

## RE progression document KS2 Cycle A (2023/2024)

	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>Irresistible Isles!</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>Raging Rivers</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>Vikings</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>Early Ancestors</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>Tomb Raiders</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>Underwater World</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>Mountains and Earthquakes</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>Exploring St Lucia</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>Mayan Magic</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 (2024-2025)

	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>Desert Biomes</u></b></p> <p><b>Angels (B)</b></p> <p>Angels as God's messenger</p> <p>Communicate</p> <p>Express creatively as well as 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 Sikh 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>Democracy Rules!</u></b></p> <p><b>Ritual (A)</b></p> <p>Significance of ritual during Wudu and Eid-ul-Fitr</p> <p>Inquire:</p> <p>Begin to accurately explain what ritual means. (Yr 5)</p> <p>Accurately explain what ritual 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>Changing Power of the Monarchy</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>Portsmouth here we come!</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>Natures Resources</u></b></p> <p><b>Good Lives (A)</b></p> <p>Humanism</p> <p>Apply:</p> <p>Begin to explain how our responses to a good life can be applied to our own lives and to the lives of others. (Yr 5)</p> <p>Explain how our responses to a good life can be applied to our own lives and to the lives of others. (Yr 6)</p>	<p><b><u>Strength and Fortitude</u></b></p> <p><b>Community as Umma (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>