Progression Planning

Key Stage 2

	AUTUMN 1	AUTUMN 2	SPRING 1
Year 3	**Unit 19** **What is it like for someone to follow God?** PEOPLE OF GOD Christianity In this unit, pupils build on their knowledge the 'Big Story' of the Bible and learn about the concept of People of God within the 'Big Story'. Pupils will spend time looking at several texts that share stories about People of God from the Old Testament in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books → Units 35 develops understanding of the People of God concept	**Unit 20** **What is the Trinity and why is it important for Christians** INCARNATION/GOD Christianity In this unit, pupils build on their understanding if the significance of Jesus and God to Christians by exploring what the Trinity is. ← Units 1, 2, 8 and 10 where pupils are introduced to Christian beliefs about Incarnation and G-d → Units 31 and 38 develops understanding of Christian beliefs about God, and Incarnation	**Unit 21** **How do festivals and worship show what matters to a Muslim?** IBADAH Islam In this unit, pupils build on work in KS1 on how many Muslims live their lives by identifying some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. ← Units 3, 15 and 17 where pupils are introduced to and explore Muslim beliefs about Ibadah → Unit 32 develops understanding of Islamic beliefs of Ibadah and Tawhid in action

← Builds on/Leads on from

→ Leads onto/Sows the seeds for

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Progression Planning

Key Stage 2

Year 3	SPRING 2	SUMMER 1	SUMMER 2
	Unit 22	**Unit 23**	**Unit 24**
	How do festivals and family life show what matters to Jewish people?	**What do Christians learn from the creation story?**	**How and why do people try to make the world a better place?**
	GOD/TORAH/GODS PEOPLE	CREATION/FALL	THEMATIC
	Judaism	Christianity	Christianity Judaism Islam
	In this unit, pupils will build on their knowledge about Jewish ways of life, Torah and festivals from KS1. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.	This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils build on work done in KS1 on creation and explore key messages within it for many Christians.	In this unit, pupils will build on what they know already about Jewish, Christian, Muslim, and non-religious worldviews. They will consider what motivates many Christians, Jews, Muslims and people with non-religious worldviews to care for the world, basing their knowledge on scripture and teachings.
	← Unit 9 where pupils explore Jewish beliefs about God and Jewish ways of life → Unit 33 develops understanding of why the Torah is important to Jewish people. → Units 35 develops understanding of the People of God concept	← Units 1, 7, and 12 where pupils explore Christian beliefs about creation → Unit 34 develops understanding of Christian beliefs about creation linked to the fall in Genesis	← Unit 12 where pupils explore Christian and Jewish ideas about creation and ways of caring for people in the world. → Unit 36 develops understanding of actions, values and religious and non-religious worldviews.

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Year 4	Unit 25	Unit 26	Unit 27
	What kind of world did Jesus want? GOSPEL Christianity In this unit, pupils will build on work done in KS1 about the concept of 'Gospel' which focuses on the 'Good News' which Christians believe Jesus brings and tells the story of the l life and teaching of Jesus. They will learn about the calling of the first disciples and how many Christians today try to follow Jesus. ←Units 13 and 14, exploring the Christian concept of Gospel →Units 37 that develops understanding of Christian concept of Gospel	**For Christians when Jesus left, what was the impact of Pentecost?** KINGDOM OF GOD Christianity In this unit, pupils will build on their understanding of their Easter story from KS1 and find out about the events of Pentecost found in the Bible, considering what it might have meant for the first Christians and what they mean for many Christians today. ←Units 4 and 16 exploring Easter →Unit 41 that develops understanding of Christian beliefs about Kingdon of God and sources of wisdom on this	**What do Hindus believe God is like?** HINDU DHARMA ATMAN BRAHMAN Hinduism This unit introduces Hindu Dharma to pupils, exploring how Hindus might see the world. They look at the concept of Brahman and use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman. ←Units 3 where pupils were introduced to Hindu Dharma →Units 29 and 39 that develops understanding of what it might be like to be a Hindu in Britain today, Hindu Dharma, Atman, Karma and Moksha

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Progression Planning

Key Stage 2

Year 4	Unit 28	Unit 29	Unit 30
	Why do Christians call the day that Jesus died 'Good Friday'?	**What does it mean to be a Hindu in modern Britain today?**	**How and why do people mark the significant events of life?**
	SALVATION	HINDU DHARMA	THEMATIC
	Christianity	Hindu Dharma	Christianity Judaism Islam Non-religious world views
	Within this unit, pupils build on prior knowledge from KS1 and learn about how the Christian Salvation story fits into the big story of the Bible. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.	This unit develops and extends the learning from Unit 27 and builds on pupils' understanding of Brahman and looks at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Pupils will reflect on the idea of dharma which will sow seeds for examining this concept in more depth in Upper Key Stage 2.	In this unit, pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people.
	← Units 4 and 16 where pupils explored Christian beliefs about Salvation → Unit 40 that develops understanding of Christian beliefs about Salvation	← Units 3 and 27 where pupils were introduced to Hindu Dharma and Atman → 39 that develops understanding of Hindu Dharma, Atman, Karma and Moksha	← Unit 3 where pupils were introduced to key life events and ceremonies linked to them

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Year 5	AUTUMN 1	AUTUMN 2	SPRING 1
	Unit 31 **What does it mean if Christians believe God is Holy and loving?** GOD Christianity In this unit, pupils will learn about what many Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. Pupils will link their learning in this topic to other concepts studied in KS1 and Lower KS2 to suggest why Christians believe that God is forgiving and loving. ←Units 10 and 20 exploring Christian ideas about God and Incarnation →Units 34, 35, 37, 38, 40 and 41 that develop understanding of Christian concepts in line with the 'Big Story' of the Bible	**Unit 32** **What does it mean to be a Muslim in Britain today?** IBADAH/TAWHID Islam In this unit, pupils extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an and find out about Muslim sources of authority and how they guide daily living for believers. Pupils will also spend time finding out about the lived experience of Muslims in Britain today. ← Units 3, 5 and 6 where pupils are introduced to Islam ←Units 15,17 and 21 where pupils explore Muslim beliefs about Ibadah and Tawhid in action	**Unit 33** **Why is the Torah so important to Jewish people?** TORAH/GOD Judaism In this unit, pupils will build on their learning about Jewish ways of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews. ←Units 9 and 22 where pupils explore Jewish beliefs about God, Jewish ways of life and why the Torah is important to Jewish people. ←Thematic units 24 and 30 from Lower KS2 where pupils focus on how Jewish people try to make the world a better place and mark significant life events

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Progression Planning

Key Stage 2

Year 5	SPRING 2	SUMMER 1	SUMMER 2
	Unit 34	**Unit 35**	**Unit 36**
	Creation and science, conflicting or complimentary?	**How can following God bring freedom and justice?**	**What matters most to Humanists and Christians?**
	CREATION/FALL	PEOPLE OF GOD	THEMATIC
	Christianity	Christianity	Christianity Humanism
	In this unit, pupils will build on what they have previously learn about the importance of creation within the 'Big Story' of the Bible for Christians. They will study Genesis 1 and find out about how different Christians may interpret this text in different ways and explore whether it is conflicting or complementary with what science says	In this unit, pupils will find out about the story of the Exodus, make clear connections between Bible texts studied and what many Christians believe about how God can help during difficult times and how they should behave. Pupils will investigate the ten commandments, considering why many Christians believe the People of God were given these and what they mean for believers today.	In this unit, pupils will think carefully about actions, sources of authority, values, religious and non religious worldviews. They will make links with sources of authority that tell people how to be good and explore the similarities and differences between Christian and Humanist ideas about being good and how people live.
	← Units 1, 7, 12, 23 and 34 where pupils explored creation → Units 37, 38, 40 and 41 that develop understanding of Christian concepts in line with the 'Big Story' of the Bible	← Unit 19 were pupils developed their understanding of the People of God concept → Units 37, 38, 40 and 41 that develop understanding of Christian concepts in line with the 'Big Story' of the Bible	← Units 30 where pupils were introduced to key life events and ceremonies linked to them → Unit 42 where pupils develop their understanding of non-religious worldviews

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Year 6	Unit 37	Unit 38	Unit 39
	Christians and how to live: what would Jesus do? GOSPEL Christianity In this unit pupils will build on work done in Lower KS2 and learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels spend time discussing how Christian communities today act and how this is based on Jesus' teachings. ←Units 13, 14 and 25 where pupils explored Christian beliefs about Gospel →Units 38, 40 and 41 develop understanding of Christian concepts in line with the 'Big Story' of the Bible	**Why do Christians believe that Jesus was the Messiah?** INCARNATION Christianity In this unit, pupils will build on work done in Lower KS2 on the Trinity and learn about the concept of 'incarnation'. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Pupils will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition. ←Units 2, 8 and 20 explored understanding of Christian beliefs about Incarnation →Units 40 and 41 develop understanding of Christian concepts in line with the 'Big Story' of the Bible	**What do Hindus want to be good?** HINDU DHARMA ATMAN KARMA MOKSHA Hindu Dharma Within this unit, pupils will build on their learning about the Hindu worldview and way of life. They will build on their understanding of dharma, investigate the key concepts of Karma, Dharma and samsara and how these might affect how a Hindu chooses to live their life using the example of two charities. ←Unit 3, in which pupils are introduced to Hindu Dharma, alongside units 27 and 29 that explored understanding of Hindu Dharma, Atman, Karma and Moksha

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Year 6	Unit 40	Unit 41	Unit 42
	What difference does the resurrection make to Christians?	**For Christians, what kind of king is Jesus?**	**Why do some people believe in God and some not? How does faith help people when life gets hard?**
	SALVATION	KINGDOM OF GOD	THEMATIC
	Christianity	Christianity	
	In this unit, pupils will continue to study the 'big story' of the Bible, explaining the place of incarnation and salvation. Through studying accounts of Jesus' death and resurrection and comparing their thoughts with the different ways that Christians may interpret these texts. They will explore how Christians put their beliefs into practice in different ways.	In this unit, pupils will build on work done in Lower KS2 on Pentecost and find out about parables and how most Christians believe that they explain what the Kingdom of God is like. Pupils will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community.	Within this unit, pupils will build on their understanding of the idea of God from some of the systematic units previously studied. They will put this in the context of both global and local beliefs and examine the rising number of people who identify as 'no religion' and learn to use the terms atheist, agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.
	← Unit 4, 16 and 28 that developed understanding of Christian beliefs about Gospel, Incarnation and salvation → Unit 41 develops understanding of Christian concepts in line with the 'Big Story' of the Bible	← Unit 26 that developed understanding of Christian beliefs about Kingdon of God and sources of wisdom on this	← Units 30, 34 and 36 that developed understanding of non religious worldviews

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