

RE Progression Grid Class 5-6 Cycle 1

| Autumn 1 & 2 Why do some people go on pilgrimage? CU2.4 | Spring 1 How and why are Jewish festival celebrated today CU2.5 | Spring 2 What do Christians believe about the old and new covenenantsCU2.6 | Summer 1 & 2 What is the significance of Easter, Ascension and Pentecost FU2.11 |
|--|---|---|--|
| Minimum vocabulary shown in bold | | Minimum learning is highlighted in yellow | |
| What children will know and remember | | | |
| To know why some places and journeys are special | To know and describe some Jewish festivals | To know some old testament stories | To know some Christina beliefs about Jesus' death, resurrection and ascension |
| To know what we mean by a special place and to know some special places in our lives | To share what we already know about Jewish festivals | To know what the word covenant means and why Abraham is important to Christians | To know how the Easter story related to Christian beliefs - sacrifice |
| TO know what The Western Wall is and why it is important or special to Jews | To know what happens at Rosh Hashanah | To know what Jews and Muslims believe about Abraham (the three faiths that share the Abrahamic Faith) | To know the meaning of resurrection and what the bible says about this |
| To know why Muslims visit Mecca | To know why Yon Kippur is a holy day | To know why Moses is important to Christians and Jews | To know what the word victory mean and how do Christians use this to talk about Jesus resurrection |
| To know what places and journeys are special to Christians | To know what the festival Sukkot is | To know why King David is important to Jews and Christians | To know what kind of King Jesus was |
| To know what Sikhs consider more important than pilgrimage (Amritsar) | To know how Jewish people celebrate the Torah | To know what incarnation mean to Christians | To know what is important about the ascension and Pentecost |
| To know what pilgrimages Hindus make | To know what the festival of Purin is | To know what titles Jesus and others use about himself | |
| To know why some places are special to more than one religion eg Jerusalem | To know why Jewish people celebrate some many festivals today | | |
| | | | |

Nature of Religion and Belief

Identify shared characteristics of religions. They explain how within each religious tradition these characteristics might be connected to each other. They recognise that each religion/worldview is made up of several groups of people and can compare some of the different beliefs and practices

Expressing Beliefs

To know how people often express their feelings and beliefs through art, music, poetry, story, drama and physical movement and that these have been important in most religions and culture.

A Good Life

To know how certain people who are regarded as role models put their teachings and values into practice. They compare some of the different opinions held by people from different religious and non-religious groups about what is right and wrong, and about what is desirable in life.

A Personal Journey

To know how some people have amazing, puzzling or mysterious experiences that make them ask big questions about life and, in some cases, have made them change their lives or given them new insights to share with others.

Influence & Authority

To give examples to show how communities are influenced by their traditional religions/worldviews. They understand that different religions/worldviews, in different combinations, are influential in different countries.

The Big Picture

To know how people from different religions/worldviews express what they understand about the world through stories.