

Subject: Religion Knowledge Progression Map - KS1			
Phase KS1	Autumn - Global Theme: Identity & Diversity Focus: Ourselves and our community	Spring Global Theme: Social Justice & Equity and Human Rights Focus: challenging discrimination	Summer Global Theme: Globalisation & interdependence and Sustainable development Focus: transport and air pollution
Year A	<p>Philosophy: 1.1 What do my senses tell me about the world of religion and belief? (Christian/Hindu/Jewish) Children will learn about:</p> <ul style="list-style-type: none"> - The five senses and how these are used in worship. For example: <ul style="list-style-type: none"> a. Worship practices, eg, Hindu Puja b. Visual art, eg, crucifix c. Artefacts, eg, prayer mat d. Story, eg, Parable of the Sower e. Music, eg, Hillsong Kids <p>Human and Social Sciences: 1.2 How does celebration bring a community together. Muslim,Christian? Children learn:</p> <ul style="list-style-type: none"> - how Christians celebrate Christmas/Easter. - how Muslims celebrate (Eid-ul-Fitr and Eid-ul-Adha). - how these festivals help to bring the religious communities together. 	<p>Theology: 1.3 What do Jews remember on Shabbat? Children will learn that: The Jewish story of creation and relate it to observing Shabbat.</p> <ul style="list-style-type: none"> • Jews believe in one God and that He is the creator. • How Shabbat is celebrated as a weekly tradition for Jewish families. • The symbolism of the key artefacts used during Shabbat. <p>Theology: 1.4 What does the cross mean to Christians? Children will learn:</p> <ul style="list-style-type: none"> • The Easter narrative in the Bible. • Christians believe Jesus died on a cross (crucifixion) to save people (salvation). • Christians believe Jesus came back to life (resurrection). • Christians believe Easter gives people hope of a new life, now and in the future. 	<p>Philosophy: 1.5 How did the universe come to be? (Hindu/Christian) Children will learn: The creation stories within Christian and Hindu traditions.</p> <ul style="list-style-type: none"> • Non-religious ideas about the origin of the universe. • Reasons why people look after the world. • Examples of how people look after the world.
Key Vocabulary	1.1 Because Belief Reason Religion Sense Worship Artefact 1.2 Celebration Christian Christmas Community Easter Eid-ul-Adha Eid-ul-Fitr Festival Muslim Religion	1.3 Candles Challah Bread Creation Jew Jewish Judaism, Kiddush Cup, Menorah Shabbat Synagogue 1.4 Christian Cross Crucifixion Jesus Resurrection Salvation	1.5 Brahma Care Christian Creation God Hindu Origin Universe Vishnu
Learning Links	Can you remember when you learned about... Later you will be learning about...	Can you remember when you learned about... Later you will be learning about...	Can you remember when you learned about... Later you will be learning about...
Phase KS1	Autumn - Global Theme: Identity & Diversity. Social Justice, Equity & Human Rights Focus:	Spring Global Theme: Social Justice, Equity and Human Rights Focus: Child Labour around the World	Summer Global Theme: Sustainable Development Focus: Environmental Impact
Year B	<p>Theology: 2.1 Why is light an important symbol? Children will learn:</p> <ul style="list-style-type: none"> • The Christian belief that Jesus is the Light of The World (John 8:12). • How the Diwali story reflects Hindu beliefs about good and evil. • How the Hanukkah story reflects Jewish beliefs about God as provider. • The symbolic meaning of lighting the Shabbat Candle. <p>Theology: 2.2 What does the nativity story teach Christians about Jesus? Children will learn:</p> <ul style="list-style-type: none"> • The Christian belief that God became human in Jesus. • The Nativity narratives are in the books of Luke and Matthew in the Bible. • How incarnation and salvation relate to one another for Christians. • Jesus is an important and historical figure to Christians. 	<p>Human/Social Sciences: 2.3 How do Christians belong to their faith family?</p> <ul style="list-style-type: none"> • The importance of worshipping together on a Sunday. • How First Communion, Christenings and Baptisms show Christians belong to their faith family. • How artefacts (font/christening candles/chalice and paten) are used to show Christians belong to their faith family. • How artefacts (prayer/hymn book) are used to show Christians belong to their faith family through worship. • The use of light and water in both infant and adult baptism/christening. • The different symbols (cross/fish) that show belonging. • The church as a group of people/faith family not only a building. • How using the name Christian means they belong to their faith family. <p>Humans and Social Sciences: 2.4 How do Jews celebrate passover (Pesach)?</p>	<p>Philosophy: 2.5 Why do people have different views about the ideas of God? What does it mean to say God became human? Children will learn:</p> <ul style="list-style-type: none"> • The word 'God' is a name. • The key beliefs about God from at least two different religions/worldviews. • How a person's behaviour is connected to their view of God. • Two different stories/narratives that illustrate beliefs about God.

	<ul style="list-style-type: none"> Christians use the nativity story to influence their actions at Christmas, e.g., thankfulness and giving. 	Children will learn: <ul style="list-style-type: none"> The Seder Meal. The story of the Passover in the context of Exodus. Symbolism of each part of the Seder plate. Jewish family traditions related to Passover. The importance of Moses within Judaism. 	
Key Vocabulary	2.1 Diwali Hannukiah Hanukkah Menorah Shabbat Symbolism Worship Festival 2.2 Advent Christmas Incarnation Jesus Nativity Salvation Son Of God Thankfulness	2.3 Baptism Belong Belonging Chalice Christening Communion Faith Font Paten Worship 2.4 Matzah bread Moses Passover Pesach Seder plate	2.5 Agnostic Allah Atheist Brahman God Humanist Theist
Learning Links	Can you remember when you learned about... Later you will be learning about...	Can you remember when you learned about... Later you will be learning about...	Can you remember when you learned about... Later you will be learning about...

Subject: Knowledge Progression Map - LKS2			
Phase LKS2	Autumn - Global Theme: Sustainable development Focus: dependency on environments	Spring Global Theme: Identity & Diversity Focus: Challenging Gender Stereotypes	Summer Global Theme: Sustainable Development Focus: Climate Change - healthy rivers
Year A	Human and Social Sciences: 3.1 How do people express commitment? Children will learn: <ul style="list-style-type: none"> The importance of rites of passage in terms of religious identity. The role of baptism (infant and adult) in shaping religious identity in the Christian community. The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community. The Amrit ceremony as a milestone in shaping religious identity in the Khalsa. Theology: 3.2 What is the Trinity? Children will learn: <ul style="list-style-type: none"> God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit). Jesus: As God incarnate, also known as the Son of God. Incarnation: Jesus as one of the three persons of the Trinity. Holy Spirit: God as spiritually active in the world. 	Philosophy: 3.3 What is philosophy? How do people make moral decisions? (Christian/Humanist) Children will learn: <ul style="list-style-type: none"> Difference between knowledge, belief and opinion. The complex nature of concepts such as truth, reality, happiness, identity, hope, justice. <ul style="list-style-type: none"> The nature of a philosophical question. Awareness of variant perspectives about whether some things can be proven. The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities). Utilitarianism or Hedonism as a way of making moral decisions. Theology: 3.4 What do Muslims believe about God? Children will learn: <ul style="list-style-type: none"> The concept of Tawhid. The impact of Tawhid on Muslims. The impact of The Qur'an containing the actual words of God. How the existence of God is explained in Muslim teachings. How the Muslim view of deity differs from that of other religions. 	Human and Social Sciences: 3.5 What difference does being a Muslim make to everyday life? Children will learn: <ul style="list-style-type: none"> Awareness of the diverse nature of Islam locally, nationally and globally. Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs. Varying use of a minaret for the call to prayer, and alternatives to this. Awareness of the two main Muslims traditions- Sunni and Shia. Sufism is a tradition that runs through both of these. Awareness of diversity of expression, particularly in relation to the pictorial presentations. Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakah and Hajj.
Key Vocabulary	3.1 Amrit Baptism Bar Mitzvah Bat Mizvah Belonging Christianity Commitment Faith Judaism Rite of passage Sikhism 3.2 Monotheism Baptism Father Gospel Holy Spirit Incarnation Son Symbol Trinity	3.3 Empirical Hedonism Humanism Logical Moral Morality Philosophical Philosophy Theoretical Utilitarianism 3.4 Allah Muhammad Muslim Prophet Qur'an Recitation Revelation Shahadah Tawhid	3.5 Five Pillars, Hajj Islam Mosque Muslim Salah Sawm Shahadah Shia Sufi Sunni Zakah
Learning Links	Can you remember when you learned about... Later you will be learning about...	Can you remember when you learned about... Later you will be learning about...	Can you remember when you learned about... Later you will be learning about...
Phase LKS2	Global Theme: Social Justice & Equity and Peace & Conflict Focus: The power of debate and activism	Global Theme: Identity & Diversity and Globalisation and interdependence	Global Theme: Sustainable Development Focus: Sustainable Food Industry

		Focus: Self-identity and Belonging	
Year B	<p>Theology: 4.1 Where do Christian religious beliefs come from? Children will learn: God: Christian belief in one God.</p> <ul style="list-style-type: none"> • Sources of authority which explain to Christians the nature of God, e.g. Bible, experience, creeds. • Compare and contrast the Laws of Moses and New Testament teachings as sources of authority for Christians – that while Christianity draws on teachings of the OT Law, it is ultimately formed by a NT understanding of the sacrifice of Jesus as the fulfilment of the Law. • Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah. • Christian belief that humans are made in God's image but became sinful and need saving. • Textual theology: consideration of genre, author, context and audience in relation to the Bible. <p>Philosophy: 4.2 What do we mean by truth? Children will learn: At least three views about the nature and existence of God.</p> <ul style="list-style-type: none"> • The difference between knowledge, belief and opinion. • The complex nature of concepts such as truth and reality. • Debates about whether something can be proven. • Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things. Use of the term Waheguru and other titles used for God. 	<p>Human and Social Sciences: 4.3 How do religious groups contribute to society and culture in the local area and beyond? (Christianity and Hinduism) Children will learn:</p> <ul style="list-style-type: none"> • Christian teachings about compassion and care for the most vulnerable in society, eg, Agape, "Love your neighbour ..." • Hindu teachings about compassion and care for the most vulnerable in society, eg, seva (to serve selflessly), following dharma (duty). • The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell. • The role of the Hindu community in charity work as an expression of dharma. E.g. Sewa UK, Bochasanwasi Shri Akshar Purushtottam Swaminarayan Sanstha. • The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g. Mahatma Gandhi, Sannyasins. <p>Human and Social Sciences: 4.4 Why is there so much diversity of belief within Christianity? Children will learn:</p> <ul style="list-style-type: none"> • Understand the Church as a global community of Christian believers. • Awareness of the concept of denominations within Christianity, along with examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army. • Describe different expressions of Christian worship including for example the Eucharist and pilgrimage. • The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban. • Give of at least two key teachings from religious teachers such as Martin Luther, and how the Great Schism and the Reformation impacted Christianity. 	<p>Philosophy/Theology: 4.5 What does sacrifice mean? (Multi/Humanist) Children will learn: At least one interpretation of the term 'sacrifice' The story of Abraham/Ibrahim and Isaac/Ismail and the place of sacrifice in Judaism/Islam Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins. Religious teachings about self-sacrifice Humanist views on altruism and charity, considering the reasoned approach to these.</p>
Key Vocabulary	4.1 Monotheism Authority Bible Commandments Incarnation Reformation Sacrifice Testament 4.2 Axiom Burden of proof Evidence Ik Onkar Proof, Supreme Truth, Truth, Ultimate Reality, Waheguru	4.3 Christian Compassion Contribution Dharma Hindu Impact Seva Society 4.4 Belief Denomination Practice Reformation Religion Schism Worship	4.5 Altruism Humanist Poverty Ritual sacrifice Sacrifice Ultimate sacrifice Virtue
Learning Links	Can you remember when you learned about... Later you will be learning about...	Can you remember when you learned about... Later you will be learning about...	Can you remember when you learned about... Later you will be learning about...

Subject: Knowledge Progression Map - UKS2			
Phase UKS2	Autumn - Global Theme: Sustainable development. Power & Governance Focus: sustainable communities	Spring Global Theme: Peace & Conflict and Social Justice, Equity and Human Rights Focus: Seeking Asylum	Summer Global Theme: Social Justice & Equity; Power & Governance Focus: The Role of Political Protests to Influence Policy
Year A	Philosophy: 5.1 Is believing in God reasonable? Children will learn: Explain the different philosophical answers to questions relating to	Theology: 5.4 What difference does the resurrection make to Christians? Children will learn:	Theology/Human and Social Sciences: 5.5 How do Hindus make sense of the world? Children will learn:

	<p>meaning and existence.</p> <ul style="list-style-type: none"> • Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God: Ontological, Cosmological or Teleological arguments as found in the work of St. Thomas Aquinas for example. • Explain, using a range of reasons, whether a position or argument is coherent and logical. • Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God. 	<ul style="list-style-type: none"> • Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah. • Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption). • Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus . • Practices and expression: worship: different expressions of Christian worship. • Festivals: the diverse ways in which people celebrate festivals such as Easter. <p>Theology/Human and Social Sciences: 6.5 How do beliefs shape identity for Muslims?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • The ways in which the Qur'an and Hadith form a source of authority. • Key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi). • Muslim perspectives on moral issues including the idea of 'intention'. • The role of the Masjid (mosque). • The significance and impact of Five Pillars of Islam. • The importance of Ramadan, the two Eid festivals and Jummah Prayers. 	<ul style="list-style-type: none"> • The concepts of Brahman, Atman, Avatars, Ahimsa, Samsara and Karma. • The different genres and interpretations of oral traditions and the Vedas. • The impact of events and experiences on Hindu beliefs. • Different views about the nature of knowledge, meaning and existence. Introducing ethical theory. • The impact of Ahimsa, Dharma and Karma on daily life and beyond. <p>Philosophy: 5.3 What can we learn about the world / knowledge / meaning of life from the great philosophers? (Buddhist/Christian)</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy. • The complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato. • The work of one or two key philosophers such as Socrates/Plato and Descartes. • Consideration of consequences of action in relation to karma.
Key Vocabulary	5.1 Cosmological argument, Existence, Ontological argument Reasonableness, Teleological argument	5.4 Crucifixion Easter Sunday Eternal life Forgiveness Good Friday Gospel Redemption Resurrection Sacrifice Salvation 6.5 Eid Hadith Hadjira, Jummah Prayer, Mecca Medina Qu'ran Ramadan Shia Sufi Sunni The Prophet Muhammad	5.5 Ahimsa Atman Avatars Brahman, Caste System, Karma Moksha Ramayana Samsara 5.3 Corporeal Eternal Incorporeal Karma Philosophers Philosophy Reincarnation Self Soul
Learning Links	Can you remember when you learned about... Later you will be learning about...	Can you remember when you learned about... Later you will be learning about...	Can you remember when you learned about...the Greek philosophers in History in LKS2 Later you will be learning about...
Phase UKS2	Autumn - Global Theme: Sustainable development and Identity and Diversity/Social Justice, Equity and Human Rights Focus: Deforestation	Spring Global Theme: Peace & Conflict; Power & Governance Focus: International Relations	Summer Global Theme: Peace & Conflict; Power & Governance Focus: Eastern influence on the world
Year B	<p>Philosophy: 6.3 What does it mean to be human?Is being happy the greatest purpose in life?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • St. Augustine's ideas on sin as a defect rather than an effect - referring to Socrates and Plato's work stating that ignorance is the cause of sin. • Theological understandings of right and wrong - viewing St. Augustine's ideas about 'bodily desires' overthrowing the soul's desire to be virtuous. • Moral issues such as poverty and wealth, peace and conflict or justice and injustice - looking at Christian attitudes to suffering after St. Augustine's City of God in which he argues that suffering in this life is of little consequence when considering the Last Judgement. • Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife. • The work of Jeremy Bentham and John Stuart Mill on 	<p>Human and Social Sciences: 6.1 Does religion bring peace, conflict or both?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • Moral philosophy: investigation of moral issues such as peace and conflict. • Christianity, Hinduism, Islam: individual, community and society: the life and work of a Christian/Muslim/Hindu individual whose faith impacted on their actions. • The impact of Christian/Muslim/Hindu teachings on daily life. • Hinduism: ahimsa: non-violence springs naturally from the Hindu belief of unity in diversity. • The impact of ahimsa on daily life, including many Hindus being vegetarian. • The role of the Muslim community in charity work as an expression of their faith. 	<p>Human and Social Sciences: 5.2 How has belief in Christianity & Islam impacted on music and art throughout history?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • Explain the divergent role of music in worship and festivals in the life of the Christian Church. • Explain how art has been used in Christianity to reflect key events and facilitate worship. • Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art. • Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history. <p>Theology: 6.4 Creation and science - conflicting or complementary?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • Creation: Christian belief that humans are made in God's image,

	<p>Utilitarianism. Theology/Philosophy 6.2 How do Buddhists explain suffering in the world? Children will learn: The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Five Precepts. • The use of Jakata Tales as a source of moral guidance. • The different views about the nature of knowledge, meaning and existence. • Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma.</p>		<p>by God. • Theistic Evolution: Awareness of the relationship between the Genesis narratives and scientific explanations. • Scientific Theory: The Big Bang Theory. • Textual theology: consideration of the genre of Genesis. • Logic: debates about whether some things can be proven.</p>
Key Vocabulary	<p>6.3 Hedonic Calculus, Hedonism, Humanist, Platonic, Reason Soul, Utilitarianism 6.2 Buddha, Deities, Dukka, Eightfold Path, Five Precepts, Karma Magga, Nirodha, Nirvana, Reincarnation, Samsara, Samudaya</p>	<p>6.1 Ahimsa Christianity Conflict, Harb al-Muqadis, Hinduism Islam Pacifism Peace Self-defence, Just War Theory</p>	<p>5.2 Aniconism Architecture Church Expressions Hadith Hymn Iconoclasm Mosque Patronage Prophet Symbolic 6.4 Big Bang Theory, Cosmology, Creation theory, Evidence Evolution Genesis</p>
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