

# HAWLEY PRIMARY SCHOOL

## LONG TERM PLANNING AND PROGRESSION OF SKILLS COVERAGE

RE

Red- A concepts    Blue- B concepts    Green- C concepts

Cycle A

EYFS

Autumn 1

Long Term Objectives

Progress of skills

NO this term

Autumn 2- Celebrations

Long Term Objectives

Progress of skills

Assessment

Christianity

**Celebrating ( birth)**

**Step 1** share their own experience of birthdays

**Step 2** listen to others talk about how *birth* is *celebrated*

**Step 3** begin to identify what a *celebration* is

**Step 4** begin to recognise how Christians *celebrate* Jesus' *birth*

**Personal, Social and Emotional Development-**

- To be confident in talking to other children when playing and communicate freely about own home and community

**Understanding the World-**

- To show interest in the lives of people who are familiar to them.
- To remember and talk about significant events in their own experiences.
- To recognise and describe special times or events for family or friends
- They know about similarities and differences between themselves and others, and among families, communities and traditions.

**Communicate**  
I can share my own experience of birthdays.

<b>Step 5</b> reflect on their idea about the importance of <i>celebrating birth</i> .		
<b>Spring 1- Castles, princess, and Knights</b>		
<b>Term Objectives</b>	<b>Progress of skills</b>	<b>Assessment</b>
<p style="text-align: center;"><b>Christianity</b></p> <p style="text-align: center;"><b>Precious (special)</b></p> <p><b>Step 1</b> share their own experience of water</p> <p><b>Step 2</b> begin to identify and talk about water</p> <p><b>Step 3</b> reflect on and share their ideas on the importance of water</p> <p><b>Step 4</b> contribute their ideas about the <i>preciousness</i> of water.</p>	<p style="text-align: center;"><b>Personal, Social and Emotional Development-</b></p> <ul style="list-style-type: none"> <li>• To be confident in talking to other children when playing and communicate freely about own home and community</li> </ul> <p style="text-align: center;"><b>Understanding the World-</b></p> <ul style="list-style-type: none"> <li>• To show interest in the lives of people who are familiar to them.</li> <li>• To remember and talk about significant events in their own experiences.</li> <li>• To recognise and describe special times or events for family or friends</li> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	<p><b>Inquire</b></p> <p><b>I can begin to identify and talk about water.</b></p>
<b>Spring 2- Our place in Space</b>		
<b>Long Term Objectives</b>	<b>Progress of skills</b>	
<p style="text-align: center;"><b>Christianity</b></p> <p style="text-align: center;"><b>New life</b></p> <p><b>Step 1</b> begin to communicate their ideas about eggs as a <i>reminder/symbol of new life</i></p>	<p style="text-align: center;"><b>Personal, Social and Emotional Development-</b></p> <ul style="list-style-type: none"> <li>• To be confident in talking to other children when playing and communicate freely about own home and community</li> </ul> <p style="text-align: center;"><b>Understanding the World-</b></p> <ul style="list-style-type: none"> <li>• To show interest in the lives of people who are familiar to them.</li> <li>• To remember and talk about significant events in their own experiences.</li> <li>• To recognise and describe special times or events for family or friends</li> </ul>	<p><b>Apply</b></p> <p><b>I can identify how Christians use eggs as a symbol of life.</b></p>

<p><b>Step 2</b> begin to identify how Christians use eggs as a <i>reminder/ symbol of new life</i></p> <p><b>Step 3</b> share their own experiences of eggs</p> <p><b>Step 4</b> begin to reflect on their own ideas about eggs as a <i>reminder/symbol</i></p> <p><b>Step 5</b> respond in a variety of ways to their own ideas and experiences.</p>	<ul style="list-style-type: none"> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	
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**Summer 1- It's a bugs life**

<b>Long Term Objectives</b>	<b>Progress of skills</b>	<b>Assessment</b>
<p style="text-align: center;"><b>Hinduism</b> <i>Remembering Janmashtami (Krishna's birthday)</i></p> <ol style="list-style-type: none"> <li>1 talk about <i>remembering</i></li> <li>2 recognise that Hindus <i>remember</i> Krishna by telling the story of his birth and by celebrating</li> <li>3 talk about the importance of Hindus <i>remembering</i> Krishna's birthday</li> <li>4 talk about their own response to <i>remembering</i> someone special</li> <li>5 identify how their responses relate to their own lives.</li> </ol>	<p style="text-align: center;"><b>Personal, Social and Emotional Development-</b></p> <ul style="list-style-type: none"> <li>• To be confident in talking to other children when playing and communicate freely about own home and community</li> </ul> <p style="text-align: center;"><b>Understanding the World-</b></p> <ul style="list-style-type: none"> <li>• To show interest in the lives of people who are familiar to them.</li> <li>• To remember and talk about significant events in their own experiences.</li> <li>• To recognise and describe special times or events for family or friends</li> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	<p style="text-align: center;"><b>Contextualise</b> <b>To retell the story of Krishna's birthday.</b></p>

Summer 2- Dinosaurs		
Long Term Objectives	Progress of skills	Assessment
<p style="text-align: center;"><b>Christianity</b></p> <p style="text-align: center; color: red;"><b>Change</b></p> <p><b>Step 1</b> begin to talk about different types of <i>change</i> in their experience</p> <p><b>Step 2</b> begin to identify how their responses to <i>change</i> affect their lives</p> <p><b>Step 3</b> begin to identify and talk about the meaning of <i>change</i> and different types of <i>change</i></p> <p><b>Step 4</b> begin to recognise that Christians believe that Jesus <i>changed</i> some people's lives</p> <p><b>Step 5</b> begin to talk about why the idea of Jesus being able to <i>change</i> people is important to Christians.</p>	<p><b>Personal, Social and Emotional Development-</b></p> <ul style="list-style-type: none"> <li>• To be confident in talking to other children when playing and communicate freely about own home and community</li> </ul> <p><b>Understanding the World-</b></p> <ul style="list-style-type: none"> <li>• To show interest in the lives of people who are familiar to them.</li> <li>• To remember and talk about significant events in their own experiences.</li> <li>• To recognise and describe special times or events for family or friends</li> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	<p><b>Inquire</b></p> <p>I can begin to identify and talk about the meaning of change.</p>
YEAR 1/2		
Autumn 1 – Out of Africa		
• <u>Long Term Objectives</u>	• <u>Progression of Skills</u>	Assessment
<p><b><u>Christianity</u></b></p> <p style="color: red;"><b>Thankfulness-</b></p> <p>Celebrating Harvest</p>	<p>Y1-</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can talk about their own responses to their experiences of the concepts explored.</li> <li>• <b>Apply:</b> They can identify how their responses relate to events in their own lives.</li> </ul>	<p><b>Apply</b></p> <p>I can identify simple examples of how celebration</p>

<p><b>Step 1 Communicate:</b> talk about a <i>celebration</i> that is important to them</p> <p><b>Step 2 Apply:</b> Identify simple examples of how <i>celebration</i> relates to their own and others' lives</p> <p><b>Step 3 Inquire:</b> Talk about what a <i>celebration</i> is and list some features of celebrations</p> <p><b>Step 4 Contextualise:</b> Recognise ways in which Christians <i>celebrate</i> Harvest</p> <p><b>Step 5 Evaluate:</b> Talk about the importance for Christians of <i>celebrating</i> Harvest.</p>	<ul style="list-style-type: none"> <li>• <b>Inquire:</b> They can identify and talk about key concepts explored that are common to all people (Group A concepts).</li> <li>• <b>Contextualise:</b> They can recognise that the concept is expressed in the way of life of the people studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.</li> </ul> <p>Y2-</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe in simple terms their responses to their experiences of the concepts studied.</li> <li>• <b>Apply:</b> They can identify simple examples of how their responses relate to their own lives and those of others</li> <li>• <b>Inquire:</b> They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).</li> <li>• <b>Contextualise:</b> They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.</li> <li>• <b>Evaluate:</b> They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.</li> </ul>	<p>relates to mine and other people's lives.</p>
<b>Autumn 2 – Great Fire of London</b>		
<b><u>Long Term Objectives</u></b>	<b><u>Progression of Skills</u></b>	<b><u>Assessment</u></b>
<p><b><u>Christianity</u></b></p> <p style="text-align: center;"><i>Journey's end</i> Nativity journeys</p> <p><b>Step 1 – communicate</b> talk about their own responses to <i>journey's end</i> in their experience</p>	<p>Y1-</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can talk about their own responses to their experiences of the concepts explored.</li> <li>• <b>Apply:</b> They can identify how their responses relate to events in their own lives.</li> <li>• <b>Inquire:</b> They can identify and talk about key concepts explored that are common to all people (Group A concepts).</li> <li>• <b>Contextualise:</b> They can recognise that the concept is expressed in the way of life of the people studied.</li> </ul>	<p>Inquire I can identify how different journey's ends relate to my life.</p>

<p><b>Step 2</b> - apply identify how different <i>journey's ends</i> relate to their lives</p> <p><b>Step 3</b> - inquire identify and talk about different <i>journeys' ends</i></p> <p><b>Step 4</b> – contextualise recognise the <i>journey's end</i> of the characters in the Christmas birth narratives</p> <p><b>Step 5</b> - evaluate talk about the importance of the <i>journeys' end</i> to Christians.</p>	<p>Y2-</p> <ul style="list-style-type: none"> <li>• <b>Evaluate:</b> They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.</li> <li>• <b>Communicate:</b> Children can describe in simple terms their responses to their experiences of the concepts studied.</li> <li>• <b>Apply:</b> They can identify simple examples of how their responses relate to their own lives and those of others</li> <li>• <b>Inquire:</b> They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).</li> <li>• <b>Contextualise:</b> They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.</li> <li>• <b>Evaluate:</b> They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.</li> </ul>	
<p><b>Spring 1 – Rumble in the Jungle    Spring 2- Marvellous Medicine</b></p>		

<p style="text-align: center;"><b>Judaism</b></p> <p style="text-align: center;"><i>Remembering</i> Passover</p> <p style="text-align: center;"><b><u>Long Term Objectives</u></b> Children will be able to:</p> <p><b>Step 1- inquire</b> simply describe in simple terms what <i>remembering</i> means</p> <p><b>Step 2- contextualise</b> simply describe ways in which Jews <i>remember</i> the Passover story</p> <p><b>Step 3- evaluate</b> simply describe the value/importance of <i>remembering</i> Passover for Jews</p> <p><b>Step 4</b> - communicate simply describe their own responses to <i>remembering</i> in their own experience</p> <p><b>Step 5- apply</b> simply describe ways in which <i>remembering</i> can be applied to their own and others' lives</p>	<p><b><u>Progression of Skill</u> Y1-</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can talk about their own responses to their experiences of the concepts explored.</li> <li>• <b>Apply:</b> They can identify how their responses relate to events in their own lives.</li> <li>• <b>Inquire:</b> They can identify and talk about key concepts explored that are common to all people (Group A concepts).</li> <li>• <b>Contextualise:</b> They can recognise that the concept is expressed in the way of life of the people studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.</li> </ul> <p>Y2-</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe in simple terms their responses to their experiences of the concepts studied.</li> <li>• <b>Apply:</b> They can identify simple examples of how their responses relate to their own lives and those of others</li> <li>• <b>Inquire:</b> They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).</li> <li>• <b>Contextualise:</b> They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.</li> <li>• <b>Evaluate:</b> They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised</li> </ul>	<p><b><u>Contextualise</u></b> I can simply describe ways in which Jews remember the Passover story.</p>
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<p><b><u>Christianity</u></b></p> <p><b><i>Welcoming</i></b> Palm Sunday</p> <p><b><u>Long Term Objectives</u></b></p> <p>Children will be able to:</p> <p><b>Step 1- inquire</b> describe in simple terms the concept of <i>welcoming</i></p> <p><b>Step 2 – contextualise</b> simply describe how the concept of <i>welcoming</i> is important in the story of Palm Sunday, and how Christians re-create that <i>welcome</i> today</p> <p><b>Step 3- evaluate</b> evaluate the concept by simply describing the importance of <i>welcoming</i> in the story of Palm Sunday</p> <p><b>Step 4 - communicate</b> describe in simple terms their ideas about the concept of <i>welcoming</i> and identify examples of how they have felt <i>welcomed</i></p> <p><b>Step 5 – apply</b> simply describe situations when <i>welcoming</i> is or is not important, or can change to hostility.</p>	<p><b><u>Progression of Skill</u></b> Y1-</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can talk about their own responses to their experiences of the concepts explored.</li> <li>• <b>Apply:</b> They can identify how their responses relate to events in their own lives.</li> <li>• <b>Inquire:</b> They can identify and talk about key concepts explored that are common to all people (Group A concepts).</li> <li>• <b>Contextualise:</b> They can recognise that the concept is expressed in the way of life of the people studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.</li> </ul> <p>Y2-</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe in simple terms their responses to their experiences of the concepts studied.</li> <li>• <b>Apply:</b> They can identify simple examples of how their responses relate to their own lives and those of others</li> <li>• <b>Inquire:</b> They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).</li> <li>• <b>Contextualise:</b> They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.</li> </ul> <p><b>Evaluate:</b> They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised</p>	<p><b><u>Evaluate</u></b></p> <p>I can evaluate by simply describing the importance of welcoming in the story of Palm Sunday.</p>
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<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<u>Assessment</u>
<p style="text-align: center;"><b><u>Judaism</u></b></p> <p style="text-align: center;"><b><i>Belonging</i></b></p> <p style="text-align: center;">Belonging in Judaism</p> <p>Children will be able to:</p> <p><b>Step 1- communicate</b> talk about their own responses to <i>belonging</i></p> <p><b>Step 2- apply</b> identify how their response to the idea of <i>belonging</i> relates to their own lives.</p> <p>Step 3 - inquire identify and talk about the concept of <i>belonging</i></p> <p>Step 4 - contextualise recognise how Jewish people show that they <i>belong</i> to the Jewish faith</p> <p><b>Step 5 - evaluate</b> talk about the importance of <i>belonging</i> to Jewish people, and identify an issue raised.</p>	<p>Y1-</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can talk about their own responses to their experiences of the concepts explored.</li> <li>• <b>Apply:</b> They can identify how their responses relate to events in their own lives.</li> <li>• <b>Inquire:</b> They can identify and talk about key concepts explored that are common to all people (Group A concepts).</li> <li>• <b>Contextualise:</b> They can recognise that the concept is expressed in the way of life of the people studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.</li> </ul> <p>Y2-</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe in simple terms their responses to their experiences of the concepts studied.</li> <li>• <b>Apply:</b> They can identify simple examples of how their responses relate to their own lives and those of others</li> <li>• <b>Inquire:</b> They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).</li> <li>• <b>Contextualise:</b> They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.</li> <li>• <b>Evaluate:</b> They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.</li> </ul>	<p>Communicate</p> <p>I can discuss my own ideas about belonging.</p>
<b>Summer 2 – Treasure Adventure</b>		
<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<u>Assessment</u>
<u>Christianity</u>	Y1-	

Pondering Time	<ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can talk about their own responses to their experiences of the concepts explored.</li> <li>• <b>Apply:</b> They can identify how their responses relate to events in their own lives.</li> <li>• <b>Inquire:</b> They can identify and talk about key concepts explored that are common to all people (Group A concepts).</li> <li>• <b>Contextualise:</b> They can recognise that the concept is expressed in the way of life of the people studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.</li> </ul> <p>Y2-</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe in simple terms their responses to their experiences of the concepts studied.</li> <li>• <b>Apply:</b> They can identify simple examples of how their responses relate to their own lives and those of others</li> <li>• <b>Inquire:</b> They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).</li> <li>• <b>Contextualise:</b> They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.</li> <li>• <b>Evaluate:</b> They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.</li> </ul>	
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YEAR 3/4		
Autumn 1 – Stone Age		
<u>Long Term Objectives</u>	<u>Progression of Skills</u>	Assessment
Pondering Time	<p>Y3:</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe their own response to an experienced based on a concept studied <ul style="list-style-type: none"> <li>• <b>Apply:</b> They can describe examples of how their responses can be applied to others.</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Inquire:</b> They can describe key concepts which apply to all people and some related to people living religious lives (A and B concepts)</li> <li>• <b>Contextualise:</b> They can describe the ways in which concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concept studied by describing the value to people through dialogue and identify and describe some issues raised.</li> </ul> <p style="text-align: center;"><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe their own responses to the human experience of the concepts studied.</li> <li>• <b>Apply:</b> They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</li> <li>• <b>Inquire:</b> They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).</li> <li>• <b>Contextualise:</b> They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.</li> </ul>	
<b>Autumn 2 – Local Legacy (WWII)</b>		
<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<u>Assessment</u>
<p style="text-align: center;"><u>Christianity</u></p> <p style="text-align: center;"><i>Angels</i> Angels</p> <p><b>Intended learning outcomes</b></p> <p><b>Step 1 (communicate):</b> explain their own responses to <i>angels</i></p> <p><b>Step 2</b> explain examples of how their responses to <i>angels</i></p>	<p style="text-align: center;"><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe their own response to an experienced based on a concept studied <ul style="list-style-type: none"> <li>• <b>Apply:</b> They can describe examples of how their responses can be applied to others.</li> </ul> </li> <li>• <b>Inquire:</b> They can describe key concepts which apply to all people and some related to people living religious lives (A and B concepts)</li> <li>• <b>Contextualise:</b> They can describe the ways in which concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concept studied by describing the value to people through dialogue and identify and describe some issues raised.</li> </ul>	<p><b>Apply</b></p> <p>I can explain examples of how my own responses to angels can be applied to mine or other’s lives.</p>

<p>can be applied to their and others' lives.</p> <p><b>Step 3</b> describe the meaning of angels</p> <p><b>Step 4</b> explain how angel are used in the stories of the birth of Jesus.</p> <p><b>Step 5</b> evaluate the importance of <i>angels</i> by describing the value to Christians and by identifying an issue raised.</p>	<p style="text-align: center;"><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe their own responses to the human experience of the concepts studied.</li> <li>• <b>Apply:</b> They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</li> <li>• <b>inquire:</b> They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).</li> <li>• <b>Contextualise:</b> They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.</li> </ul>	
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**Spring 1 – At Water’s Edge**

<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<u>Assessment</u>
<p style="text-align: center;"><b>Hinduism</b></p> <p style="text-align: center;"><i>Good and evil</i></p> <p style="text-align: center;">Holi</p> <p>Children will be able to:</p> <p><b>Step 1 (inquire)</b> describe the concepts of <i>good and evil</i></p> <p><b>Step 2</b> (contextualise) describe ways in which Hindus remember <i>good and evil</i> in the story and celebrations of Holi</p> <p><b>Step 3</b> (evaluate) describe the value of the ways in which good over evil is</p>	<p style="text-align: center;"><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe their own response to an experienced based on a concept studied <ul style="list-style-type: none"> <li>• <b>Apply:</b> They can describe examples of how their responses can be applied to others.</li> </ul> </li> <li>• <b>Inquire:</b> They can describe key concepts which apply to all people and some related to people living religious lives (A and B concepts)</li> <li>• <b>Contextualise:</b> They can describe the ways in which concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concept studied by describing the value to people through dialogue and identify and describe some issues raised.</li> </ul> <p style="text-align: center;"><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe their own responses to the human experience of the concepts studied.</li> </ul>	<p>Contextualise</p> <p>I can describe how Hindus remember good and evil in the story and celebrations of Holi.</p>

<p>celebrated and identify an issue raised</p> <p><b>Step 4</b> (communicate) describe their responses to the concepts of <i>good</i> and <i>evil</i></p> <p><b>Step 5 (apply)</b> describe incidents in their own and others' lives, where good trumps evil.</p>	<ul style="list-style-type: none"> <li>• <b>Apply:</b> They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</li> <li>• <b>Inquire:</b> They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).</li> <li>• <b>Contextualise:</b> They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</li> </ul> <p><b>Evaluate:</b> They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.</p>	
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**Spring 2 – Natural Wonder**

<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<u>Assessment</u>
<p><b><u>Christianity and Hinduism</u></b></p> <p><b>Symbols the Last Supper</b></p> <p>Symbols in Christianity</p> <p><b>Intended learning outcomes</b></p> <p><b>Step 1</b> (inquire) describe the meaning of the concept <i>symbol</i></p> <p><b>Step 2</b> describe how and why the <i>symbols</i> of bread and wine are used by Christians</p> <p><b>Step 3</b> describe the importance of the <i>symbols</i> to Christians</p> <p><b>Step 4</b> describe their own responses and ideas about <i>symbols</i></p>	<p style="text-align: center;"><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe their own response to an experienced based on a concept studied <ul style="list-style-type: none"> <li>• <b>Apply:</b> They can describe examples of how their responses can be applied to others.</li> </ul> </li> <li>• <b>Inquire:</b> They can describe key concepts which apply to all people and some related to people living religious lives (A and B concepts)</li> <li>• <b>Contextualise:</b> They can describe the ways in which concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concept studied by describing the value to people through dialogue and identify and describe some issues raised.</li> </ul> <p style="text-align: center;"><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe their own responses to the human experience of the concepts studied.</li> <li>• <b>Apply:</b> They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</li> <li>• <b>Inquire:</b> They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).</li> <li>• <b>Contextualise:</b> They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</li> </ul>	<p>Inquire</p> <p>I can describe the meaning of the concept symbol.</p>

	<b>Evaluate:</b> They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.	
<b>Summer 1 – The Land of Roar</b>		
<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<b>Assessment</b>
<p style="text-align: center;"><u>Christianity</u></p> <p style="text-align: center;"><i>Sacred place</i></p> <p style="text-align: center;">Places of worship</p> <p>1 Step 1: Children can describe what people mean by sacred or special</p> <p>2. Step 2 (contextualise): Children can describe a place of worship which is significant to believers</p> <p>3. Step 3: Children can describe the value of a place of worship to and believers and to themselves</p> <p>4. Step 4: Children can express a personal response to the concept of sacred by reflecting on whether there is a sacred or place of worship in their own lives</p> <p>5. Step 5: Children can describe how a place of worship can affect their own and others' lives</p>	<p style="text-align: center;"><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe their own response to an experienced based on a concept studied <ul style="list-style-type: none"> <li>• <b>Apply:</b> They can describe examples of how their responses can be applied to others.</li> </ul> </li> <li>• <b>Inquire:</b> They can describe key concepts which apply to all people and some related to people living religious lives (A and B concepts)</li> <li>• <b>Contextualise:</b> They can describe the ways in which concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concept studied by describing the value to people through dialogue and identify and describe some issues raised.</li> </ul> <p style="text-align: center;"><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe their own responses to the human experience of the concepts studied.</li> <li>• <b>Apply:</b> They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</li> <li>• <b>Inquire:</b> They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).</li> <li>• <b>Contextualise:</b> They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</li> </ul> <p><b>Evaluate:</b> They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.</p>	<p>Evaluate</p> <p>I can describe the value of a place of worship to Christians.</p>
<b>Summer 2 – Sporting Heroes</b>		
<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<b>Assessment</b>
<p style="text-align: center;"><u>Hinduism</u></p>	<p style="text-align: center;"><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe their own response to an experienced based on a concept studied <ul style="list-style-type: none"> <li>• <b>Apply:</b> They can describe examples of how their responses can be applied to others.</li> </ul> </li> </ul>	<p>Inquire</p> <p>I can describe what protection means to me and Hindus.</p>

<p style="text-align: center;"><b>Protection</b> Raksha Bandhan</p> <p><b>Intended learning outcomes</b></p> <p>5. Step 1: Children can express a personal response to the concept of <i>protection</i>.</p> <p>2. Step 2: Children can describe how the concept can be applied in their own and others' lives.</p> <p>3. Step 3: Children can describe what <i>protection</i> means.</p> <p>4. Step 4: Children can describe how <i>protection</i> is expressed by Hindus in the festival of Raksha Bandhan.</p> <p>5. Step 5 (evaluate): Children describe the value, for Hindus, of celebrating <i>protection</i></p>	<ul style="list-style-type: none"> <li>• <b>Inquire:</b> They can describe key concepts which apply to all people and some related to people living religious lives (A and B concepts)</li> <li>• <b>Contextualise:</b> They can describe the ways in which concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concept studied by describing the value to people through dialogue and identify and describe some issues raised.</li> </ul> <p style="text-align: center;"><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe their own responses to the human experience of the concepts studied.</li> <li>• <b>Apply:</b> They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</li> <li>• <b>Inquire:</b> They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).</li> <li>• <b>Contextualise:</b> They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</li> </ul> <p><b>Evaluate:</b> They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.</p>	
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YEAR 5/6		
Autumn 1 – Reach for the Stars		
<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<u>Assessment</u>
<p><b>Islam</b></p> <p><i>Belonging</i></p>	<p>Y5:</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can explain their own experience in response to concepts explored.</li> <li>• <b>Apply:</b> They can explain example of concepts and how they can be applied to the life of others.</li> </ul>	<p>Apply</p> <p>I can identify how belonging can be applied in my own and other's lives.</p>

<p><b>Belonging in Islam</b></p> <p><b>Intended learning outcomes:</b> Children will be able to:</p> <ol style="list-style-type: none"> <li>1 Children can describe in simple terms their response to the concept of <i>belonging</i>. (<i>communicate</i>)</li> <li>2 They can identify simple examples of how <i>belonging</i> can be applied in their own and others' lives. (apply)</li> <li>3 They can describe in simple terms what it means to <i>belong</i> to something. (inquire)</li> <li>4 They can simply describe how <i>belonging</i> is important to Muslims. (contextualise)</li> <li>5 They can evaluate, by describing in simple terms, the importance to believers and to themselves of <i>belonging</i>. (evaluate)</li> </ol>	<p>Y6</p> <ul style="list-style-type: none"> <li>• <b>Inquire:</b> They can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). They can also describe some concepts related to a specific religious study (C concepts)</li> <li>• <b>Contextualise:</b> They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied</li> <li>• <b>Evaluate:</b> They can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children and young people can explain their own response to the human experience of the concepts explored.</li> <li>• <b>Apply:</b> They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.</li> <li>• <b>Inquire:</b> Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).</li> <li>• <b>Contextualise:</b> They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied. <b>Evaluate:</b> They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.</li> </ul>	
<b>Autumn 2 – Our Heroes (History WW1)</b>		
<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<b>Assessment</b>
<p style="text-align: center;"><u>Christianity</u></p> <p style="text-align: center;"><i>Interpretation</i></p> <p>Christmas - the two birth narratives</p>	<p>Y5:</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can explain their own experience in response to concepts explored.</li> <li>• <b>Apply:</b> They can explain example of concepts and how they can be applied to the life of others.</li> </ul>	<p>Inquire I can explain the meaning of the word interpretation.</p>



<p>Children will be able to:</p> <p><b>Step 1</b> explain the meaning of the word <i>interpretation</i> (<i>inquire</i>)</p> <p><b>Step 2</b> explain why there are two <i>interpretations</i> of the story of the birth of Jesus in the Bible (contextualise)</p> <p><b>Step 3</b> explain the value of the two <i>interpretations</i> for Christians and describes some issues raised (evaluate)</p> <p><b>Step 4</b> explain a personal response to the way in which different <i>interpretations</i> of situations have been evident in their own experience (communicate)</p> <p><b>Step 5</b> explain how their ideas about <i>interpretation</i> may affect their experiences and others' experiences. (apply)</p>	<p>Y6</p> <ul style="list-style-type: none"> <li>• <b>Inquire:</b> They can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). They can also describe some concepts related to a specific religious study (C concepts)</li> <li>• <b>Contextualise:</b> They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied</li> <li>• <b>Evaluate:</b> They can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children and young people can explain their own response to the human experience of the concepts explored.</li> <li>• <b>Apply:</b> They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.</li> <li>• <b>Inquire:</b> Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).</li> <li>• <b>Contextualise:</b> They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.</li> <li>• <b>Evaluate:</b> They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.</li> </ul>	
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**Spring 1 – Oh Maya!**

<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<u>Assessment</u>
<p style="text-align: center;"><b>Christianity</b></p> <p style="text-align: center;"><b>Stewardship</b></p> <p style="text-align: center;">Creation</p> <p>Children will be able to:</p> <p><b>Step 3</b> describe/explain what <i>stewardship</i> is (inquire)</p>	<p>Y5:</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can explain their own experience in response to concepts explored.</li> <li>• <b>Apply:</b> They can explain example of concepts and how they can be applied to the life of others.</li> <li>• <b>Inquire:</b> They can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). They can also describe some concepts related to a specific religious study (C concepts)</li> <li>• <b>Contextualise:</b> They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied</li> </ul>	<p>Contextualise</p> <p>I can explain how stewardship is expressed with the Muslim world.</p>

<p><b>Step 2</b> describe/explain how <i>stewardship</i> is expressed within the Muslim world view (contextualise)</p> <p><b>Step 3</b> evaluate by describing/explaining the importance and relevance of <i>stewardship</i> to Muslims and to themselves (evaluate)</p> <p><b>Step 1</b> describe/express a personal response to the concept of <i>stewardship</i> (<i>communicate</i>)</p> <p><b>Step 2</b> describe/explain how the concept can be applied in their own and others' lives. (apply)</p>	<p>Y6</p> <ul style="list-style-type: none"> <li>• <b>Evaluate:</b> They can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.</li> <li>• <b>Communicate:</b> Children and young people can explain their own response to the human experience of the concepts explored.</li> <li>• <b>Apply:</b> They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.</li> <li>• <b>Inquire:</b> Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).</li> <li>• <b>Contextualise:</b> They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.</li> </ul> <p><b>Evaluate:</b> They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.</p>	
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**Spring 2 – Boom! Natural Disasters**

<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<b>Assessment</b>
<p style="text-align: center;"><b>Pondering Time</b></p>	<p>Y5:</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can explain their own experience in response to concepts explored.</li> <li>• <b>Apply:</b> They can explain example of concepts and how they can be applied to the life of others.</li> <li>• <b>Inquire:</b> They can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). They can also describe some concepts related to a specific religious study (C concepts)</li> <li>• <b>Contextualise:</b> They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied</li> <li>• <b>Evaluate:</b> They can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.</li> </ul> <p>Y6</p>	

	<ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children and young people can explain their own response to the human experience of the concepts explored.</li> <li>• <b>Apply:</b> They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.</li> <li>• <b>Inquire:</b> Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).</li> <li>• <b>Contextualise:</b> They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.</li> </ul> <p><b>Evaluate:</b> They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.</p>	
<b>Summer 1 and 2 – Eureka (Ancient Greece)</b>		
<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<u>Assessment</u>
<p style="text-align: center;"><b><u>Christianity and Islam</u></b></p> <p style="text-align: center;"><i>Sacred place</i> Places of worship</p> <p><b>Intended learning outcomes</b></p> <p>1. Children can describe what people mean by sacred (inquire)</p> <p>2. Children can describe a sacred place which is significant to believers (contextualise)</p>	<p>Y5:</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can explain their own experience in response to concepts explored.</li> <li>• <b>Apply:</b> They can explain example of concepts and how they can be applied to the life of others.</li> <li>• <b>Inquire:</b> They can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). They can also describe some concepts related to a specific religious study (C concepts)</li> <li>• <b>Contextualise:</b> They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied</li> <li>• <b>Evaluate:</b> They can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children and young people can explain their own response to the human experience of the concepts explored.</li> <li>• <b>Apply:</b> They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.</li> </ul>	<p>Evaluate</p> <p>I can describe the value of sacred places to believers and myself.</p>

3. Children can describe the value of sacred places to and believers and to themselves (evaluate)

4. Children can express a personal response to the concept of sacred by reflecting on whether there is a sacred place in their own lives (communicate)

5. Children can describe how sacred places can affect their own and others' lives (apply)

- **Inquire:** Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).
- **Contextualise:** They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.  
**Evaluate:** They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.

*Muhammad and the Qur'an*  
**Submission**

Most pupils will be able to:

- Step 1** explain the meaning of *submission* for Muslims (inquire)
- Step 2** explain how submission is shown by Muslims (contextualise)
- Step 3** explain the importance, or value, of submission for Muslims (evaluate)
- Step 4** explain their own responses to the idea of submission in their lives (communicate)
- Step 5** provide and discuss examples of how submission affects their lives and the lives of others. (apply)

Y5:

- **Communicate:** Children can explain their own experience in response to concepts explored.
- **Apply:** They can explain example of concepts and how they can be applied to the life of others.
- **Inquire:** They can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). They can also describe some concepts related to a specific religious study (C concepts)
- **Contextualise:** They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied
- **Evaluate:** They can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.

Y6

- **Communicate:** Children and young people can explain their own response to the human experience of the concepts explored.
- **Apply:** They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
- **Inquire:** Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).
- **Contextualise:** They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.
- **Evaluate:** They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.

Inquire  
I can explain the meaning of submission for Muslims.

**Cycle B (2022/2023)**

**YEAR 1/2**

**Autumn 1 – Hooray for Hawley**

**Long Term Objectives**

**Judaism and Christianity**

**Creation stories:**

Creation:

Most pupils will be able to:

**Step 1** identify and talk about the concept of *creation*

**Step 2** simply describe the Christian and Judaism creation stories

**Step 3** describe in simple terms why they think Christians and Jews value these stories

**Step 4** describe in simple terms their response to *creation*

**Step 5** identify simple examples of how their response to *creation* relates to their own and others' lives.

**Progression of Skills**

Y1-

- **Communicate:** Children can talk about their own responses to their experiences of the concepts explored.
- **Apply:** They can identify how their responses relate to events in their own lives.
- **Inquire:** They can identify and talk about key concepts explored that are common to all people (Group A concepts).
- **Contextualise:** They can recognise that the concept is expressed in the way of life of the people studied.
- **Evaluate:** They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.

Y2-

- **Communicate:** Children can describe in simple terms their responses to their experiences of the concepts studied.
- **Apply:** They can identify simple examples of how their responses relate to their own lives and those of others
- **Inquire:** They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).
- **Contextualise:** They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.

**Evaluate:** They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised

**Assessment**

**Inquire-**

I can explain what it means to create something

Playdough activity- take photos and post it note children's ideas.

**Autumn 2 – Celebrations**

<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<b>Assessment</b>
<p style="text-align: center;"><b><u>Judaism and Christianity</u></b></p> <p style="text-align: center;"><i>Light as a symbol</i> Advent and Hannukah</p> <p><b>Learning Outcomes</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• talk about their own responses to <i>candle flame</i></li> <li>• identify how <i>candle flame</i> relates to their own lives</li> <li>• talk about <i>candle flame as a reminder (a symbol)</i> of important people or events</li> <li>• recognise how <i>candle flames</i> are used at Hanukkah and Advent</li> <li>• talk about the importance of <i>candle flames</i> in simple terms.</li> </ul>	<p>Y1-</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can talk about their own responses to their experiences of the concepts explored.</li> <li>• <b>Apply:</b> They can identify how their responses relate to events in their own lives.</li> <li>• <b>Inquire:</b> They can identify and talk about key concepts explored that are common to all people (Group A concepts).</li> <li>• <b>Contextualise:</b> They can recognise that the concept is expressed in the way of life of the people studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.</li> </ul> <p>Y2-</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe in simple terms their responses to their experiences of the concepts studied.</li> <li>• <b>Apply:</b> They can identify simple examples of how their responses relate to their own lives and those of others</li> <li>• <b>Inquire:</b> They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).</li> <li>• <b>Contextualise:</b> They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.</li> </ul> <p><b>Evaluate:</b> They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised</p>	<p><b>Contextualise-</b> I can describe in simple terms the Jewish story of Hannukah</p> <p><i>Hannukah mind map with key ideas about the festival.</i></p>
<b>Spring 1 and 2 – Victorians and Into the Toybox</b>		
<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<b>Assessment</b>
<u>Christianity</u>	Y1-	<b>Evaluate-</b>

<p>Pondering Time</p> <p style="text-align: center;"><b>Sadness to happiness</b> Key events of Easter</p> <p><b>Intended learning outcomes:</b></p> <p>Most pupils will be able to:</p> <p><b>Step 1</b> - talk about their own experiences of sad and happy</p> <p><b>Step 2</b> - identify feelings of sadness/happiness in different situations for different people</p> <p><b>Step 3</b> - identify and talk about feelings of sadness and happiness</p> <p><b>Step 4</b> - recognise how sadness and happiness are important in the Easter story</p> <p><b>Step 5</b> - talk about the importance to Christians of feelings of sadness and happiness when they remember the Easter story</p>	<ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can talk about their own responses to their experiences of the concepts explored.</li> <li>• <b>Apply:</b> They can identify how their responses relate to events in their own lives.</li> <li>• <b>Inquire:</b> They can identify and talk about key concepts explored that are common to all people (Group A concepts).</li> <li>• <b>Contextualise:</b> They can recognise that the concept is expressed in the way of life of the people studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.</li> </ul> <p>Y2-</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe in simple terms their responses to their experiences of the concepts studied.</li> <li>• <b>Apply:</b> They can identify simple examples of how their responses relate to their own lives and those of others</li> <li>• <b>Inquire:</b> They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).</li> <li>• <b>Contextualise:</b> They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.</li> </ul> <p><b>Evaluate:</b> They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised</p>	<p>I can explain why my chosen concept is important to chosen religion.</p> <p style="color: green;">Stem sentences task - BLANK is important to Blank because.</p> <p style="text-align: center;"><b>Communicate-</b></p> <p>I can explain a time when I have felt happy and sad</p> <p style="color: green;">Emotions task with happy and sad event/ picture and sentence</p>
<b>Summer 1 –Superheroes</b>		
<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<u>Assessment</u>
<p><u>Christianity</u></p> <p style="color: red;"><b>Authority</b></p> <p>Bible</p>	<p>Y1-</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can talk about their own responses to their experiences of the concepts explored.</li> </ul>	<p><b>Apply-</b></p> <p>I can give an example of someone who has authority in my life and how it affects me</p>



<p><b>Intended learning outcomes:</b> Children will be able to:</p> <p><b>Step 1</b> describe in simple terms their own responses to <i>authority</i> figures</p> <p><b>Step 2</b> identify simple examples of ways in which people with <i>authority</i> affect theirs and others' lives</p> <p><b>Step 3</b> describe in simple terms the meaning of the concept <i>authority</i></p> <p><b>Step 4</b> give a simple description about events in Jesus life which demonstrate His <i>authority</i></p> <p><b>Step 5</b> describe in simple terms the importance of Jesus' <i>authority</i> to Christians.</p>	<ul style="list-style-type: none"> <li>• <b>Apply:</b> They can identify how their responses relate to events in their own lives.</li> <li>• <b>Inquire:</b> They can identify and talk about key concepts explored that are common to all people (Group A concepts).</li> <li>• <b>Contextualise:</b> They can recognise that the concept is expressed in the way of life of the people studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.</li> </ul> <p>Y2-</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe in simple terms their responses to their experiences of the concepts studied.</li> <li>• <b>Apply:</b> They can identify simple examples of how their responses relate to their own lives and those of others</li> <li>• <b>Inquire:</b> They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).</li> <li>• <b>Contextualise:</b> They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.</li> </ul> <p><b>Evaluate:</b> They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised</p>	<p>e.g. teacher- gives classroom rules.</p> <p>Scenario task- picture and sentence to show an example of authority in their life,</p>
<p><b>Summer 2 – Going for Gold</b></p>		
<p><u>Long Term Objectives</u></p>	<p><u>Progression of Skills</u></p>	<p><b>Assessment</b></p>
<p style="text-align: center;"><u>Judaism and Christianity</u></p> <p><i>Special Books</i> Holy books</p> <p><b>Intended learning outcomes:</b> Children will be able to:</p>	<p>Y1-</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can talk about their own responses to their experiences of the concepts explored.</li> <li>• <b>Apply:</b> They can identify how their responses relate to events in their own lives.</li> </ul>	<p><b>Contextualise-</b> I can simple describe how the bible is special to Christians</p> <p>I can simple describe how the Torah is special to Jews.</p>

<p><b>Step 1</b> describe in simple terms their response to the concept of <i>specialness in relation to books</i></p> <p><b>Step 2</b> identify simple examples of how and why <i>books</i> can be <i>special</i> to themselves and others</p> <p><b>Step 3</b> describe in simple terms the meaning of <i>specialness (inquire)</i></p> <p><b>Steps 4/6</b> simply describe ways in which the Bible is <i>special</i> to Christians and the Torah to Jews (contextualise)</p> <p><b>Steps 5/7</b> evaluate the concept by describing in simple terms the value of these <i>special books</i> to believers. (evaluate)</p>	<ul style="list-style-type: none"> <li>• <b>Inquire:</b> They can identify and talk about key concepts explored that are common to all people (Group A concepts).</li> <li>• <b>Contextualise:</b> They can recognise that the concept is expressed in the way of life of the people studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.</li> </ul> <p>Y2-</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe in simple terms their responses to their experiences of the concepts studied.</li> <li>• <b>Apply:</b> They can identify simple examples of how their responses relate to their own lives and those of others</li> <li>• <b>Inquire:</b> They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).</li> <li>• <b>Contextualise:</b> They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.</li> </ul> <p><b>Evaluate:</b> They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised</p>	
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YEAR 3/4		
Autumn 1 – The Power of Words		
<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<u>Assessment</u>
<p><u>Hinduism</u></p> <p><i>Avatars:</i> Hindu Gods</p> <p><b>Programme of Study (Hampshire Model):</b></p>	<p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe their own response to an experienced based on a concept studied</li> <li>• <b>Apply:</b> They can describe examples of how their responses can be applied to others.</li> </ul>	<p><b>Inquire-</b> I can explain what the meaning of an Avatar is referring to my personal experiences.</p>

<p><b>Religious Education:</b></p> <ol style="list-style-type: none"> <li>1. Children can discuss what people mean by avatar.</li> <li>2. Children can explain how the concept of avatar is significant in Hinduism.</li> <li>3. Children can describe, by explaining, the value Hindus place on avatars.</li> <li>4. Children can explain (fully) a personal response to the concept of avatar.</li> <li>5. Children can explain (with some examples) how people will have different ideas about the concept of avatar and the sort of issues this might raise</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Inquire:</b> They can describe key concepts which apply to all people and some related to people living religious lives (A and B concepts)</li> <li>• <b>Contextualise:</b> They can describe the ways in which concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concept studied by describing the value to people through dialogue and identify and describe some issues raised.</li> </ul> <p style="text-align: center;"><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe their own responses to the human experience of the concepts studied.</li> <li>• <b>Apply:</b> They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</li> <li>• <b>Inquire:</b> They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).</li> <li>• <b>Contextualise:</b> They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</li> </ul> <p><b>Evaluate:</b> They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised</p>	<p>I can draw an Avatar they have (TTR related and explain what one is and how t0 represents them.</p>
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**Autumn 2 – Were the Romans Really Rotten?**

<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<u>Assessment</u>
<p>Pondering Time</p>	<p style="text-align: center;"><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe their own response to an experienced based on a concept studied</li> <li>• <b>Apply:</b> They can describe examples of how their responses can be applied to others.</li> </ul>	<p style="text-align: center;"><b>Evaluate-</b></p> <p>I can explain why my chosen concept is important to chosen religion.</p>

	<ul style="list-style-type: none"> <li>• <b>Inquire:</b> They can describe key concepts which apply to all people and some related to people living religious lives (A and B concepts)</li> <li>• <b>Contextualise:</b> They can describe the ways in which concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concept studied by describing the value to people through dialogue and identify and describe some issues raised.</li> </ul> <p style="text-align: center;"><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe their own responses to the human experience of the concepts studied.</li> <li>• <b>Apply:</b> They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</li> <li>• <b>Inquire:</b> They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).</li> <li>• <b>Contextualise:</b> They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</li> </ul> <p><b>Evaluate:</b> They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised</p>	<p>Stem sentences task - BLANK is important to Blank because.</p>
<b>Spring 1 and 2– Walk Like an Egyptian</b>		
<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<u>Assessment</u>
<p style="text-align: center;"><u>Christianity</u></p> <p><b>Temptation:</b> Making choices</p> <p>Most pupils will be able to:</p>	<p style="text-align: center;"><b>Y3:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe their own response to an experienced based on a concept studied</li> <li>• <b>Apply:</b> They can describe examples of how their responses can be applied to others.</li> </ul>	<p><b>Contextualise-</b> I can describe Christian teachings about temptation making links to stories about Jesus</p>

<p><b>Step 1</b> describe what <i>temptation</i> means</p> <p><b>Step 2</b> describe how Christians believe that Jesus was tempted</p> <p><b>Step 3</b> describe why it is/is not important for Christians to recognise that Jesus was tempted</p> <p><b>Step 4</b> describe how they feel when they are tempted</p> <p><b>Step 5</b> describe situation when people might be tempted</p> <p style="text-align: center;"><b><u>Christianity</u></b></p> <p style="text-align: center;"><b><i>Ritual</i></b></p> <p style="text-align: center;">Paschal candle</p> <p>Children will be able to:</p> <p><b>Step 1</b> describe the meaning of the concept of <i>ritual</i></p> <p><b>Step 2</b> describe how Christians use the Paschal Candle in a <i>ritual</i> to remember the resurrection of Jesus</p> <p><b>Step 3</b> evaluate the importance of the <i>ritual</i> by describing the value of the ritual to Christians and by identifying an issue raised</p> <p><b>Step 4</b> describe their own responses to <i>rituals</i> in their own experience</p> <p><b>Step 5</b> describe examples of how their response to <i>rituals</i> applies in different situations, in theirs and others' lives</p>	<ul style="list-style-type: none"> <li>• <b>Inquire:</b> They can describe key concepts which apply to all people and some related to people living religious lives (A and B concepts)</li> <li>• <b>Contextualise:</b> They can describe the ways in which concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</li> <li>• <b>Evaluate:</b> They can evaluate human experience of the concept studied by describing the value to people through dialogue and identify and describe some issues raised.</li> </ul> <p style="text-align: center;"><b>Y4:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can describe their own responses to the human experience of the concepts studied.</li> <li>• <b>Apply:</b> They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</li> <li>• <b>Inquire:</b>They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).</li> <li>• <b>Contextualise:</b> They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</li> </ul> <p><b>Evaluate:</b> They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised</p>	<p>Story board- Jesus in the desert</p> <p><b>Contextualise-</b> I can explain the ritual of the Paschal candle as part of Jesus Resurrection</p> <p>Drama task- re-enacting Mary finding the empty tomb.</p>
<b>Summer 1 and 2 – Lights, Camera Action</b>		
<b><u>Long Term Objectives</u></b>	<b><u>Progression of Skills</u></b>	<b>Assessment</b>
<b>Devotion</b>	<b>Y3:</b>	<b>Communicate-</b>

Step 1- **Inquire:** LO: To explain the concept of devotion  
 Step 2- Contextualise- LO: To explain how Hindu's show devotion in there faith

**Step 3- Evaluate** LO: To evaluate the importance devotion in Hinduism

Step4- Communicate- I can communicate what devotion means to me  
 Step 5- Apply- I can apply my own ideas of devotion to others and make comparisons

**Hinduism**

***Myths***

Myths

Step 1-: to explain the concept of Myths  
 Step 2: To explore the concept of creation  
 Step 3- : to Explore Hindu mythology through the Hindu story of creation  
 Step 4- To understand why the creation story is important to Hindu's- story of early history and involving superficial being  
 Step 5- to describe examples of how their response to creation relates to their own and others' lives.

- **Communicate:** Children can describe their own response to an experienced based on a concept studied
  - **Apply:** They can describe examples of how their responses can be applied to others.
- **Inquire:** They can describe key concepts which apply to all people and some related to people living religious lives (A and B concepts)
  - **Contextualise:** They can describe the ways in which concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
  - **Evaluate:** They can evaluate human experience of the concept studied by describing the value to people through dialogue and identify and describe some issues raised.

**Y4:**

- **Communicate:** Children can describe their own responses to the human experience of the concepts studied.
  - **Apply:** They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.
  - **Inquire:**They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).
  - **Contextualise:** They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
- Evaluate:** They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised

I can explain examples things in my life that I are devoted to.

*Devotion means to me task- Devotion means to me, playing football for Hawley FC. I am devoted to attending weekly football session and this is a sport I love to play. I love my team and how we all work together to be the best team and win the game.*

**Apply-** I can apply ideas of creation to my own beliefs. How do they think the world was made?

*I can create my own stories of how the world was made- written/ through pictures etc*

**YEAR 5/6**

**Autumn 1 – Chinese Whispers**

<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<u>Assessment</u>
<p align="center"><b><u>Christianity</u></b></p> <p align="center"><b>Wisdom</b></p> <p align="center">Islam</p> <p>Step 1: Communicate- Children can respond creatively as well as explain a personal response to the concept of wisdom and give examples of who and what has the right to guide them.</p> <p>Step 2: Apply -Children can explain some examples of how people have different ideas about what wisdom is.</p> <p>Step 3: Inquiry- Children can accurately explain ideas about what wisdom is.</p> <p>Step 4: Contextualise - Children can accurately explain how the Quarn contains wisdom for Muslims and how the Bible contains wisdom for Christians.</p> <p>Step 5: Evaluate- Children can discern the value of wisdom for Muslims and Christians and the possible value for their own lives and communities</p>	<p>Y5:</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can explain their own experience in response to concepts explored.</li> <li>• <b>Apply:</b> They can explain example of concepts and how they can be applied to the life of others.</li> <li>• <b>Inquire:</b> They can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). They can also describe some concepts related to a specific religious study (C concepts)</li> <li>• <b>Contextualise:</b> They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied</li> <li>• <b>Evaluate:</b> They can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children and young people can explain their own response to the human experience of the concepts explored.</li> <li>• <b>Apply:</b> They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.</li> <li>• <b>Inquire:</b> Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).</li> <li>• <b>Contextualise:</b> They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.</li> </ul>	<p align="center"><b>Inquire-</b></p> <p align="center">I can explain what they word wise means</p> <p align="center">Task- group work task- create mind map of examples of wisdom and authority</p>

	<p><b>Evaluate:</b> They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.</p>	
<b>Autumn 2 Anglo Saxons</b>		
<b><u>Long Term Objectives</u></b>	<b><u>Progression of Skills</u></b>	<b>Assessment</b>



**Christianity**

***Prophecy***

**The Magi**

**Intended learning outcomes:**

Children will be able to:

- Step 1** explain the meaning of the term *prophecy*
- Step 2** explain how *prophecy* is significant within the story of the gifts of the Magi
- Step 3** evaluate by explaining the importance of *prophecy* in this story for Christians
- Step 4** express a personal response to the concept of *prophecy*
- Step 5** give examples of how *prophecy* might affect their own lives or the lives of others.

Y5:

- **Communicate:** Children can explain their own experience in response to concepts explored.
- **Apply:** They can explain example of concepts and how they can be applied to the life of others.
- **Inquire:** They can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). They can also describe some concepts related to a specific religious study (C concepts)
- **Contextualise:** They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied
- **Evaluate:** They can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.

Y6

- **Communicate:** Children and young people can explain their own response to the human experience of the concepts explored.
- **Apply:** They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
- **Inquire:** Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).
- **Contextualise:** They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.  
**Evaluate:** They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.

**Contextualise-**

I can explain what the is Magi with reference to prophecy

Children write out another label to go with each gift, explaining its use and significance. Use this as an assessment opportunity.

**Spring 1 Vikings**

**Power and peace (Islam)**

*What it means to live life as a Muslim*

**Intended learning outcomes:**

Children will be able to:

- 1 explain what people might mean by *power*.
- 2 explain how God's *power* is significant for Christians and Muslims.
- 3 explain the significance of believers' interpretations of God's *power*.
- 4 explain their own personal response to the concept of *power*.
- 5 explain how *power* affects their own and other people's lives.

Y5:

- **Communicate:** Children can explain their own experience in response to concepts explored.
- **Apply:** They can explain example of concepts and how they can be applied to the life of others.
- **Inquire:** They can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). They can also describe some concepts related to a specific religious study (C concepts)
- **Contextualise:** They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied
- **Evaluate:** They can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.

Y6

- **Communicate:** Children and young people can explain their own response to the human experience of the concepts explored.
- **Apply:** They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
- **Inquire:** Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).
- **Contextualise:** They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.
- **Evaluate:** They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise

**Evaluate-** I can explain the importance of power in relation to Christian and Muslim beliefs

*What is the value, for the believer, of God's power? What do I think about what they believe?*

Whole class discussion-  
If you have power over the weather, why are there droughts/global warming? Do you have power over people's minds? God helped the Israelites escape from Egypt. Does that mean God takes sides in every war? Children record their questions for display.

**Spring 2 – Alive and Kicking**

<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<u>Assessment</u>
<p style="text-align: center;"><b>Resurrection</b></p> <p style="text-align: center;">The empty cross</p> <p><b>Intended learning outcomes:</b></p> <p>Most pupils will be able to:</p> <p><b>Step 1</b> explain the meaning of <i>resurrection</i></p> <p><b>Step 2</b> explain the story that illustrates Jesus' resurrection and explain how the empty cross is a symbol of resurrection for Christians</p> <p><b>Step 3</b> evaluate the significance of resurrection by explaining its importance to Christians and identifying some issues raised</p> <p><b>Step 4</b> explain their own responses to the concept of <i>resurrection</i></p> <p><b>Step 5</b> explain how responses to the idea of resurrection affect the way people live.</p>	<p>Y5:</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can explain their own experience in response to concepts explored.</li> <li>• <b>Apply:</b> They can explain example of concepts and how they can be applied to the life of others.</li> <li>• <b>Inquire:</b> They can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). They can also describe some concepts related to a specific religious study (C concepts)</li> <li>• <b>Contextualise:</b> They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied</li> <li>• <b>Evaluate:</b> They can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children and young people can explain their own response to the human experience of the concepts explored.</li> <li>• <b>Apply:</b> They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.</li> <li>• <b>Inquire:</b> Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).</li> <li>• <b>Contextualise:</b> They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.</li> </ul> <p><b>Evaluate:</b> They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children</p>	<p style="text-align: center;"><b>Communicate-</b></p> <p style="text-align: center;">I can explain my own ideas of resurrection</p> <p style="text-align: center;"><i>Pupils discuss in groups what they think about the concept of resurrection. Use these questions as prompts throughout the discussions. Can it happen? Is our view of whether resurrection is possible affected by our views of death? Is death the end?</i></p>

	will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.	
<b>Summer 1 – Alive and Kicking</b>		
<b>Long Term Objectives</b>	<b>Progression of Skills</b>	<b>Assessment</b>
<p style="text-align: center;"><b>Christianity and Islam</b></p> <p style="text-align: center;"><b>Rituals</b></p> <p style="text-align: center;">Prayer</p> <p><b>Intended learning outcomes:</b> Children will be able to:</p> <p><b>Step 1</b> explain the meaning of <i>ritual</i></p> <p><b>Step 2</b> explain how ritual is expressed by some Christians and Muslims</p> <p><b>Step 3</b> evaluate the significance of ritual by explaining its importance to Christians and Muslims people and by identifying some issues raised</p> <p><b>Step 4</b> explain their own responses to ritual</p> <p><b>Step 5</b> explain examples of how their responses can be applied to their own and others' lives</p>	<p>Y5:</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can explain their own experience in response to concepts explored.</li> <li>• <b>Apply:</b> They can explain example of concepts and how they can be applied to the life of others.</li> <li>• <b>Inquire:</b> They can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). They can also describe some concepts related to a specific religious study (C concepts)</li> <li>• <b>Contextualise:</b> They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied</li> <li>• <b>Evaluate:</b> They can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children and young people can explain their own response to the human experience of the concepts explored.</li> <li>• <b>Apply:</b> They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.</li> <li>• <b>Inquire:</b> Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).</li> </ul>	<p><b>Apply-</b> I can apply ideas of rituals in my life and compare with others</p> <p><i>Compare pictures. Are they the same? Are they different? Does everyone feel the same about rituals? Do they always make you feel, happy, reassured, or perhaps anxious? Did anyone not have any rituals? Why not?</i></p>

	<ul style="list-style-type: none"> <li>• <b>Contextualise:</b> They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.</li> <li>• <b>Evaluate:</b> They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.</li> </ul>	
<b>Summer 2 – Theme Park Maths</b>		
<u>Long Term Objectives</u>	<u>Progression of Skills</u>	<b>Assessment</b>
Pondering Time	<p>Y5:</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children can explain their own experience in response to concepts explored.</li> <li>• <b>Apply:</b> They can explain example of concepts and how they can be applied to the life of others.</li> <li>• <b>Inquire:</b> They can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). They can also describe some concepts related to a specific religious study (C concepts)</li> <li>• <b>Contextualise:</b> They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied</li> <li>• <b>Evaluate:</b> They can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Children and young people can explain their own response to the human experience of the concepts explored.</li> <li>• <b>Apply:</b> They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.</li> </ul>	<p style="text-align: center;"><b>Evaluate-</b></p> <p>I can explain why chosen concept is important to my chosen religion.</p> <p style="color: green;">Stem sentences task - BLANK is important to Blank because</p>

	<ul style="list-style-type: none"><li>• <b>Inquire:</b> Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).</li><li>• <b>Contextualise:</b> They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.</li></ul> <p><b>Evaluate:</b> They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.</p>	
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