

## RE progression document KS2 Cycle A (2021/2022)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 3	<p><b><u>Lest We Forget</u></b></p> <p><b>Love as Creation (A)</b></p> <p>Creation Stories</p> <p>Communicate:</p> <p>Simply describe their own response to the idea of creation (Yr 3)</p> <p>Express creatively as well as describe their own response to the idea of creation (Yr4)</p>	<p><b><u>Fasten your seatbelts</u></b></p> <p><b>Holy (B)</b></p> <p>Mother of God</p> <p>Contextualise:</p> <p>Simply describe how Christians show that they believe Mary is holy (Yr 3)</p> <p>Accurately describe some variations in how Christians show that they believe Mary is holy (Yr4)</p>	<p><b><u>Super settlers</u></b></p> <p><b>Freedom (A)</b></p> <p>Passover</p> <p>Evaluate:</p> <p>Simply describe the value of Passover to celebrate freedom for Jews and what issues are raised (Yr 3)</p> <p>Discern and describe the value of Passover to celebrate freedom for Jews and what issues are raised (Yr4)</p>	<p><b><u>Raging Rivers</u></b></p> <p><b>Rescue (A)</b></p> <p>Christians believe Jesus rescued us</p> <p>Apply:</p> <p>Simply describe situations where they could actively rescue themselves and others (Yr 3)</p> <p>Recognise and describe situations where they could actively rescue themselves and others (Yr 4)</p>	<p><b><u>Going to the Games!</u></b></p> <p><b>Community as Kingdom (A)</b></p> <p>God's Kingdom</p> <p>Communicate:</p> <p>Simply describe their own ideas of what a kingdom is (Yr3)</p> <p>Express creatively as well as describe their own ideas of what a kingdom is (Yr4)</p>	<p><b><u>Irresistible Isles!</u></b></p> <p><b>Obedience (A)</b></p> <p>Obeying God's rules</p> <p>Inquire:</p> <p>Simply describe what obedience means (Yr 3)</p> <p>Accurately describe what obedience means (Yr 4)</p>
Class 4	<p><b><u>Survival of the Fittest</u></b></p> <p><b>Conflicting or complimentary (A)</b></p> <p>Creation and science</p> <p>Communicate:</p> <p>Begin to explain their views of Creation and Evolution (Year 5)</p> <p>Respond creatively as well as begin to explain their views of Creation and Evolution (Year 6)</p>	<p><b><u>Mayan Magic</u></b></p> <p><b>Special as Prophecy (B)</b></p> <p>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>Great Danes</u></b></p> <p><b>Imagery (A)</b></p> <p>Jesus through art</p> <p>Inquire:</p> <p>Begin to explain the meaning of imagery in the Christian tradition (Year 5)</p> <p>Accurately explain the meaning of imagery in the Christian tradition (Year 6)</p>	<p><b><u>Lightning Strikes</u></b></p> <p><b>Resurrection (C)</b></p> <p>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>Accurately explain how Christians respond to the image of the Empty cross (Year 6)</p>	<p><b><u>Stars &amp; Stripes</u></b></p> <p><b>Belonging (A)</b></p> <p>Shahada and Salet</p> <p>Evaluate:</p> <p>Begin to discern the possible value and importance to believers and to themselves of belonging (Year 5)</p> <p>Discern the possible value and importance to believers and to themselves of belonging (Year 6)</p>	<p><b><u>Tomb Raiders</u></b></p> <p><b>Peace (A)</b></p> <p>Ramadan</p> <p>Contextualise:</p> <p>Begin to explain the significance of peace through submission for Muslims (Year 5)</p> <p>Accurately explain the significance of peace through submission for Muslims (Year 6)</p>

## RE progression document KS2 Cycle B (2022-2023)

	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 symbol of Hannukah lights for Jews (Yr3)</p> <p>Accurately describe some variations in the symbol of Hannukah lights for Jews (Yr 4)</p>	<p><b><u>Deadly 360</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>Express creatively as well as describe what the word 'Angel' means. (Yr 4)</p>	<p><b><u>The conquerors legacy</u></b></p> <p><b>Belonging as 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>Discern and describe the importance of Jewish identity. (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>Discern and describe the importance of Jesus suffering to Christians (Yr 4)</p>	<p><b><u>Bella Italia</u></b></p> <p><b>Special as God (B)</b></p> <p>God</p> <p>Inquire</p> <p>To simply describe what God is like and why he is special. (Yr 3)</p> <p>Accurately describe what God is like and why he is special. (Yr 4)</p>	<p><b><u>Off we go to market!</u></b></p> <p><b>Transformation (A)</b></p> <p>Transformation in a Christian story</p> <p>Apply</p> <p>To simply describe how transformation affects my life and others' lives. (Yr 3)</p> <p>Recognise and describe how transformation affects my life and others' lives. (Yr 4)</p>
Class 4	<p><b><u>Raiders or Settlers?</u></b></p> <p><b>Revelation (B)</b></p> <p>Revelation in Islam</p> <p>Inquire:</p> <p>Begin to explain what revelation means in the Muslim tradition (Yr 5)</p> <p>Accurately explain what revelation means in the Muslim tradition (Yr 6)</p>	<p><b><u>The Force 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 discern the possible value of stones as symbols to Buddhists (Yr 5)</p> <p>Discern the possible value of stones as symbols to Buddhists (Yr 6)</p>	<p><b><u>UK regions</u></b></p> <p><b>Love as Salvation (C)</b></p> <p>The Christian Story</p> <p>Communicate:</p> <p>Begin to explain their own response and experience of love as salvation or being saved (Yr 5)</p> <p>Respond creatively as well as explaining their own response and experience of love as salvation or being saved (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>Community as Ummah (C)</b></p> <p>Hajj and Zakat</p> <p>Contextualise:</p> <p>Begin to explain how aspects of Muslim practice and belief develop a sense of Umma (Yr 5)</p> <p>Accurately explain how aspects of Muslim practice and belief develop a sense of Umma (Yr 6)</p>