

## RE progression document KS2 Cycle A (2019/2020)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 3	<p><b><u>Lest We Forget</u></b></p> <p style="text-align: center;"><b>Creation (A)</b></p> <p style="text-align: center;">Creation Stories</p> <p>Communicate:</p> <p>Simply describe their own response to the idea of creation (Yr 3)</p> <p>Describe their own response to the idea of creation (Yr4)</p>	<p><b><u>Fasten your seatbelts</u></b></p> <p style="text-align: center;"><b>Holy (B)</b></p> <p style="text-align: center;">Mother of God</p> <p>Contextualise:</p> <p>Simply describe how Christians show that they believe Mary is holy (Yr 3)</p> <p>Describe how Christians show that they believe Mary is holy (Yr4)</p>	<p><b><u>Super settlers</u></b></p> <p style="text-align: center;"><b>Freedom (A)</b></p> <p style="text-align: center;">Passover</p> <p>Apply:</p> <p>Simply describe how freedom affects us and others (Yr 3)</p> <p>Describe how freedom affects us and others (Yr4)</p>	<p><b><u>Irresistible Isles!</u></b></p> <p style="text-align: center;"><b>Rescue (A)</b></p> <p style="text-align: center;">Good Friday</p> <p>Evaluate:</p> <p>Simply describe why Christians call the day Jesus died 'Good Friday' (Yr 3)</p> <p>Describe why Christians call the day Jesus died 'Good Friday' (Yr 4)</p>	<p><b><u>Raging Rivers</u></b></p> <p style="text-align: center;"><b>Kingdom (A)</b></p> <p style="text-align: center;">God's Kingdom</p> <p>Communicate:</p> <p>Simply describe their own ideas of what a kingdom is (Yr3)</p> <p>Describe their own ideas of what a kingdom is (Yr4)</p>	<p><b><u>Going to the Games!</u></b></p> <p style="text-align: center;"><b>Obedience (A)</b></p> <p style="text-align: center;">Obeying God's rules</p> <p>Enquire:</p> <p>Simply describe what obedience means (Yr 3)</p> <p>Describe what obedience means (Yr 4)</p>
Class 4	<p><b><u>Early Ancestors</u></b></p> <p style="text-align: center;"><b>Conflicting or complimentary (A)</b></p> <p style="text-align: center;">Creation and science</p> <p>Communicate:</p> <p>Begin to explain their views of Creation and Evolution (Year 5)</p> <p>Explain their views of Creation and Evolution (Year 6)</p>	<p><b><u>Tomb Raiders</u></b></p> <p style="text-align: center;"><b>Prophecy (B)</b></p> <p style="text-align: center;">Prophecy in relation to Magi</p> <p>Apply:</p> <p>Begin to explain how the concept of Prophecy affects our lives (year 5)</p> <p>Explain how the concept of Prophecy affects our lives (year 6)</p>	<p><b><u>Survival of the Fittest</u></b></p> <p style="text-align: center;"><b>Imagery (A)</b></p> <p style="text-align: center;">Jesus through art</p> <p>Enquire:</p> <p>Begin to explain the meaning of imagery (Year 5)</p> <p>Explain the meaning of imagery (Year 6)</p>	<p><b><u>Great Danes</u></b></p> <p style="text-align: center;"><b>Resurrection (C)</b></p> <p style="text-align: center;">The empty cross</p> <p>Contextualise:</p> <p>Begin to explain how Christians respond to the image of the Empty cross (Year 5)</p> <p>Explain how Christians respond to the image of the Empty cross (Year 6)</p>	<p><b><u>Stars &amp; Stripes</u></b></p> <p style="text-align: center;"><b>Wisdom (A)</b></p> <p style="text-align: center;">Are sacred books wise?</p> <p>Evaluate:</p> <p>Begin to explain the relevance of sacred books to Christians and Muslims (Year 5)</p> <p>Explain the relevance of sacred books to Christians and Muslims (Year 6)</p>	<p><b><u>Mayan Magic</u></b></p> <p style="text-align: center;"><b>Prophethood (B)</b></p> <p style="text-align: center;">Prophethood in Islam</p> <p>Contextualise:</p> <p>Begin to explain the concept of prophethood within the context of Mohammed (Year 5)</p> <p>Explain the concept of prophethood within the context of Mohammed (Year 6)</p>

## RE progression document KS2 Cycle B (2020-2021)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 3	<p><b><u>Through the Ages</u></b></p> <p><b>Symbol (A)</b></p> <p>Hannukah</p> <p>Contextualise</p> <p>Simply describe the meaning of Hannukah lights for Jews (Yr3)</p> <p>Describe the meaning of Hannukah lights for Jews (Yr 4)</p>	<p><b><u>Deadly 60</u></b></p> <p><b>Angels (B)</b></p> <p>Angels as God's messenger</p> <p>Communicate</p> <p>To simply describe what the word 'Angel' means. (Y3)</p> <p>To describe what the word 'Angel' means. (Yr 4)</p>	<p><b><u>The conquerors legacy</u></b></p> <p><b>Disciple (B)</b></p> <p>Jesus' followers</p> <p>Apply</p> <p>To simply describe what world Jesus would want (Yr3)</p> <p>To describe what world Jesus would want (Yr 4)</p>	<p><b><u>The conquerors legacy</u></b></p> <p><b>Suffering (A)</b></p> <p>How does the Easter story reflect suffering?</p> <p>Evaluate</p> <p>To simply describe the importance of Jesus suffering to Christians (Yr 3)</p> <p>To describe the importance of Jesus suffering to Christians (Yr 4)</p>	<p><b><u>Bella Italia</u></b></p> <p><b>God (B)</b></p> <p>God</p> <p>Enquire</p> <p>To simply describe what God is like. (Yr 3)</p> <p>To describe what God is like. (Yr 4)</p>	<p><b><u>Off we go to market!</u></b></p> <p><b>Identity (A)</b></p> <p>The mezuzah and the shema</p> <p>Evaluate</p> <p>To simply describe the importance of Jewish identity. (Yr 3)</p> <p>To describe the importance of Jewish identity. (Yr 4)</p>
Class 4	<p><b><u>Democracy Rules!</u></b></p> <p><b>Revelation (B)</b></p> <p>Revelation in Islam</p> <p>Enquire:</p> <p>Begin to explain what revelation means (Yr 5)</p> <p>Explain what revelation means (Yr 6)</p>	<p><b><u>Forces of Nature</u></b></p> <p><b>Interpretation (A)</b></p> <p>Birth narratives</p> <p>Contextualise:</p> <p>Begin to explain what interpretation means in the context of the two birth narratives in the Bible (Yr 5)</p> <p>Explain what interpretation means in the context of the two birth narratives in the Bible (Yr 6)</p>	<p><b><u>Off with her head!</u></b></p> <p><b>Symbol (A)</b></p> <p>Stones as symbols</p> <p>Evaluate:</p> <p>Begin to explain the value of stones as symbols to Muslims and Christians (Yr 5)</p> <p>Explain the value of stones as symbols to Muslims and Christians (Yr 6)</p>	<p><b><u>Uk region</u></b></p> <p><b>Sacrifice (C)</b></p> <p>The Christian Story</p> <p>Communicate:</p> <p>Begin to explain how Christians respond to the concept of the sacrifice of Jesus (Yr 5)</p> <p>Explain how Christians respond to the concept of the sacrifice of Jesus (Yr 6)</p>	<p><b><u>Our changing world</u></b></p> <p><b>God Talk (B)</b></p> <p>Christian views of God</p> <p>Apply:</p> <p>Begin to explain how the concept of God applies to their own and others' lives (Yr 5)</p> <p>Explain how the concept of God applies to their own and others' lives (Yr 6)</p>	<p><b><u>Strength and fortitude</u></b></p> <p><b>Rites of passage (A)</b></p> <p>The journey of life</p> <p>Contextualise:</p> <p>Begin to explain how Christians and Muslims celebrate rites of passage (Yr 5)</p> <p>Explain how Christians and Muslims celebrate rites of passage (Yr 6)</p>