

# Ebchester CE Primary School

## Progression of Learning – RE Lower Key Stage 2



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Making Sense of the Beliefs	Breadth of Study	Knowledge and Skills	
<p><b>Making Sense of the Beliefs</b></p>	<p>Order at least five key concepts within a timeline of the Bible’s ‘big story’;</p> <p>List two distinguishing features of at least three different types of biblical text (for example, Gospel, parable, letter);</p>	<p><b>God / Incarnation</b></p>	<p><b>By the end of Year 4, pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the difference between a Gospel and a letter</li> <li>• Interpret texts about baptism and Trinity</li> <li>• Explain what texts about baptism and Trinity mean to Christians today</li> <li>• Understand that John 1 comes from the Gospel of John</li> <li>• Explain how the Gospel of John is different to other gospels</li> <li>• Explain what the Gospel of John means about God and what it means to Christians</li> </ul>
	<p>Make clear links between biblical texts and the key concepts studied;</p>	<p><b>Creation / Fall</b></p>	<ul style="list-style-type: none"> <li>• Order God and Creation on a timeline of the Bible’s ‘big story’</li> <li>• Interpret Genesis 1 in the context of what Christians believe about God and Creation</li> </ul>
	<p>Offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians.</p>	<p><b>People of God</b></p>	<ul style="list-style-type: none"> <li>• Understand the term ‘covenant’ and explain how the story of Noah links to this idea</li> </ul>
		<p><b>Gospel</b></p>	<ul style="list-style-type: none"> <li>• Link Jesus’ calling of the first disciples to the Christians today being ‘fishers of people’</li> <li>• Consider what Jesus’ actions towards the leper might mean to Christians</li> </ul>
		<p><b>Salvation</b></p>	<ul style="list-style-type: none"> <li>• Order Creation, Fall, Incarnation, Gospel and Salvation within the timeline of the Bible’s ‘big story’</li> <li>• Consider what the texts about Jesus entry into Jerusalem, death and resurrection mean to them and to Christians</li> <li>• Describe what the Last Supper, Judas’ betrayal and Peter’s denial mean to Christians</li> </ul>
		<p><b>Kingdom of God</b></p>	<ul style="list-style-type: none"> <li>• Understand the word Pentecost and link it to the concept of Kingdom of God</li> </ul>

			<ul style="list-style-type: none"> <li>Describe what Acts 2 says about Pentecost and what this means to Christians</li> </ul>
		<b>World Faith (Hinduism)</b>	<ul style="list-style-type: none"> <li>Name some Hindu deities and describe Hindu beliefs about God</li> <li>Describe what Hindu murtis express about God</li> <li>Describe links between Hindu beliefs and the aims of life</li> </ul>
		<b>Thematic Links</b>	<ul style="list-style-type: none"> <li>Describe beliefs about love, commitment and promises in two religious traditions</li> <li>Explain what ceremonies of commitment mean for religious and non-religious people today</li> <li>Describe beliefs at the heart of two religious festivals</li> <li>Make links between festivals and the stories recalled during these festivals</li> </ul>
<b>Understanding the Impact</b>	<p>Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities;</p> <p>Describe how Christians show their beliefs in worships and in the way they live.</p>	<b>God / Incarnation</b>	<p><b>By the end of Year 4, pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe how Christians show their beliefs about God the Trinity in worship and in the way they live</li> </ul>
		<b>Creation / Fall</b>	<ul style="list-style-type: none"> <li>Describe what Christians do because they believe God is Creator</li> </ul>
		<b>People of God</b>	<ul style="list-style-type: none"> <li>Describe the link between promises in the story of Noah and promises that Christians make at a wedding ceremony</li> </ul>
		<b>Gospel</b>	<ul style="list-style-type: none"> <li>Link the concept of Gospel as 'good news' to Bible stories</li> <li>Explain how Christians try to show love to all</li> </ul>
		<b>Salvation</b>	<ul style="list-style-type: none"> <li>Link Gospel texts to how Easter is marked in church communities</li> <li>Explain how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship</li> <li>Link Gospel texts to how Christians remember, celebrate and serve on Maundy Thursday</li> <li>Describe how Christians show their beliefs about Jesus in their everyday lives</li> </ul>
		<b>Kingdom of God</b>	<ul style="list-style-type: none"> <li>Link the description of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God to how Christians live their lives in church communities</li> </ul>
		<b>World Faith (Hinduism)</b>	<ul style="list-style-type: none"> <li>Describe how Hindus today show their faith within their families and within their faith communities</li> </ul>
		<b>Thematic Links</b>	<ul style="list-style-type: none"> <li>Describe what happens in ceremonies of commitment and how different people celebrate commitment</li> </ul>

			<ul style="list-style-type: none"> <li>• Link ideas of commitment to how people live in at least two different religions</li> <li>• Make connections between stories, teachings, symbols and beliefs and how believers celebrate festivals</li> <li>• Describe how believers celebrate festivals in different ways</li> </ul>
<b>Making Connections</b>	<p>Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live;</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>	<b>God / Incarnation</b>	<p><b>By the end of Year 4, pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Link texts about the Trinity to their own beliefs about what God in Christianity is like</li> <li>• Describe what texts about the Trinity tell us about God in the world today</li> </ul>
		<b>Creation / Fall</b>	<ul style="list-style-type: none"> <li>• Ask questions and suggest answers about the importance of the creation story for Christians and for people who are not Christians</li> </ul>
		<b>People of God</b>	<ul style="list-style-type: none"> <li>• Link the story of Noah to how we live in school and the wider world</li> </ul>
		<b>Gospel</b>	<ul style="list-style-type: none"> <li>• Link stories from the Gospels to the idea of love and life in the modern world</li> </ul>
		<b>Salvation</b>	<ul style="list-style-type: none"> <li>• Link stories about Easter to life in the modern world</li> <li>• Ask questions about whether serving and celebrating, remembering and betrayal, trust and standing up for beliefs might make a difference to how they think and live</li> </ul>
		<b>Kingdom of God</b>	<ul style="list-style-type: none"> <li>• Link the idea of the Kingdom of God to what people believe about following God in the world today</li> </ul>
		<b>World Faith (Hinduism)</b>	<ul style="list-style-type: none"> <li>• Link the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today</li> <li>• Justify whether they believe there is value in taking part in family and community rituals in Hindu communities</li> </ul>
		<b>Thematic Links</b>	<ul style="list-style-type: none"> <li>• Ask questions about whether it is good to see life as a journey and to mark the milestones</li> <li>• Link ideas of love, commitment and promises in religious and non-religious ceremonies</li> <li>• Give reasons why they think ceremonies of commitment are or are not valuable today</li> <li>• Consider what is worth celebrating and remembering</li> <li>• Consider the role of festivals in modern British life</li> </ul>

