

White Hall Academy Progression of Skills document 2019-2020

RE

Religion	Year Group
Christianity	1, 2, 3, 4, 5, 6
Buddhism	2, 4, 6,
Sikhism	1, 2, 4, 6,
Judaism	1, 2, 3, 6,
Hinduism	1, 4, 5,
Islam	1, 3, 5,
Humanism	6

Christianity

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit name Understanding the World: People and communities	Unit name Christianity - Special People and places	Unit name Christianity – Special symbols and worship	Unit name Christianity - stories	Unit name Christianity – Worship and Churches	Unit name Christianity – In History TUDORS	Unit name Christianity – Ten Commandments
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
Relationships – Look at pictures and stories of family members. Imitates everyday actions of family members. E.g. making tea etc Q. Who are you? Who are your friends? I can imitate the actions of people in my family.	Skill – Enquire Look at people special to us. Q. Who is special to you? Who is special to a Christian? I can tell you who is important to me?	Skill – Enquire Identify symbols which are important to Christians. Q. What symbols do we know? Are there any that are important to you? I can tell you about the symbols that Christians believe are important.	Skill – Contextualise The Bible's importance to Christians. Skill – Communicate Discuss how the Bible gives guidance to Christians. Q. Why is the Bible important to Christians? What does guidance mean? Why do we need guidance? I can explain how the Bible gives guidance to the Christian people. I can explain why we all need guidance at times	Skill – Communicate And Apply Holy Week (2 Week) – Palm Sunday and Maundy Thursday - To know how Christians mark Maundy Thursday. Q. Can you explore how we serve and care for others? What does this look like? I can describe how people serve and care for others. I can explain what I have done to care for someone.	Skill – Communicate Look at Christianity during Tudor times. Q. How religious were the Tudors? Did all Christians in Tudor times act appropriately? I can talk about the way Christians acted during Tudor times.	Skill – Evaluate What are the Ten Commandments? Q. Which three of the commandments do you think are the most important to Christians? Which are important to us as a society? I can analyse the Ten Commandments and debate which are the most important to Christians and to us as a society.

A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2						
Relationships – extended family (nan, grandad, auntie, uncle Etc) Q. Can you draw and label (point) family members? Who is in your family? I can draw a representation of my family. I can tell you the titles of those family members.						Skill – Enquire Special place Christians have. Q. Where is your special place? Where’s a Christians special place? I can tell you about my special place and why it is special to me. I can tell you about Christian’s special places.						Skill – Contextualise Look at the inside of churches. Describe the inside of a church. Q. Can you describe the inside of a church? I can describe the inside of a church through a drawing, list or labels.						Skill – Evaluate and Communicate The Bible has two parts. Compare and explain how the New Testament speak of God’s love. Q. How does the New Testament describe God’s love? I can compare the two parts of the Bible. I can explain how the New Testament describes God’s love.						Skill – Communicate And Apply Holy Week – Palm Sunday and Maundy Thursday - To know how Christians mark Maundy Thursday. Q. Can you explore how we serve and care for others? What does this look like? I can explain what Christians do on Maundy Thursday. I can describe how we serve and care for others.						Skill – Apply Catholic or Protestant? Which Kings where Catholic? Q. Can you describe the similarities and differences between these two? Skill – Evaluate Can you give your opinion? I can compare and describe the differences between Catholics and Protestants. I can give an opinion about the two ideas.						Skill – Evaluate and Apply (2 Week) The Ten Commandments are rules Christians follow. Q. Which of these rules do we follow? What other rules would you add? What rules do you follow that are not listed? I can show an understanding of the Ten Commandments and state an opinion about them. I can explain the importance of rules in our lives.					
Relationships – Recognise similarities and differences between themselves and their friends. Q. Who has brown hair? Who wears glasses etc? I can spot the difference between my appearance and my friends.						Skill - Contextualise Christians believe the church is a special place. Q. What makes a church a special place? Are all churches the same? I can explain why churches are special to Christians.						Skill – Contextualise Discuss and describe how Christians worship. Skill – Evaluate Q. How do Christians worship? What do you worship? I can discuss and describe the way Christians worship.						Skill – Evaluate and Apply Evaluate The life of Jesus – as a human and as a divine Q. What do you think is the difference between Jesus as a human and Jesus as a divine? I can give an opinion about Jesus as a divine and as a human.						Skill – Enquire and Contextualise Discuss Holy Week: (2 Week) Good Friday and Holy Saturday. Retell what happened in the tomb. Q. What is Good about Good Friday? What do we think and what do Christians think? I can retell the events that Christians believe happened during Holy Week. I can give an opinion on what happens on Good Friday and why it is named so.						Skill- Contextualise Designing a church – What would you need? Skill – Evaluate Q. How could you make your church welcoming to all? Would you visit a church, when and why? I can design my own church and include the important items Christians need in order to worship. I can tell you about my experiences with churches.						Skill – Evaluate and Apply The Ten Commandments are rules Christians follow. Q. Which of these rules do we follow? What other rules would you add? What rules do you follow that are not listed? I can list the rules I follow and compare them to the Ten Commandments. I can create a list of rules I think everyone should follow.					

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit name Understanding the World: People and communities	Unit name Christianity – Symbols and Expression	Unit name Christianity – Stories and celebrations	Unit name Christianity - Parables	Unit name Christianity – Holy Week	Unit name Christianity – Variety within	
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
Relationships – show interest in the lives of people. Role play jobs people do. Q. What jobs do you know? What does a nurse do? Who is in the shop? <i>I can imitate different roles: a nurse, doctor, shopkeeper, vet etc.</i>	Skill – Enquire What symbols do we know? Describe symbols that are important to Christians. Q. Which symbols are important to Christians? Which symbols are important to you? <i>I can describe different symbols I have seen. I can describe the symbols Christians fell are important.</i>	Skill – Contextualise The Creation story – retell in pictures Skill – Communicate Making the right discussions and choosing the right attitude and behaviour Q. What does ‘the right attitude’ look like? What can it achieve? <i>I can draw a representation of the Creation Story. I can explain what is needed to in order to have ‘the right attitude’.</i>	The Rich Fool or Lost Sheep Skill – Enquire Skill – Contextualise Retell through drama activity/picture Q. How is this story familiar/common to things we already know? <i>I can act out/ retell a Christian parable.</i>	Skill – Enquire and Contextualise Discuss Holy Week: Good Friday and Holy Saturday. Retell what happened in the tomb. Q. What is Good about Good Friday? What do we think and what do Christians think? <i>I can retell the events that Christians believe happened during Holy Week. I can give an opinion on what happens on Good Friday and why it is named so.</i>	Skill – Contextualise What are the varieties of Christianity? Discuss denominations. Describe and explain the five main beliefs of Christianity. Q. What are the five main beliefs of Christianity? <i>I can describe and explain the five main beliefs of Christianity.</i>	
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
Special times - Remembers and discusses events and experiences. What is a birthday? Christmas story - Role play with the Nativity. Whose birthday was it? Q. Who visits the baby Jesus? Who is his mum? <i>I can sequence the</i>	Skill – Contextualise Christian objects Q. Why is an object important to someone? What objects are important to Christians? <i>I can explain what objects are important to me and what objects are important to Christians.</i>	Skill –Communicate Good Samaritan stories. Context: Christian baptisms Q. Can you retell a story about a good deed? <i>I can retell the story about a good deed.</i>	The Sower and The Seeds Skill – Contextualise Understand the story. Skill – Evaluate and Communicate Q. How does this story relate to the way we learning? <i>I can compare the story of the Sower and Seeds to the way we learn and think.</i>	Skill – Evaluate and Communicate Holy Week- Easter Day (Sunday) Discuss Lent and self-discipline. Is self-discipline important? Q. What does self-discipline look like? How could we demonstrate self-discipline. <i>I can explain what self-discipline looks like</i>	Skill – Evaluate Christianity beliefs and values. Q. What do you think is the most important belief in Christianity and why do you think this? <i>I can evaluate Christian beliefs and state which ones I feel are most important.</i>	

events of the Christmas Story. I can tell you the names of some of the people in the story.				during Holy Week.		
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
Special times - Remembers and discusses events and experiences. Enjoying joining in with others. Christmas time Q. What happens at Christmas? Who is Santa? I can discuss what happens during Christmas time.	Skill – Evaluate Compare churches – Are all churches the same? Skill – Communicate Q. What can you tell me about a church? My favourite thing about this church is... I can compare churches from around the country. I can express what I like about churches.	Skill – Communicate Read and discuss The Christmas/ Nativity Story Skill – Apply write what Christmas means to them. Q. What does it mean to you? What does it mean to Christians? I can retell the story of the Christmas Nativity.	The Good Samaritan Skill - Contextualise Re tell the story through words and pictures Skill – Apply Q. How can we be good Samaritans? What makes a good person? I can tell you what I think makes a good person.	Continued from above.	Skill – Contextualise and Apply Explore Christian values in the world today. Q. What values do you live by? What are you thankful for? I can explain some of the Christian values. I can describe the values I live by. I can state what I am thankful for.	

Buddhism

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit name Understanding the World: The World		Unit name Buddhism		Unit name Buddhism		Unit name Buddhism -
A2 A2 S1 S2 A1 A2	S1 S2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
Observes what people, animals and vehicles do. Imitates and plays with farm and animals, garage and cars or train on a track. Q. What noises do the objects make? Can you tell me something about the...? I can imitate noises that		Skill – Enquire Explore and ask questions about Buddhist life. Skill - Contextualise Understand symbols in Buddhism Q. Can you draw and explain Buddhist symbols? I can draw Buddhists	.	Skill – Evaluate and Contextualise Evaluate Buddhist life. Q. How do Buddhists live? Which rules do they follow? Which rules do we follow? I can explain how rules help Buddhists live their lives.		Skill - Communicate WALT describe differences and similarities between Buddhist temples Q. What are the differences and similarities between Buddhist temples? I can compare Buddhist temples from around the world, describing and noticing similarities and

I hear from the world around me (car, pig, bells etc).		symbols and describe their meaning.				differences.
A2 A2 S1 S2 A1 A2	S1 S2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>Explore outside (puddles, trees, grass, concrete etc)</p> <p>Q. What noises can you hear? What can you feel under your feet?</p> <p>I can explain what I hear and feel outside in the playground.</p>		<p>Skill – Communicate Respond sensitively to the experiences and feelings of others, including those with a faith.</p> <p>Q. How can we show respect for each other?</p> <p>I can explain what respect means and describe how I respect others.</p>		<p>Skill – Contextualise and Apply Review The Eightfold Path – Write about a situation that explains what the steps are about.</p> <p>Q. What steps do the Eightfold path represent?</p> <p>I can discuss and explain some of steps the Eightfold Path. I can give examples of their representation in life.</p>		<p>Skill – Enquire WALT explain why we think visiting a temple is important to Buddhists. Places of worship, Shrines.</p> <p>Q. Why is visiting a temple important to Buddhists?</p> <p>I can research why visiting a temple is important to Buddhists.</p>
A2 A2 S1 S2 A1 A2	S1 S2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>Create investigations of the world outside – make a path, a wall, a mound, a river etc.</p> <p>Q. Can you tell me about the path? How can we get from there to there? Etc</p> <p>I can use my imagination and pictures to create a wall, bridge or path.</p>		<p>Skill – Contextualise Investigate the life of Buddha Skill – Communicate Realise that some questions that cause people to wonder. Investigate our classes question</p> <p>Q. What question would you like to ask Buddha?</p> <p>I can contribute questions about Buddha and his life.</p>		<p>Skill – Enquire and Evaluate What are the Buddhists symbols and how are they relevant to Buddhists?</p> <p>Q. Which symbols have meaning and importance in our lives? Do we all have the same views about these symbols?</p> <p>I can describe different Buddhist symbols and state how they are relevant to Buddhists and their lives. I can discuss my opinion with</p>		<p>Skill – Evaluate WALT evaluate the effectiveness of meditation.</p> <p>Q. Is Mindfulness and meditation a good or bad thing? What benefits does it have?</p> <p>I can discuss the effectiveness of meditation. I can state and explain my thoughts about whether Mindfulness is a good or bad thing.</p>

																					others about these symbols.																											
Reception							Year 1							Year 2							Year 3							Year 4							Year 5							Year 6						
														Unit name Buddhism																																		
A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2		A1	A2	S1	S2	S1	S2	
														Skill – Enquire How do Buddhists live? Look at the sacrifices made by Buddhists Skill - Evaluate Q. Can you Identify similarities and differences in features of religions and beliefs? I can Identify similarities and differences in religions and beliefs.																																		
														Skill – Contextualise Understand how Buddhist worship Skill – Discuss how some religious practices share characteristic of more than one religion. Q. Do some religions share the same views? I can contribute to a discussion about how some religious practices share characteristic of more than one religion.																																		
														Skill – Evaluate Skill – Apply Respond sensitively to the values and concerns of others, including																																		

		<p>those with a faith, in relation to matters of right and wrong.</p> <p>Q. can you Investigate a religious festival stating what it is and why they have it?</p> <p>I can explore Buddhist festivals and write about one of them.</p>				
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Sikhism

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Unit name Sikhism – Special people and places	Unit name Sikhism		Unit name Sikhism – Guru Nanak		Unit name Sikhism -
A1 A1 A2 S1 S2 S1	S2 S2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
	<p>Skill – Enquire Explore Gurwaras.</p> <p>Q. What is a Gurwara?</p> <p>I can research and describe a Gurwara.</p>	<p>Sikhism – Enquire Who founded Sikhism? Look at the story of Guru Nanak.</p> <p>Q. Who is Guru Nanak? Describe who Guru Nanak is to Sikhs.</p> <p>I can research origins of Sikhism and retell the story of Guru Nanak making links to why he is important.</p>		<p>Skill – Communicate What is a Guru? Revisit the story of Guru Nanak</p> <p>Q. Do we know anyone who is like a Guru? Who do you look up to?</p> <p>I can explain what a Guru is and relate it to the Guru Nanak story.</p> <p>I can describe someone who could be considered a Guru.</p>		<p>Skill – Communicate Discuss the 5Ks and the significance of them to Sikhs. WALT explain why we think these symbols are important to Sikhs.</p> <p>Q. Can you explain why the 5Ks are a significant part of Sikh religion?</p> <p>I can explain why the 5Ks are a significant part of the Sikh religion.</p>
A1 A1 A2 S1 S2 S1	S2 S2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
	<p>Skill – Evaluate Who are important people in our lives, in our school and our community?</p> <p>Q. Who is important to</p>	<p>Skill - Contextualise Describe the Sikh way of life, Sikh festivals Skill – Evaluate Make comparisons with our own lives.</p>		<p>Skill – Enquire and Apply Where did Sikhism begin? Why is Guru Nanak important part of Sikhism?</p>		<p>Skill - Apply WALT explain how religious concepts can be applied to people’s lives. Q. How can we be better human beings?</p>

	<p>Sikhs?</p> <p>I can list important people in my life and in my community. I can state which people are important to the Sikhs.</p>	<p>Q. How do Sikhs live their lives? How is it different to our lives?</p> <p>I can explain how Sikhs live their lives. I can compare this to my own life.</p>		<p>Q. Where did Sikhism begin?</p> <p>I can explain where Sikhism began and how Guru Nanak is important to them.</p>		<p>Skill – Enquire WALT compare religious concepts. Q. Can you compare Sikhs beliefs to other religions?</p> <p>I can explain how some religions have the same types of beliefs to the Sikh religion.</p>																													
A1	A1	A2	S1	S2	S1	S2	S2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
	<p>Skill – Apply Explore - Why do Sikhs go to worship? What do they believe? What is respect?</p> <p>Q. How can we show respect?</p> <p>I can explain why Sikhs go to worship and how they show respect.</p> <p>I can state how I am respectful.</p>	<p>Skill - Communicate and apply Discuss and show Sikh symbols What are main symbols in Sikhism?</p> <p>Q. How is the Sikh holy book used?</p> <p>I can contribute to discuss about Sikh symbols and describe some of those symbols. I can explain how the Holy book is used.</p>		<p>Skill – Contextualise and Evaluate Role play the life of Guru Nanak. Evaluate the Three main teachings of the Guru.</p> <p>Q. What rules do we as humans/children/WHA abide by?</p> <p>I can retell or act out the story of Guru Nanak. I can describe how Sikhs use his teachings as rules to abide by. I can describe rules I live by.</p>		<p>Skill - Contextualise WALT explore different ways people express belief and explain these ways. Equality and selflessness Skill – Evaluate WALT explain the value of religious concepts</p> <p>Q. Can you make comparisons to their lives/experiences and yours?</p> <p>I can explain what equality means to me and what it means to Sikhs.</p>																													

Judaism

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																													
<p>Unit name Understanding the World: The World around us</p>	<p>Unit name Judaism – Special people and places</p>	<p>Unit name Judaism</p>	<p>Unit name Judaism</p>			<p>Unit name Judaism -</p>																													
A1	A2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
<p>Special Celebrations – Mother’s or Father’s Day.</p>	<p>Skill – Enquire and Contextualise look at synagogues: what they</p>	<p>Skill – Enquire How are religions and beliefs expressed in</p>	<p>Skill – Enquire What we know. Intro to Judaism.</p>			<p>Skill – Communicate and Apply - Observing Shabbat and the</p>																													

<p>Q. Who looks after you? What do you need? How do we say thank you?</p> <p>I can discuss what a mum, dad or carer might do for me. I can tell you what I am thankful for.</p>	<p>look like inside, what happens there and who attends.</p> <p>Q. What happens in a Synagogue? How does going to a Synagogue make Jewish people feel?</p> <p>I can find out and explain what happens in a Synagogue. I can describe the inside of a Synagogue.</p>	<p>different ways? Skill – Contextualise Identify meanings for symbols and religious expression in Judaism</p> <p>Q. What do the Jewish symbols mean?</p> <p>I can compare religious beliefs with Jewish beliefs. I can describe the Jewish symbols and explain what they mean.</p>	<p>Skill - contextualise Describe the features of a synagogue.</p> <p>Q. What does a synagogue look like and contain?</p> <p>I can describe the inside and outside of a synagogue.</p>			<p>importance it has to Jews.</p> <p>Q. What is the Shabbat? Describe and explain this special time. What days do you get together with family? What days do you eat together?</p> <p>I can describe the Shabbat and state why it is important to the Jews.</p>
<p>A1 A2 S1 S2 S1 S2</p>	<p>S1 S2 S1 S2 S1 S2</p>	<p>A1 A2 S1 S2 S1 S2</p>	<p>A1 A2 S1 S2 S1 S2</p>	<p>A1 A2 S1 S2 S1 S2</p>	<p>A1 A2 S1 S2 S1 S2</p>	<p>A1 A2 S1 S2 S1 S2</p>
<p>People in the community - Make a display with the children, showing all the people who make up the community of the setting. Match person to setting and job.</p> <p>Q. Which person does this job?</p> <p>I can talk about people and the jobs they do in my community.</p>	<p>Skill - Enquire What does belonging mean? Skill – Evaluate</p> <p>Q. Is it important for you to feel they belong? For Jews to belong?</p> <p>I can describe what it means to belong?</p>	<p>Skill - Evaluate Retell religious stories Moses Skill – Communicate and apply Make responses sensitively to the experiences and feelings of others</p> <p>Q. Why did God test Moses?</p> <p>I can retell the story of Moses expressing an opinion on why God tested him.</p>	<p>Skill – Evaluate and Communicate Story of Moses</p> <p>Q. Why is the story of Moses important to Jews?</p> <p>I can explain why the story of Moses is important to Jews.</p>			<p>Skill – Communicate and Contextualise The Shema and the Mezuzah.</p> <p>Q. What is the meaning, the importance and the origin? Discuss and explain.</p> <p>I can discuss and explain the origin and importance of the message in the story of The Shema and the Mezuzah.</p>
<p>A1 A2 S1 S2 S1 S2</p>	<p>S1 S2 S1 S2 S1 S2</p>	<p>A1 A2 S1 S2 S1 S2</p>	<p>A1 A2 S1 S2 S1 S2</p>	<p>A1 A2 S1 S2 S1 S2</p>	<p>A1 A2 S1 S2 S1 S2</p>	<p>A1 A2 S1 S2 S1 S2</p>
<p>Stories which show children’s diversity – share books which promote diversity and inclusion.</p> <p>Q. How is the child in the story different to</p>	<p>Skill – Apply What does belonging mean and how does it affect our lives.</p> <p>Q. How does belonging affect my life?</p>	<p>Skill - Evaluate Retell religious stories Moses Skill – Communicate and apply Make responses sensitively to the experiences and</p>	<p>Skill - Communicate Festival of Pasdar – describe/give an opinion about the festival and the Sedar Meal.</p> <p>Q. How do Jewish</p>			<p>Skill – Contextualise Discuss the importance of the Torah and what it contains.</p> <p>Q. What is the The Torah? What is its significance in Judaism?</p>

me? I can compare myself to other children.	I can explain what belonging means and explain how it affects my life.	feelings of others Q. Can you retell the story of Moses? I can retell the story of Moses expressing an opinion on why God tested him.	people celebrate Pasdar? What do you think about the Sedar meal? Would you like it? I can explain how Jewish people celebrate Pasdar. I can give you an opinion about the Sedar meal.			I can describe the significance of the Torah to the Jewish people.
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Reception						Year 1						Year 2						Year 3						Year 4						Year 5						Year 6											
																		Unit name Judaism – Jewish life																		Unit name Judaism - Life as a Jew in World War 2											
A1	A2	S1	A1	A2	S1	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
																		Skill - Contextualise Explain the 8-day festival of Hanukkah Skill – Communicate Q. How do you feel about a festival that last 8 days? What would you want it to contain? I can explain what takes place during the 8 days of Hanukkah. I can describe what my own 8 day festival would be like.																		Skill – Communicate and Evaluate Discuss important events in Judaism before and during the run up to WW2. Q. What are the views of the Jewish people on war and conflict? What are our views on war and conflict? I can join in a discussion about how Jews lived before and during wartime. I can give an opinion about war and conflict.											
A1	A2	S1	A1	A2	S1	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
																		Skill – Communicate and apply Beliefs and practises of Judaism. (2 Week) Q. What are the beliefs																		Skill – Evaluate and Apply WALT show understanding the evolution of Nazi anti-Jewish policy and reflect											

			<p>and practices of Judaism? What do you believe in and what routines do you have?</p> <p>I can describe the beliefs and practises of Jewish people. I can explain my own beliefs and describe my daily routines.</p>			<p>upon the human impact.</p> <p>Q. Which rules and laws were enforced on the Jewish people? Which of the rules do you think had the most/least impact?</p> <p>I can describe how the rules enforced on the Jews during WW2 impacted their lives. I can state which rules would affect me the most.</p>																													
A1	A2	S1	A1	A2	S1	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
			<p>Beliefs and practises of Judaism.</p> <p>Q. What are the beliefs and practices of Judaism? What do you believe in and what routines do you have?</p> <p>I can explain Jewish beliefs and describe what I believe. I can describe the routines I have in my life.</p>			<p>Skill- Contextualise</p> <p>How was it living during WW2? Describe and explain.</p> <p>Q. How do you think it would feel living during WW2? How would you cope and what would you do?</p> <p>I can put myself in someone else's shoes and consider how they would feel during WW2.</p> <p>I can use evidence from how the Jewish people were treated to help me answer.</p>																													

Hinduism

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Unit name Understanding the World: The World						Unit name Hinduism – Special people and places																		Unit name Hinduism						Unit name Hinduism -																	
A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
Talk about the environment and make observations of animals and plants. Look at patterns in nature and manmade objects. Record using drawing, rubbings or writing. Q. Can you draw or talk about the bricks, leaves, bark? I can draw or tell you about the patterns I have found in nature/outside.						Skill – Contextualise Describe a Mandir Skill – Evaluate Compare a home shrine to a Mandir Q. What does a Mandir look like? How is it different to my house/place of worship? I can describe a Mandir and compare it to somewhere in my house.																		Skill – Communicate and Apply The importance of Bramhan in Hinduism. Discuss and retell story. Q. Can you retell the Hindu story of Bramhan? I can retell the story of Bramhan. I can tell you why it is important to Hindus.						Skill – Contextualise Describe similarities and differences between Mandirs from around the world. Q. How do Mandirs from around the world differ? I can compare Mandirs from around the world, describing their similarities and difference.																	
Provide stories about other people’s beliefs and environments. Special festivals: Diwali, Easter, Bonfire Night, or Chinese New Year etc. Q. Can you express an opinion about a special time? I can express an opinion about my experiences on Bonfire night, Easter, Diwali etc.						Skill – Communicate Special people (the three Gods) Q. What can you tell me about the three Hindu Gods? I can tell you and describe the three different Hindu Gods.																		Skill – Enquire Hindu Trinity Story of Vishnu and Shiva Give an opinion. Q. How do we feel about the story and the people in it? I can give an opinion about the people in the Hindu Trinity story.						Skill – Evaluate The Creation Story - Evaluate the importance of aspects of the Hindu creation story. Q. What aspects of the creation story are important to Hindus and why? I can explain what the important aspects of the creation story are to Hindus.																	
Provide stories about																								Skill – Contextualise and						Skill - Communicate and																	

<p>other people's beliefs and environments.</p> <p>Special festivals: Diwali, Easter, Bonfire Night, or Chinese New Year etc.</p> <p>Q. Can you express an opinion about a special time?</p> <p>I can retell a special time in my life.</p>				<p>Evaluate</p> <p>Story of Vishnu and Shiva. Retell and state an opinion.</p> <p>Q. Can you retell the story of Vishnu and Shiva? What do you think about the story?</p> <p>I can retell the story of Vishnu and Shiva. I can tell you if I liked or disliked it and why.</p>	<p>Apply (2Weeks)</p> <p>Diwali – Rama and Sita story – Good over Evil. Create a story that demonstrates good winning over evil.</p> <p>Q. good over Evil -What could that mean in our time?</p> <p>I can use the story of Rama and Sita to help me write my own story where good wins over evil.</p>	
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Unit name Hinduism - Reincarnation	Unit name Hinduism	
A1 A2 S1 A1 A1 A1	A2 S1 S2 S1 S2 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
				<p>Skill – Communicate and Apply</p> <p>Discuss and describe Circle of life and Hindu belief</p> <p>Q. What does Reincarnation mean?</p> <p>I can join in discussion about and describe the Circle of Life from a Hindu's perspective.</p> <p>I can explain what reincarnation means.</p>	<p>Skill - Communicate and Apply (2Weeks)</p> <p>Diwali – Rama and Sita story – Good over Evil. Create a story that demonstrates good winning over evil.</p> <p>Q. good over Evil -What could that mean in our time?</p> <p>I can use the story of Rama and Sita to help me write my own story where good wins over evil.</p>	
A1 A2 S1 A1 A1 A1	A2 S1 S2 S1 S2 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
				Skill – Enquire and Evaluate	Skill – Communicate and Apply	

				<p>Hindu view of the world we live in.</p> <p>Q. Are we Caring for the planet? How are we showing we care? Link to what Hindu's believe.</p> <p>I can identify what is need to help care for the planet. I can find out how Hindus care for the planet.</p>	<p>The Festival of Holi (festival of colour) Discuss story behind the festival.</p> <p>Q. What would your festival of colour look like?</p> <p>I can describe The Festival of Holi. I can create a colourful festival of my own and state why I chose that colour.</p>																																										
A1	A2	S1	A1	A1	A1	A2	S1	S2	S1	S2	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
				<p>Skill – Contextualise Explore what Hindus do at Christmas. What they call Christmas and the preparations made.</p> <p>Q. Is Christmas a Festival of Light or a Festival of Love for Hindus?</p> <p>I can explore and research what Hindus do at Christmas.</p> <p>I can give an opinion about the Festival of Light/Love.</p>	<p>Skill – Contextualise and Evaluate Lotus flower origami Follow instructions and make an origami lotus. Reflect on the experiences.</p> <p>Q. Why is the Lotus Flower important to Hindus?</p> <p>I can tell you why the Lotus flower is import to Hindus. I can reflect on my experience of making a Lotus Flower.</p>																																										

Islam

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Unit name Understanding the World: The World Around Us						Unit name Islam – Special people and places						Unit name Islam –						Unit name Islam -											
A1	A2	S1	S2	S1	S2	A2	S1	S2	S1	S2	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
<p>Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating.</p> <p>Q. Can you express an opinion about the way someone lives?</p> <p><i>I can express an opinion about the way someone lives.</i></p>						<p>Skill – Enquire Look at special people in a Muslim’s life.</p> <p>Q. Can you describe the people special to a Muslim?</p> <p><i>I can describe the special people in Muslim’s life.</i></p>						<p>Skill – Communicate and Apply Mecca – The Muslim Pilgrimage - Retell the journey taken by many Muslims.</p> <p>Q. Why would Muslims go on a pilgrimage? How would you go about preparing for a long walk?</p> <p><i>I can discuss and explain the Pilgrimage, the journey taken by many Muslims. I can describe what I would need if I was going on a long walk.</i></p>						<p>Skill – Communicate and Apply What is Islam? What is important to a Muslim?</p> <p>Q. Can you explain why certain things are important?</p> <p><i>I can explain and describe the things that are important to a Muslim. I can explain why some things are important to others and to me.</i></p>											
A1	A2	S1	S2	S1	S2	A2	S1	S2	S1	S2	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
<p>Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating.</p> <p>Q. What do you do at home? Or with your religious group?</p> <p><i>I can describe something me and my family or church group do together.</i></p>						<p>Skill – Contextualise Describe a place of worship and prayers Skill – Evaluate</p> <p>Q. What do you think help Muslims to pray?</p> <p><i>I can describe the Muslim’s place of worship and what they need in order to pray.</i></p>						<p>Skill – Enquire Explore the question who is Mohammad?</p> <p>Q. Why and how is Mohammad important to Muslims?</p> <p><i>I can research and explain why Mohammad is important to Muslims.</i></p>						<p>Skill – Evaluate (2 Week) The five pillars (five duties) these help to make Muslims part of their community.</p> <p>Q. What could we do or already do to be part of a community?</p> <p><i>I can describe and explain how the Five Pillars of Islam help Muslims to become a valuable part of their community.</i></p>											

A1	A2	S1	S2	S1	S2	A2	S1	S2	S1	S2	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2						
Visit different parts of the local community or set up a role play area where some children may be very knowledgeable, e.g. Chinese supermarket, Greek café etc.						Skill – Evaluate Compare and discuss mosques from around the world. Skill – Communicate Q. Which mosques do you like the best? Why?												Skill – Contextualise What is the Quran? What are the books of the Quran? Q. Why is the Quran important? I can explain what the Quran is and why it is important to Muslims.												Skill – Evaluate The five pillars (five duties) these help to make Muslims part of their community. Q. What could we do or already do to be part of a community? I can explain my role in my school community. I can discuss other roles in my community.											
Q. Can you tell me what is different and similar?						I can state which Mosques I think are nice and which are not. I can tell you why I feel this way.																																			
I can talk about how places are different and similar from one and other.																																									

Reception						Year 1						Year 2						Year 3						Year 4						Year 5						Year 6					
Unit name Islam						Unit name Islam -						Unit name Islam -						Unit name Islam -						Unit name Islam -						Unit name Islam -											
A1	A2	S1	A1	A2	A1	A2	S1	S2	S1	S2	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
																		Skill – Contextualise and Evaluate What is the Kaaba? Discuss and describe. Evaluate who will destroy Kaaba. Q. What is Kaaba? I can discuss and describe the Kaaba. I can form an opinion about who will destroy Kaaba.												Skill – Contextualise Ramadan – Describe Ramadan and why it is so important to Muslims. Q. What and when is Ramadan? Why is it so important? I can describe Ramadan and state why it is important to Muslims.											
																		Skill - Communicate and Apply - The Five Pillars of Islam Discuss and describe.												Skill – Apply and Evaluate Islam today – World-wide - How many people are Muslim?											

			<p>Q. What are the 5 pillars of Islam? What do they represent?</p> <p>I can draw a representation of the Five Pillars and describe each one and what they represent.</p>		<p>Where is the local Mosque?</p> <p>Q. What do true Muslims believe?</p> <p>I can research information on the world's Muslim community. I can explain what true Muslims believe.</p>																														
A1	A2	S1	A1	A2	A1	A2	S1	S2	S1	S2	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
			<p>Skill - Enquire and Evaluate 5 Pillars of Islam.</p> <p>Why do you think they are called The Pillars? Discuss</p> <p>Q. What is Zakat? Would you give your money away?</p> <p>I can express an opinion about why the five Pillars are called the Pillars.</p> <p>I can describe Zakat and state an opinion about giving money away to charity.</p>		<p>Skill – Contextualise Eid-Al-Adha festival Describe and explain this special Islamic event.</p> <p>Q. What is Eid-Al-Adha? Can you describe the special event?</p> <p>I can explain and describe Eid-Al-Adha.</p>																														

Humanism

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						Unit name

																														Humanism											
A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
																														<p>Skill – Communicate and Apply Explore humanism. Why is it different to other religions?</p> <p>Q. What is Humanism? What is the Golden Rule?</p> <p>I can explore Humanism and compare it to other religions I know. I can explain and express an opinion about the Golden Rule in Humanism.</p>											
A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
																														<p>Skill – Evaluate Review the Humanistic views. Make comparisons to other religions.</p> <p>Q. How are Humanistic views similar to other religious views? What do we notice about religious beliefs?</p> <p>I can compare Humanism beliefs to other religious beliefs and express an opinion about them.</p>											