

Progression map

Subject:	EYFS/ KS1	LOWER KS2	UPPER KS2
Chronology			
Civilisation, Community and Culture			
Comparison			
Cause and Consequence			
Legacy			

		EYFS/ KS1	
	Topic/ Unit of work:	KNOWLEDGE	SKILLS
Year A EYFS/ Year 1  Autumn	Creation 1 - Why is the word 'God' so important to Christians? Including an encounter with 'A Muslim whispering Allah in a baby's ear'.	<p>What do Christians mean when they talk about God - One God (same as Islam, Sikhism, Judaism). God in three parts - Father, Son and Holy Spirit.</p> <p>Knowledge of other religions with multiple gods such as Hinduism or religions without a god figure - buddhism, atheism, humanism etc.</p>	<p>Name and describe some religious beliefs and practices.</p> <p>Describe some of the teachings of a religion.</p>
Year A EYFS/ Year 1	Incarnation 1 - Why do Christians perform nativity plays at Christmas? Including an encounter with 'A Muslim story: Muhammed and the Ants'.	<p>Nativity story - Why was the nativity story so important to Christians - God came to earth in human form - Emmanuel - 'God with us'.</p> <p>Knowledge of holy people from other religions on earth - Muhammed, Buddha, Guru Nanak - Children</p>	<p>Describe some of the main festivals of a religion.</p>

Autumn		need to learn that these were not seen as gods, but as holy people - Jesus is seen as God in human form.	
<b>Year A</b> EYFS/ Year 1  Spring	Salvation 2 - How can we help others when they need it? Including an encounter with 'A Sikh story: Har Gobind and the 52 Princes'.	Developing awareness of the role of helping people in a range of religions eg. Sikh temples feed anyone who needs a meal etc.  How do we help each other in school? - Link to PSHE. Awareness that helping people is something talked about in religion, but it doesn't have to be. We help each other and most people don't follow a specific religion.	Identify the things that are important to their own lives and compare these to religious beliefs.  Explain how actions affect others.  Show an understanding of the term 'morals'
<b>Year A</b> EYFS/ Year 1  Spring	Salvation 1 - Why do Christians put a cross in an Easter Garden? Including an encounter with 'A Buddhist story: The Monkey King'.	Knowledge of the Easter story. Be able to retell the story and understand the significance of the story for Christians - eg. Jesus (without sin) died to save his followers from their sin. He came back to life.  Able to describe the symbols from the story - cross, garden, purple cloth, crown of thorns.  Children can compare the Christian Easter story with how we celebrate Easter - eggs, rabbits, hot cross buns.	Name some religious symbols.  Explain the meaning of some religious symbols.
<b>Year A</b> EYFS/ Year 1  Summer	Incarnation 2 - What makes every single person unique and precious? Including an encounter with 'Hindus celebrating at Raksha Bandhan'.	Knowledge of the Christian creation story. Compare this to the creation story from another religion and discuss non religious creation stories too.  PSHE link - how are we different and special. What do Christians believe about being different and precious - Made in God's image etc.	Ask questions about puzzling aspects of life.  Identify how they have to make their own choices in life.
<b>Year A</b> EYFS/ Year 1  Summer	Creation 2 - How can we care for our wonderful world? Including an encounter with 'Tu b'Shevat: The Jewish 'Birthday of Trees''.	Link back to creation stories. Why is the world around us important to us, why is it important to people of different religions.  Able to explain what happens at Tu b'Shevat. Compare to the Christian celebration of harvest.	Identify the things that are important to their own lives and compare these to religious beliefs.  Explain how actions affect others.  Show an understanding of the term 'morals'

<p><b>Year B</b> EYFS/ Year 1  Autumn</p>	<p>Belonging - Christianity - Baptism/Church - Why is belonging to God and the church family important to Christians?</p>	<p>Knowledge of what happens during a baptism service and able to say what this represents to Christians.</p> <p>Able to talk about the symbols of baptism, sign of the cross, candle, water in font.</p>	<p>Recognise, name and describe some religious artefacts, places and practices.</p> <p>Name some religious symbols and explain their meaning.</p>
<p><b>Year B</b> EYFS/ Year 1  Autumn</p>	<p>Belonging - Judaism - Mitzvot/Tzedakah - Why is learning to do good deeds so important to Jewish people.</p>	<p>Developing awareness of the role of helping people in a range of religions eg. Sikh temples feed anyone who needs a meal etc.</p> <p>How do we help each other in school? - Link to PSHE. Awareness that helping people is something talked about in religion, but it doesn't have to be. We help each other and most people don't follow a specific religion.</p>	<p>Identify the things that are important to their own lives and compare these to religious beliefs.</p> <p>Explain how actions affect others.</p> <p>Show an understanding of the term 'morals'</p> <p>Name and describe some religious beliefs and practices.</p>
<p><b>Year B</b> EYFS/ Year 1  Spring</p>	<p>Stories and Books - Christianity - Parables/ Gospel - What did Jesus teach about God in his parables?</p>	<p>Knowledge of some parables told by Jesus - such as The Good Samaritan, The Wise and Foolish Builder and the Prodigal Son.</p> <p>What was Jesus teaching about when he told these stories? Why are these stories important to Christians?</p>	<p>Relate emotions to some of the experiences of religious figures studies.</p> <p>Ask questions about puzzling aspects of life.</p> <p>Describe some of the main teachings of a religion.</p>
<p><b>Year B</b> EYFS/ Year 1  Spring</p>	<p>Prayer and Worship - Christianity - Why do Christians pray to God and worship him?</p>	<p>How do Christians pray? Look at how Jewish men and Muslims and Hindus pray to see the difference.</p> <p>Why do religious people pray? What do they think happens when they pray?</p> <p>Simple knowledge of Jesus' teachings on prayer and the Lord's Prayer.</p>	<p>Describe some of the main teachings of a religion.</p> <p>Recognise, name and describe some religious practices.</p> <p>Name some religious symbols.</p>
<p><b>Year B</b> EYFS/ Year 1</p>	<p>Celebrations - Pentecost - Christianity - Emmanuel/ Holy Spirit - How does celebrating Pentecost remind Christians that God is with them always?</p>	<p>What happened in the Pentecost story? Why was this important to Christians. Refer back to previous learning about the Christian God having three parts - the father, the son and the holy spirit. Children begin</p>	<p>Describe some of the main festivals or celebrations of a religion.</p>

Summer		to see the link between Easter and Pentecost for Christians.	
<b>Year B</b> EYFS/ Year 1  Summer	Prayer and Worship - Judaism - Creation/Blessings - Why do Jewish families say so many prayers and blessings?	Link back to prayer from the Spring term. Knowledge of how Jewish people pray.  What blessings and prayers do they say? Are there any similarities with other religions eg. Islamic washing before prayer.	Recognise, name and describe some religious practices.  Name some religious symbols and explain their meaning.
<b>Year 2 -</b> completed each year  Autumn	Believing - Judaism - Teshuvah/G-D - Why do Jewish families talk about repentance at New Year?	What happens at the Jewish New Year - Rosh Hashanah and Yom Kippur.  Find out about Muslim and Christian practices of asking for forgiveness - Muslims on Hajj, Catholics attend confessions. Link back to The Lord's Prayer and the phrase 'forgive us our sins as we forgive those who sin against us'.	Describe some of the main teachings of a religion.  Recognise, name and describe some religious practices.  Explain how actions affect others.
<b>Year 2 -</b> completed each year  Autumn	Believing - Christianity - Saviour/Jesus - Why was Jesus given the name 'Saviour'?	Knowledge of the Easter story. Be able to retell the story and understand the significance of the story for Christians - eg. Jesus (without sin) died to save his followers from their sin. He came back to life.  Are there any other religions in which there is a 'Saviour'?	Relate emotions to some of the experiences of religious figures studies.  Describe some of the teachings of a religion.  Describe some of the main festivals or celebrations of a religion.
<b>Year 2 -</b> completed each year  Spring	Islam - Mercy/Compassion - How do some Muslims show Allah is compassionate and merciful?	Developing awareness of the role of helping people in a range of religions eg. Sikh temples feed anyone who needs a meal etc.  How do we help each other in school? - Link to PSHE. Awareness that helping people is something talked about in religion, but it doesn't have to be. We help each other and most people don't follow a specific religion.  How can we help other people more? Why is it important to help those in need?	Recognise, name and describe some religious practices and teachings.  Relate emotions to some of the experiences of religious figures studies.  Ask questions about puzzling aspects of life.  Identify the things that are important to their own lives and compare these to religious beliefs.

			<p>Explain how actions affect others.</p> <p>Show an understanding of the term 'morals'</p>
<p><b>Year 2 - completed each year</b></p> <p>Spring</p>	<p>Symbols and Artefacts - Christianity - Resurrection/ Joy - What are the best symbols of Jesus' death and resurrection at Easter?</p>	<p>Knowledge of the Easter story. Be able to retell the story and understand the significance of the story for Christians - eg. Jesus (without sin) died to save his followers from their sin. He came back to life.</p> <p>Able to describe the symbols from the story - cross, garden, purple cloth, crown of thorns.</p> <p>Children can compare the Christian Easter story with how we celebrate Easter - eggs, rabbits, hot cross buns.</p> <p>Why is Good Friday called 'Good'? Should it be called Bad Friday as Jesus died or is there another reason why it is called Good Friday?</p>	<p>Name some religious symbols.</p> <p>Explain the meaning of some religious symbols.</p> <p>Ask questions about puzzling aspects of life.</p>
<p><b>Year 2 - completed each year</b></p> <p>Summer</p>	<p>Leaders and Teachers - Christianity - Disciple/ Faith - Why do Christians trust Jesus and follow him?</p>	<p>Who were the disciples? What did they do? What did Jesus mean when he said "All authority in heaven and on earth has been given to me. <b>19</b> Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, <b>20</b> and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age."</p> <p>What do other religions say about being a disciple or following the teachings of the religion?</p>	<p>Relate emotions to some of the experiences of religious figures studies.</p> <p>Describe some of the teachings of a religion.</p>
<p><b>Year 2 - completed</b></p>	<p>Leaders and Teachers - Judaism - Torah/Rabbi - Why is the Torah such a joy for the Jewish community?</p>	<p>What is in the Torah? How do Jewish people keep the Torah holy? Knowledge of the bar and bat mitzvah and Jews learning to read the Torah portion in Hebrew.</p>	<p>Name and describe some religious beliefs and practices.</p>

ed each year  Summe r		Find out about other religion's holy books eg. the bible, the quran, the guru granth sahib, the teachings of buddha etc.	Describe some of the teachings of a religion.
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