecting different teachings and beliefs.

**Local Context**  
If not done so in previous years, visit Peckham Islamic Centre, 12 Choumert Grove, SE22

## Vocabulary

<b>font</b>	Usually found near the entrance to the church, this is filled with water and used to Christen infants or adults.
<b>altar</b>	Some churches may have more than one altar, but it is a symbol from the Old Testament that Jews made when they had encounters God in some way.
<b>pulpit</b>	Place in a church usually slightly raised up where someone stands to deliver a preach/sermon from a Bible passage.
<b>lectern</b>	The place in a church where you find a Bible, and where it is read from to the congregation.
<b>kneecocks</b>	Church knelers or cushions that people kneel on when they pray.
<b>chalice</b>	The church where the communion wine is held and shared from.
<b>Patton</b>	The plate that is placed over the chalice on which the bread for communion is placed.
<b>baptistry</b>	In Free churches (Baptist, Evangelical, Pentecostal) this is often a small water pool under the floor that is opened when people within the church want to be baptised.
<b>prayer beads</b>	In mosques you often see these hanging around the edges of the prayer rooms. They traditionally have 99 beads on them to help people think about the 99 names of God.
<b>shoe rack</b>	A place for putting shoes, this is a cultural thing and not religious. It keeps the inside of the building cleaner.
<b>wash facilities</b>	This is where Wudu is performed. Ceremonial washing before you can pray.
<b>Mihrah</b>	Semi-circular niche in the wall of a mosque that indicates the qibla: that is, the direction of the Kaaba in Mecca.
<b>Minbar</b>	The pulpit in the mosque where the imam (prayer leader) stands to deliver sermons.
<b>qibla wall</b>	See Mihrah
<b>madrasah</b>	School held at a mosque so children can learn the Qur'an to recite it and now days read it.
<b>minaret</b>	Tower on the outside of a mosque in which traditionally a Muezzin would call people to come for prayer time.
<b>font</b>	Usually found near the entrance to the church, this is filled with water and used to Christen infants or adults.

## Overview

Work in this unit will enable children to explore the differences and similarities within Christianity, Islam and 2 other religions or world views of your choice. It will introduce children to the concept worship and community and will enable them to compare the meanings of both in their own lives and within the lives of human beings.

### Religions at DKH

