

Whole School Progression: Key Stage Two

	Year 3	Year 4	Year 5	Year 6
Knowledge and Understanding of Religion	<ul style="list-style-type: none"> I can describe a home shrine and how Hindus worship there (puja) I can describe the features of a mandir and the arti ceremony in a mandir I can describe how some Hindus celebrate divali and I can tell the Divali story, using correct names and vocabulary and state why this story is important to Hindus I can recognise there are different types of churches (denominations) and identify the names of the different denominations/churches I can describe some of the objects/actions found in churches and how they are used in worship I can describe simply the meaning of these objects/actions I can describe Hindu beliefs about God I can suggest meanings for some of the symbols connected with Hindu murtis I can describe simply Hindu belief in reincarnation, karma, ahimsa I can give examples of how these beliefs affect what Hindus do 	<ul style="list-style-type: none"> I can describe what is in the Bible (different types of writing, Old and New Testament) and how it is used I can show understanding of how the Bible helps Christians and why it is important to them I can describe the Big Story of Christianity shown through the Bible. I can describe some of the events in the life of Jesus – calling the disciples, his baptism, the temptations, performing miracles, what Jesus taught, how he changed lives I can describe some of the Christian beliefs about Jesus shown through these events – Jesus as powerful, Jesus as having authority, Jesus as the son of god, Jesus changing lives I can show how these beliefs have an impact on the lives of Christians today I can describe some of the features of Durham Cathedral and their significance and some of the ways in which the Cathedral is used for Christian worship and pilgrimage I can describe some of the ways in which the Cathedral is used for community use and cultural expression e.g. through exhibitions, the Miner’s memorial, special events I can describe the significance and influence of St Cuthbert and The Venerable Bede (and other northern saints) on Christian worship, pilgrimage and life today I know about the varying reasons why Durham Cathedral is visited today. 	<ul style="list-style-type: none"> I can understand the main beliefs of Judaism and who founded it I can understand the importance of Jerusalem in Judaism I can identify different objects and symbols found in synagogue and their meaning I can explain what Passover celebrates and play a game played at Passover. I can show how a Jewish family prepares for Shabbat through drama. I can explain how the TaNaCH is similar to a library. I can explain what the Torah is. I can demonstrate how a Yad is used. I can design a Hamsa. I can understand the significance of Moses in Judaism I can describe the importance of the Torah to Jewish people I can understand how Jewish beliefs are expressed I can describe the nature of God as creator, ruler, provider, just, loving. Shown through metaphors for God: Potter, Father, Rock, Shepherd, Shield. I can begin to understand the Trinity: creator God, loving God, powerful God. I can understand how Christianity, Islam and Judaism express beliefs in different practises using symbolic objects and actions. 	<ul style="list-style-type: none"> I can understand some of the beliefs and teachings of Christianity, Buddhism and Islam which relate to the natural world. I can consider the impact these have for differing individuals and communities. I can understand some of the beliefs and teachings of Christianity, Buddhism and Islam which relate to the natural world. I can consider the impact these have for differing individuals and communities. I can understand how Christianity, Islam and Judaism express beliefs in different practises using symbolic objects and actions.

Critical Thinking	<ul style="list-style-type: none"> I can begin to form a framework of connections between concepts by making some links between Hindu worship, stories and the beliefs they express [Belief, Authority, Expressions of Belief] 	<ul style="list-style-type: none"> I can describe some similarities and differences in how the Bible is interpreted I can ask questions connected with their learning, express an opinion and give plausible reasons to back their opinion up. I can raise questions and discuss ideas, giving opinions with reasons in relation to their study about Durham Cathedral e.g. should a Cathedral be open to all whether they are religious or not? Is a Cathedral more a place for tourists than a place of worship? 	<ul style="list-style-type: none"> I can ask questions about why Jewish people travel to Jerusalem I can evaluate the impact that Jewish laws have on community life I can explore how belief in God will affect Christians e.g. prayer and their views on moral issues 	<ul style="list-style-type: none"> I can raise controversial questions and express my opinions and views and use sound reasons to back these up. I can show appreciation for different perspectives, recognising the reasons given to support these viewpoints I can express views and give reasons to back these up
Personal Reflection	<ul style="list-style-type: none"> I can raise and explore questions (eg Does good always defeat evil?), express their opinions and support these with plausible reasons I can recognise that others may hold different opinions. I can give their views to questions raised (eg Do objects matter?) and give plausible reasons to back up their views. I can express their own views, giving plausible reasons to questions raised, showing some awareness of differing views 	<ul style="list-style-type: none"> I can give responses to questions raised about the Bible eg does something have to have happened to be true? 	<ul style="list-style-type: none"> I can reflect on my own beliefs and values in relation to what I've learnt about Judaism I can reflect on my own beliefs, values and feelings 	<ul style="list-style-type: none"> I can reflect on my own ideas, feelings and thoughts on care for the natural world and make responses.