

## Knowledge Organiser

Unit: Christianity Revision		Year: 10
<b>Purpose of Unit:</b> <ul style="list-style-type: none"> <li>To understand key Christian beliefs and teachings</li> </ul>		
<b>Key Learning/Knowledge:</b> <ul style="list-style-type: none"> <li>Can explain the <b>nature of God</b> in the <b>Trinity</b>: Father, Son and Holy Spirit</li> <li>Can explain the teachings about God is the <b>creation stories</b></li> <li>Can explain the roles of the <b>Word</b> and <b>Spirit in creation</b></li> <li>Can explain the beliefs and teachings about <b>Jesus</b> (incarnation, crucifixion, resurrection and ascension)</li> <li>Can explain the idea of <b>the Bible</b> as the Word of God and consider <b>different interpretations</b> (liberal and literalist) of stories like the creation</li> <li>Can explain <b>sin and salvation</b></li> <li>Can explain beliefs about <b>grace</b></li> <li>Can explain the role of the <b>Holy Spirit</b> in evangelical worship</li> <li>Can explain beliefs about the <b>afterlife, judgement, resurrection, heaven and hell</b></li> </ul>	<b>Key Vocabulary and meanings:</b> <p><b>Omnipotent</b> - God is all-powerful</p> <p><b>Omniscient</b> - God is all-knowing</p> <p><b>Omnibenevolent</b> - God is all-good, all-loving</p> <p><b>Holy Spirit</b> – the invisible part of God that guides believers</p> <p><b>Incarnation</b> – the belief that God takes on a human form</p> <p><b>Crucifixion</b> - Jesus's death on the cross to save people from sin</p> <p><b>Atonement</b> – Jesus pays the price for human sin</p> <p><b>Resurrection</b> - Jesus rose from the dead, defeating sin and death</p> <p><b>Ascension</b> – 40 days later Jesus went up to Heaven to sit at the right hand of God</p> <p><b>Sin</b> - to turn away from God</p> <p><b>Original Sin</b> - the first sin of humanity, committed by Adam and Eve</p> <p><b>Free Will</b> - the God-given ability to make our own decisions</p> <p><b>Salvation</b> - turning back to God and being saved from sin</p> <p><b>Grace</b> – God's blessing, help and favour that is freely given</p> <p><b>Judgement</b> - the belief that God will judge humanity on their faith and actions</p>	
<b>Key Skills:</b> <ul style="list-style-type: none"> <li>To know, select and <b>describe</b> key beliefs and teachings</li> <li>To <b>explain</b> meaning and significance of these beliefs and teachings</li> <li>To <b>evaluate</b> the different views about the beliefs and teachings</li> </ul>		
<b>Links to prior knowledge/learning:</b> <p>Links to the beliefs about life and teachings of Jesus in studied in Y7, including the festivals of Christmas and Easter</p>		
<b>Cross Curricular link/ World Issues</b> Religion and Culture		

## GCSE Religious Studies Knowledge Organiser

<b>Unit: Issues of life and death Revision Year: 10</b>	
<b>Purpose of Unit:</b> <ul style="list-style-type: none"> <li>• To know and understand Christian and Hindu beliefs and teachings on issues of life and death</li> <li>• To evaluate different viewpoints on the religious and ethical issues</li> </ul>	
<b>Key Learning/Knowledge:</b> <ul style="list-style-type: none"> <li>• Can explain religious teachings about <b>creation</b></li> <li>• Can explain scientific ideas of <b>the Big Bang</b> and <b>evolution</b></li> <li>• Can explain religious and non-religious attitudes to the importance of <b>human and animal life</b></li> <li>• Can explain <b>Peter Singer's 'speciesism'</b></li> <li>• Can explain religious attitudes to <b>environmental responsibility</b></li> <li>• Can explain religious attitudes to <b>abortion</b> and <b>euthanasia</b></li> <li>• Can explain religious teachings about <b>life after death</b></li> <li>• Can explain religious and Humanist <b>funeral ceremonies</b> in Britain</li> </ul>	<b>Key Vocabulary and meanings:</b> <p><b>Genesis</b> – the book in the Bible that tells the story of the creation</p> <p><b>Brahma</b> – the creator in the Hindu Trimurti</p> <p><b>Brahman</b> – the source of all life (Hindu)</p> <p><b>Creation</b> – the idea that the world was made</p> <p><b>Big Bang</b> – the theory the universe resulted from an explosion at a point of singularity</p> <p><b>Evolution</b> – the idea that life has developed over millions of years</p> <p><b>Abortion</b> – the termination of the pregnancy</p> <p><b>Euthanasia</b> – mercy killing, the 'gentle death'</p> <p><b>Sanctity of life</b> – the idea that life is holy created by God</p> <p><b>Quality of life</b> – the idea that life is free of pain and suffering</p> <p><b>Resurrection</b> – the idea that the body will raise up to a life after death</p> <p><b>Soul</b> – the belief that a person's spirit lives on after death</p> <p><b>Reincarnation</b> – the idea that the soul comes back in another body</p> <p><b>Atman</b> – the Hindu word for the self or soul</p> <p><b>Moksha</b> – liberation from the cycle of birth and death</p>
<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• To <b>describe</b> teachings, attitudes and ethical</li> <li>• To <b>explain</b> religious teachings and beliefs and their impact on philosophical and ethical issues;</li> <li>• To <b>explain</b> the importance of religious ceremonies and how they reflect important religious beliefs</li> <li>• To <b>evaluate</b> different views and opinions on religious, philosophical and ethical issues</li> </ul>	
<b>Links to prior knowledge/learning:</b> Links to the beliefs and teachings about Hinduism studied in Year 8 (the gods, Brahman and atman, karma and reincarnation and moksha)	
<b>Cross Curricular link/ World Issues: Science, Geography, medicine, religious and cultural beliefs</b>	

## Knowledge Organiser

<b>Unit:</b> Issues of good and evil revision <b>Year:</b> 10 <b>Term</b> 3	
<b>Purpose of Unit:</b> <ul style="list-style-type: none"> <li>To examine issues of good, evil, suffering and crime and punishment</li> </ul>	
<b>Key Learning/Knowledge:</b> <ul style="list-style-type: none"> <li>Can explain what makes an act <b>good</b></li> <li>Can explain the difference between <b>absolute and relative morality</b></li> <li>Can explain the <b>causes of crime</b> and <b>aims of punishment</b></li> <li>Can explain the work of <b>prison reformers</b> and <b>prison chaplains</b></li> <li>Can explain different moral and religious attitudes to <b>capital punishment</b></li> <li>Can explain Christian and Hindu attitudes to <b>forgiveness</b> and <b>justice</b></li> <li>Can explain religious attitudes to the <b>origins of evil</b> and religious <b>responses to evil and suffering</b></li> <li>Can explain philosophical challenges posed by the existence of <b>evil and suffering</b> to beliefs in <b>God</b> and <b>free will</b> (Christianity)</li> <li>Can explain philosophical ideas about <b>karma, ignorance</b> and the <b>tri-guna</b></li> <li></li> </ul>	<b>Key Vocabulary and meanings:</b> <b>Good</b> – Following God's will, keeping commandments principles <b>Absolute morality</b> – always follow the rules or laws <b>Relative morality</b> – what is right depends on the situation <b>Retribution</b> – harsh punishment that makes them pay <b>Deterrence</b> – punishment that puts people off, deters <b>Reform</b> – punishment includes help to change and make a fresh start <b>Protection</b> – punishment protects people from ones who are dangerous <b>Vindication</b> – punishment that makes people respect the law <b>reparation</b> – punishment that repairs the damage, pays back <b>forgiveness</b> – pardon for a wrongdoing <b>justice</b> – fairness, putting things right <b>prison reformers</b> – campaign for better conditons in prisons <b>prison chaplains</b> – religious leaders who visit prisoners to support them <b>capital punishment</b> – the death penalty for a crime <b>original sin</b> – the first sin of Adam and Eve <b>free will</b> – free to make own choices <b>soul-making</b> – evil needs to exist so that people can develop their souls by becoming good people <b>karma</b> – actions and consequences <b>ignorance</b> - <b>tri-guna</b> – the qualities of nature, life and us <b>tamas</b> – the third quality is impurity
<b>Key Skills:</b> <ul style="list-style-type: none"> <li>To <b>describe</b> religious beliefs and teachings using key words</li> <li>To <b>explain</b> how religious teachings influence attitudes to crime and punishment and evil and suffering</li> <li>To <b>evaluate</b> different viewpoints and opinions, including religious ones on ethical and philosophical issues</li> </ul>	
<b>Links to prior knowledge/learning:</b> Links to the beliefs and teachings about Christianity and Hinduism	

## Knowledge Organiser GCSE Religious Studies - Hinduism

<b>Unit:</b> Hindu Worship and Practice		<b>Year:</b> 10
<b>Purpose of Unit:</b>		
<ul style="list-style-type: none"> <li>To know and understand <b>key forms of Hindu worship and practice</b></li> <li>To evaluate the <b>importance of these practices to Hindus</b></li> </ul>		
<b>Key Learning/Knowledge:</b>		<b>Key Vocabulary and meanings:</b>
<ul style="list-style-type: none"> <li>Know what <b>mandirs, home shrines</b> and <b>murtis</b> are</li> <li>Know and be able to explain the meaning of <b>puja, arati, darshan, havan, bhajan?</b></li> <li>Can explain the importance of <b>gurus</b> and <b>elders?</b></li> <li>Can explain the significance of the festivals <b>Diwali, Holi</b> and <b>Raksha Bandhan</b></li> <li>Can explain the role of pilgrimage for <b>Vaishnavas</b> and <b>Shaivas</b> to <b>Varanasi</b> and <b>Vrindavan?</b></li> <li>Explain the importance of moral practices: <b>the Vrindavan Forest Project, ISKCON Food For Life and cow protection</b></li> </ul>		<p><b>Mandirs</b> – temples</p> <p><b>Puja</b> – worship, making offerings</p> <p><b>Arati</b> – the offering of light</p> <p><b>Darshan</b> – the appearance of God</p> <p><b>Havan</b> – the sacred fire</p> <p><b>Bhajan</b> – devotional songs to God</p> <p><b>Vaishnavas</b> – worshippers of Vishnu and his avatars, like Krishna</p> <p><b>Shaivas</b> – worshippers of Shiva</p> <p><b>ISKCON</b> – International Society for Krishna Consciousness</p> <p><b>Goshala</b> – a cow shelter</p>
<b>Key Skills:</b>		
<ul style="list-style-type: none"> <li>To <b>describe</b> key practices, what happens</li> <li>To <b>explain</b> the meaning, symbolism and significance of the practices, why does it happen</li> <li>To <b>evaluate</b> the importance of the practices to Hindus in Britain and India today, consider different views; e.g. is worship or moral practice more important</li> </ul>		
<b>Links to prior knowledge/learning:</b>		
Links to the beliefs and teachings about Hinduism studied in Year 8 (the gods, Brahman and atman, karma and reincarnation and moksha)		
<b>Cross Curricular link/ World Issues</b>		
Indian religion and cultur		