

Kapow
Primary

Religion and worldviews

A faint, light-colored illustration of two hands, palms up, holding up the text. The hands are positioned behind the main title, with the fingers pointing upwards towards the words 'Religion and' and 'worldviews'.

Vocabulary progression

Introduction to key vocabulary

This document outlines the vocabulary progression within Kapow's Religion and Worldviews curriculum.

It does not include **all** vocabulary that pupils encounter in their Religion and worldviews lessons but instead focuses on the essential words and terms crucial for understanding the subject. These words are carefully selected to help pupils grasp important concepts and ideas outlined in the Kapow Primary Religion and Worldviews curriculum.

The vocabulary is categorised under three curriculum strands: **Substantive knowledge**, **Personal knowledge** and **Disciplinary knowledge**. This document also highlights specific terms related to particular worldviews, such as 'moksha' (Hindu) or 'salvation' (Christian).

The aim in consolidating these keywords is to enable teachers to focus their teaching on the vocabulary outlined for each year group, ensuring a strong understanding of what words pupils should already be familiar with and those they will encounter in future years.

What we call 'knowledge' is language, and this fact proves that to understand any subject, we first need to understand its language.

Alex Quigley, Closing the Vocabulary Gap

Coming soon! Unit hubs are being updated for 24/25 to ensure the 'Key vocabulary' listed matches this document.

Receptive vs expressive vocabulary



Receptive vocabulary

The words a person understands when they hear or read them. Vocabulary that an individual can recognise and comprehend even if they do not actively use it in conversation or writing.



Expressive vocabulary

The words that a person can actively use in speech or writing to communicate.

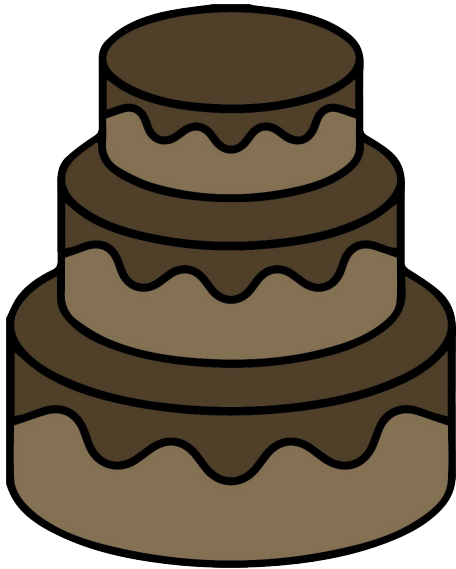
Some vocabulary will be used in lessons earlier than indicated in this document; this is done intentionally. Pupils often understand vocabulary *receptively* *before* they can confidently use it *expressively*. Our lesson plans guide teachers to model new vocabulary before the vocabulary is explicitly taught and before pupils are expected to use it to communicate ideas themselves..

The year groups listed represent when pupils are expected to retain the vocabulary and its meanings, and begin to actively use the words in appropriate contexts. We have chosen to focus on when vocabulary is used *expressively*, as this makes it easier for teachers to assess.

However, active use of new vocabulary does not necessarily imply complete mastery of each word or concept, as understanding continues to evolve and deepen over time.

Choosing words to teach

In selecting the words to include in this vocabulary progression, we have used the 'Three-tiers framework' (Beck, McKeown & Omanson, 1987) which advises focusing instruction on Tier 2 vocabulary for the most productive gains. Tier 1 words have not been included in the progression, unless they acquire a more specialised meaning (and would therefore be classed as Tier 2 or Tier 3 words) in the context of Religion and worldviews. For example, words like 'spirit,' 'chosen' and 'messenger' might be familiar to children in general contexts but have been included in our progression because it is important for children to understand their specific meanings in the context of religious studies.



Tier 3 vocabulary

These words are used infrequently in conversation and often their use is subject-specific. Textbook glossaries usually focus on Tier 3 words as they can tend to be abstract in nature. They require explicit teaching and contextualisation.

Tier 2 vocabulary

These words are of high-utility as they are words which appear across the school curriculum and in written texts. Often explicit teaching of Tier 2 words is not planned for but this can be the most productive place to focus vocabulary instruction.

Tier 1 vocabulary

The most basic words. These are the words that typically appear in conversation, meaning children are exposed to them often from a very early age. They rarely require explicit teaching because they are already familiar to the majority of children.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive knowledge					
believe/belief blessing ceremony community creator/creation God miracle religion responsibility scripture (3) worldview (3)	chosen festival Guru (3) messenger (3) place of worship (3) practices prayer prophet (3) ritual (3) sacred (3) shrine (3) symbol/symbolise temple worship	cleans covenant (3) divine (3) equality eternal faith forgiveness guidance holy (3) inspired moral offering reasoning sin soul	ancient commitment culture Dharma (3) fast harmony merciful/mercy origin prophecy (3) revealed/ revelation sacrifice spiritual traditions translation	Abrahamic (3) agnostic atheist (3) denomination devotion Dharmic (3) enlightenment (3) exile karma (3) liberation pilgrimage/ pilgrim (3) reincarnation/ reincarnated (3) religious succession theist (3)	diversity free will incarnation liberal martyrdom (3) monotheist (3) orthodox protected characteristics secular suffering temptation wisdom
Personal knowledge					
respect idea	opinion value	response source influence	perspective viewpoint	discrimination stereotype prejudice tolerance/ tolerant	bias contradictory controversial personal
Disciplinary knowledge					
proof important quote	express link	connection organised worldview (3) personal worldview (3) historical modern represent	artefact evidence impact perception literal	interpretation portrayal significant suggest	census respond reflect

*Words on this page are classified as Tier 2 words, unless stated otherwise.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christian	Christian Bible Christian God Jesus Christmas	church cross disciples Messiah Old Testament	New Testament Ten Commandments baptism salvation	Easter Gospel Lent resurrection crucified saviour	crucifixion Holy Spirit parable sacraments The Trinity	Fall
Muslim	Allah (God) Muhammad Muslim	mosque Qur'an	Islam Five pillars of Islam	Hadith halal hijab Ramadan	ummah	Hajj
Hindu	Brahman (God) Hindu Trimurti	avatar deity Diwali mandir murti puja	aarti	Bhagavad Gita Vedas	moksha	
Jewish	God Jewish Torah	Hanukkah synagogue	Tenak Torah scroll	kippah kosher	Yom Kippur	mitzvot Shabbat tabernacle
Sikh	Sikh Waheguru (God)	gurdwara Guru Granth Sahib Guru Nanak	Langar	Khalsa articles of faith	Bandi Chhor Divas Ik Oankar mukti	Hukam
Alevi, Buddhist, Humanist, Jain, Shinto and Zoroastrian	Humanist Zoroastrian	Alevi	Buddhist Buddha meditation Shinto Ahura Mazda	Bahá'í Bahá'u'lláh Buddhist Canon	Eightfold Path Four Noble Truths nirvana	Jain

*Words on this page would all classify as Tier 3 words as they are highly specific to religious studies.

Grammar notes

The vocabulary list includes words in various forms, as these are the versions most frequently used in our Religion and Worldviews lessons. For example, we might list 'creation' because it is commonly used in discussions. However, as pupils grow more confident with these specific forms, it is beneficial to teach them how to adapt and use all related forms of the word. For instance, from the root 'create,' they should learn to use 'creator,' 'created,' and 'creation' with confidence. This approach ensures that pupils not only recognise these words but can also apply them accurately in different contexts.

God can be used as a common noun or a proper noun, which means it is written as 'god' in some cases and 'God' in others.

When referring to a specific, singular deity it is a proper noun, or name, therefore a capital is used, e.g. 'Many Christian people believe God created the world' or 'Brahma is a name used for God in the Hindu tradition.'

When referencing god more generally, or referring to more than one god, a lowercase g is used, e.g. 'People have different beliefs about god' or 'Some religions have a god or gods as a focus for worship and prayer.'

Notes

We have classified the vocabulary in this document as Tier 1, Tier 2, or Tier 3. Please note that classifying vocabulary can be subjective and challenging. Factors such as the age of the target audience and the context in which words are used may influence how familiar these words are considered.

Featuring more vocabulary for certain religions does not mean to reflect importance. Our goal is to explore religious concepts and provide a comprehensive understanding of some of the most widely followed organised worldviews, prioritising depth over breadth.

References

Quigley, A., *Minding the Vocabulary Gap*, (Routledge, 2017), p. 95.

Beck, I., McKeown, M., & Kucan, L., *Bringing Words to Life*, (Guilford Press, 2013), p. 9.