

River Bank Primary Knowledge Organiser	Year 5	Summer 2	Inspiring others
Key Vocabulary	Important Facts		
<p>Campaigner- a person who works in an organised and active way towards a goal.</p> <p>Leader- the person who leads or commands a group or organisation.</p> <p>Civil right - the rights of citizens to political and social freedom and equality.</p> <p>Justice- moral rightness.</p> <p>Dharma- regarded in Hinduism as a cosmic law underlying right behaviour and social order.</p> <p>Protest- a statement or action expressing disapproval of or objection to something.</p> <p>Humanity- human living collectively and being humane.</p>	<p style="text-align: center;"><u>Inspiring people from different religions</u></p> <p>Hindu religion: Pandurang Shastri Athavale (1920–2003) Indian philosopher, spiritual leader and social reformer. Pandurang changed India with campaigns for fairness, justice and love for the Earth. 120 million follow his ideas for justice, fairness and Hindu dharma today.</p>  <p>Muslim religion: Malala Yousafzai Malala is an Islamic campaigner for girls' education and equality. Malala was still a child herself when she received death threats from the Taliban. On October 9, 2012, a gunman shot Malala when she was traveling home from school. Despite being shot by sexist troops; she went on to become the youngest-ever Nobel Peace Prize winner.</p>  <p>Sikh religion: Bhagat Puran Singh Bhagat Puran Singh set up a home for destitute people in Amritsar, inspiring a generation after his own life was changed by friendship with a person with profound learning needs. Bhagat dedicated his life to the 'selfless service of humanity'. He spread awareness about environmental pollution, and increasing soil erosion long before such ideas became popular.</p>  <p>Jewish religion: Rabbi Hugo Gryn Rabbi Hugo Gryn survived the Holocaust and became a much-loved Jewish leader in the UK. Gryn became a regular radio broadcaster and appeared for many years on BBC Radio 4's <i>Thought for the Day</i> and <i>The Moral Maze</i>.</p>  <p>Christian religion: Revd Dr Martin Luther King Jr, Martin Luther King Jr is a civil rights campaigner in 1950s USA who was shot dead aged 39 after a lifelong struggle against racism. King is remembered for his non-violent protests against segregation and his "I Have a Dream" speech.</p> 		

Quiz

1) Who used Hindu Dharma to campaign fairness in India?

- a) Reverend Dr Martin Luther King Jr b) Rabbi Hugo Gryn c) Malala Yousafzai d) Pandurang Shastri Athavale

2) Which activist got attacked by Taliban whilst going to school?

- a) Reverend Dr Martin Luther King Jr b) Rabbi Hugo Gryn c) Malala Yousafzai d) Pandurang Shastri Athavale

3) Who became the youngest ever noble peace prize winner?

- a) Reverend Dr Martin Luther King Jr b) Rabbi Hugo Gryn c) Malala Yousafzai d) Pandurang Shastri Athavale

4) What did Bhagat Puran Singh dedicate his life to? a) Humanity b) Environment c) Society d) Nature

5) Hugo Gryn belonged to which religion? a) Judaism b) Sikhism c) Christianity d) Islam

6) What cause did Martin Luther King Jr fight against?

- a) Racism b) inequality in pay c) inequality between men and women d) violence

7) What kind of protest did Martin Luther King Jr lead? a) non-violent b) violent

8) Who was known for their famous 'I have a dream' speech?

- a) Reverend Dr Martin Luther King Jr b) Bhagat Puran Singh c) Malala Yousafzai d) Pandurang Shastri Athavale

9) Who fought for girls rights and education?

- a) Reverend Dr Martin Luther King Jr b) Rabbi Hugo Gryn c) Malala Yousafzai d) Bhagat Puran Singh

10) What does a campaigner do? a) lead a country b) work actively towards a goal c) is a teacher d) work actively to disrupt a cause

Key people and dates

Pandurang Shastri Athavale (1920–2003)
Malala Yousafzai
Bhagat Puran Singh
Rabbi Hugo Gryn
Reverend Dr Martin Luther King Junior

Useful websites

<https://www.tes.com/teaching-resource/malala-lesson-11045500> -Malala
<https://www.theschoolrun.com/homework-help/dr-martin-luther-king-jr> -MLK
https://en.wikipedia.org/wiki/Hugo_Gryn -Hugo Gryn

needed to nurture questions raised by religion and belief, rejecting on their own ideas and ways of living.

<p>Learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):</p>	<p>Ideas and some content for learning</p> <p>Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.</p>
<p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> explain beliefs about how inspirational people can bring believers closer to God describe examples of texts or quotes which explain what an ideal way of life might be compare about different inspiring leaders from different religions <p>Understand the impact</p> <ul style="list-style-type: none"> make clear connections between belief about living a good life and the leaders they study give examples of the impact of faith on life explain differences between leaders from different religions <p>Make connections</p> <ul style="list-style-type: none"> raise questions about the concept of 'inspirational people', suggesting good answers explain the importance of role models from different religions express their own response to the inspiring lives they have studied 	<p>In this unit plan, we suggest pupils spend six or more lessons learning about three people who might be inspiring. We have not chosen religious founders or people from many centuries past here. These examples are specific, but other 'great lives' could be studied too.</p> <p>Inspiring people: what does it mean? And what does it mean in religion? And who is a non-religious inspiring person?</p> <ul style="list-style-type: none"> Pupils consider and ask questions about what makes a person inspirational to others, identifying characteristics of a good role model. We are sometimes inspired by people who are good at one thing – sport, music or cookery, for example. But others are inspiring because they are good in a human and humane sense. Make some lists and distinguish these kinds of inspiration. This unit gives pupils a chance to hear stories of inspiring people from different religions. Teachers might use these examples: <ul style="list-style-type: none"> Hindu religion: Pandurang Shastri Athavale (1920–2003) who changed India with campaigns for fairness, justice and love for the Earth. 120 million follow his ideas for justice, fairness and Hindu <i>dharma</i> today. Muslim religion: Malala Yousafzai is an Islamic campaigner for girls' education and equality. Despite being shot by sexist troops, she went on to become the youngest-ever Nobel Peace Prize winner, and a movie of her life won many prizes. Sikh religion: Bhagat Puran Singh set up Pingalwara, a home for destitute people in Amritsar, inspiring a generation to Sikhi <i>Sewa</i>, after his own life was changed by friendship with a person with profound learning needs. Jewish religion: Rabbi Hugo Gryn, who survived the Holocaust and became a much-loved Jewish leader in the UK. Christian religion: Revd Dr Martin Luther King Jr, a civil rights campaigner in 1950s USA who was shot dead aged 39 after a lifelong struggle against racism. <p>Exploring inspiration: four keys</p> <ul style="list-style-type: none"> As pupils study the actions and words of an inspiring person (and it could be someone local instead of the examples given – John Bunyan maybe?), make sure they link the life story into the beliefs and values of the religion. Four key ways to do this can be seen in these four questions: <ol style="list-style-type: none"> Did this person follow the teaching of their scriptures? How? Give three or more examples. Does this person encourage others to follow God in their religion? How? Give three examples. What difference did this person make to others? Is there a movement inspired by their life? What is their 'legacy'? Did this person sum up their vision in some famous sayings or memorable quotes? What do you think of them? <p>Investigations and enquiries: can the class work in small research teams?</p> <ul style="list-style-type: none"> The class might work on group presentations in teams of four or five to investigate one person from religion who is inspiring. Can they retell that person's life story, or some key incidents from it? Can they give several reasons and examples of what makes this person inspirational? Can they use religious vocabulary to describe aspects of lives and teachings of inspiring leaders and inspirational people? Can they make links and identify similarities and differences between the different people studied? Can they accept that no one is perfect, and that these heroes (to some) may also have a 'downside' to their lives? These studies may have a personal impact. Can pupils working alone explain the qualities they admire in their heroes/role models? Can they say why they admire them and how this may influence their own lives? Can they respond to questions raised by the stories from the lives of key religious figures and contemporary followers? Can they make links between what they have learnt about inspirational people and their own behaviour?