



RE – Assessment – KS1 Year A



<u>Unit / Key Learning</u>	<u>Teacher Comments</u>	<u>Pupils working above – next steps</u>	<u>Pupils working below – next steps</u>	<u>% on track or above</u>
<u>Harvest 1.1</u> Substantive Knowledge (Know what) - Christians believe that it is important to say thank you to God for the harvest. - Jewish people also celebrate harvest and this is called Sukkot. - Christians believe that helping others is part of putting their faith into action. - There are Christian charities working worldwide to improve the lives of people living in countries where the harvest has failed. Disciplinary Knowledge (Think Like) - talk, using religious language, about Harvest Festival Celebrations. - express feelings about the issues raised by Christian Aid/Tear Fund materials etc. - ask questions about their own and others' experiences. - talk, using religious language, about the ways in which the Jewish festival of Sukkot is celebrated.				
<u>Christmas 1.3</u> - Substantive Knowledge (Know what) - Christians believe that Jesus is God's gift to the world. - the Wise Men (Magi) visited Mary, Joseph and Jesus after Christmas. - Christians believe that the gift of Jesus shows God's love and care for the world. - Christians believe Jesus is God's son the promised Messiah. Disciplinary Knowledge (Think Like) - talk about the feelings associated with giving and receiving gifts. - retell the nativity story in two parts, a) the shepherds and b) the wise men. - talk about giving gifts that are not objects.				



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<u>My World, Jesus' World 1.9</u> Substantive Knowledge (Know what) - Jesus lived a long time ago (over 2000 years) and the world we live in is very different to Jesus' world - some of Jesus' life experiences were just like ours. Therefore Christians believe Jesus the Son of God knows exactly what life is like for us. Disciplinary Knowledge (Think Like) - talk confidently about their own life and experiences. - talk about the similarities and differences between our world and Jesus' world using Bible stories to illustrate.				
<u>Easter 1.5</u> Substantive Knowledge (Know what) - the events of Palm Sunday, Good Friday and Easter Day are at the core of Christian beliefs. - Christians believe that Easter is a new beginning - Christians believe that Jesus died and rose back to life again. Disciplinary Knowledge (Think Like) - recall events of the Easter story - reflect on the awe and wonder of new life and changes in nature. - talk about their own experiences of Easter and springtime. - retell the events of the Easter story.				



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<u>Creation 1.2</u> Substantive Knowledge (Know what) - Christians, Muslims, and Hindus believe that God created the world. - the creation stories are at the very beginning of the Bible and be able to recall details briefly. - Christians, Muslims, and Hindus believe that people should be taking care of our world. - Christians, Muslims, and Hindus believe that in creation we can see the power and wonder of God. Disciplinary Knowledge (Think Like) - talk about what they find amazing, interesting or puzzling in creation. - understand that they are creative beings and enjoy their creative skills.				
<u>Baptism 1.7</u> Substantive Knowledge (Know what) - baptism is an occasion when Christians make promises to God and people are welcomed as a member of the church. - water is a symbol of baptism. - people can be baptised at any age, in the font at church, in a pool, a river or the sea. - Jesus was baptised in the river Jordan by John the Baptist. - people of world faiths welcome new babies in special ways. - the words of the call to prayer are whispered in the ear of new born Muslim babies. - giving babies a meaningful name is important to people of faith Disciplinary Knowledge (Think Like) - talk about what belonging means to them. - use religious vocabulary such as vicar, priest, font, baptism church and prayer. - tell you about what happens when a baby is baptised. - talk about the ways in which people of world faiths welcome new babies. - talk about why there are dates and honey in your chatterbox. - Talk about why sometimes hair is shaved from the new-born's head.				



RE – Assessment – KS1 Year B

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<u>Bible 2.1</u> Substantive Knowledge (Know what) - the Bible is the Christian holy book. - the Bible is made up of a library of books. - the Bible is in two sections the Old Testament and the New Testament. - owning a Bible is very important to Christians. - the Bible contains God's big story from the beginning through to the kingdom of God. - people of world faiths have different holy books and there are some similarities and differences between these books and the Bible Disciplinary Knowledge (Think Like) - talk about the Bible and why it is Holy. - talk about why the clergy think the Bible is Holy. - talk about why owning a Bible is very important to Christians worldwide. - make links between the books of the Bible and God's big story. - reflect on the story of Mary Jones and consider ways in which they can make a difference. - name and talk about the holy books from world faiths they have investigated				
<u>Christmas 2.2</u> Substantive Knowledge (Know what) - Christmas is a celebration of the good news. - angels are the good news bringers. - Christians believe that the good news is that Jesus is the saviour of the world. - Christians believe that the content of the Christmas story is good news. - the good news impacts on the world then and now. Disciplinary Knowledge (Think Like) - retell the Christmas story, including the story of Zechariah. - talk about their own feelings and experiences of good news. - ask and respond sensitively to questions about the experiences of Mary and the shepherds.				



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<u>Jesus 2.3</u> Substantive Knowledge (Know what) - Jesus lived a long time ago (over 2000 years) and the world we live in is very different to Jesus' world - some of Jesus' life experiences were just like ours. Therefore Christians believe Jesus the Son of God knows exactly what life is like for us. Disciplinary Knowledge (Think Like) - talk confidently about their own life and experiences. - talk about the similarities and differences between our world and Jesus' world using Bible stories to illustrate.				
<u>Easter 2.4</u> Substantive Knowledge (Know what) - there are different objects and symbols used to help explain and understand the meaning of Easter. - the Easter story is central to Christian belief. - the death and resurrection of Jesus is part of God's salvation plan. Disciplinary Knowledge (Think Like) - identify and name some of the symbols of Easter. - retell the Easter story. - talk about their own experiences of Easter celebrations. - use religious vocabulary to simply describe what the symbols of Easter mean. - describe briefly why Christian people celebrate Easter. - explain what they think to be the most important thing about Easter.				



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<u>Ascension and Pentecost 2.6</u> Substantive Knowledge (Know what) - Christians believe that 40 days after the resurrection, Jesus ascended into heaven. - Christians believe that God is three in one – Father, Son and Holy Spirit. - Christians believe that the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still. - the events of Pentecost still impact on the church today. Disciplinary Knowledge (Think Like) - retell the stories of Jesus’ ascension and the events of Pentecost. - talk about their ideas of heaven. - connect the gifts of the spirit with the school’s Christian values. - describe the symbols of the Holy Spirit				



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<u>The Church 2.5</u> Substantive Knowledge (Know what) - the church is a special place where Christians meet to worship and pray. It is also the body of people not just the building. - for Christians, the church is a holy blessed space. (Moses and the people of God built the Tabernacle (tent of meeting) to house the ark of the covenant. - people of Muslim faith meet to pray in a mosque. - people of Jewish faith meet together for worship in a synagogue. - people of Hindu faith meet to worship in a mandir/temple. - there are two main branches of Judaism – orthodox and progressive Disciplinary Knowledge (Think Like): - ask good questions that reveal understanding about the places of worship studied and what happens there. - connect the features of the church to Bible Stories and Christian belief - use religious vocabulary to name and describe the features of a church building. - use religious vocabulary to name and describe the features of a mosque - use religious vocabulary to name and describe the features of a synagogue - use religious vocabulary to name and describe the features of a mandir/temple - use religious vocabulary to describe a few similarities and differences between places of worship. - use religious vocabulary to describe what happens in a synagogue - use religious vocabulary to describe what happens in a mosque - use religious vocabulary to describe what happens in a mandir/temple				



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<u>Harvest 3.6</u> Substantive Knowledge (Know what) - harvest is celebrated by people of all faiths and none. - harvest is mentioned throughout the Old Testament. - there is a connection between Christian belief and behaviour in relation to celebrating the harvest. Disciplinary Knowledge (Think Like) - describe the ways in which Christian harvest festival celebrations show Christian values in action. - describe and recognise similarities between different religious harvest festivals - express their own opinion as to why communities celebrate Harvest.				
<u>Peace S12</u> Substantive Knowledge (Know what) - peace is a fruit of the spirit and a key Christian concept. - there is a connection between values, action and beliefs. Disciplinary Knowledge (Think Like) - ask important and relevant questions. v express in words and art, their own opinion about the value of peace. - ask and suggest answers to quality questions about values, meaning and commitment. - use religious vocabulary to talk about peace showing their understanding of religious text and beliefs.				



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<u>Christmas 3.2</u> Substantive Knowledge (Know what) - Christians believe that Christmas is a celebration of the arrival of Emmanuel, who is Jesus God with us. - Christians believe God is with them through his Son, Jesus, and the Holy Spirit. - Christians believe that the presence of God changes their lives. Disciplinary Knowledge (Think Like) - make links between their own experiences and the experiences of others. - retell stories about the presence of Jesus changing people's lives. - describe the ways in which the actions of Christians show Jesus' presence in the world. - ask good questions about religious beliefs.				
<u>Jesus 3.3</u> Substantive Knowledge (Know what) - Christians believe that Jesus has/had the power to change people's lives. - choosing to follow Jesus is not an easy option. - lives of people today are transformed by Jesus and they choose to change. Disciplinary Knowledge (Think Like) - talk about their experiences of change. - retell the Bible stories you have explored. - talk about the ways in which Jesus changed people's lives and the impact that had on them				



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<u>Easter 3.4</u> Substantive Knowledge (Know what) - Palm Sunday, Holy week and Easter are a combined mixture of the emotions of joy and sadness. - the church remembers and marks the events of Holy Week in a variety of ways. - the events of Holy Week reveal what Jesus came to earth to do – God’s salvation plan. Disciplinary Knowledge (Think Like) - use religious vocabulary to retell in detail the stories of Palm Sunday, Holy Week and Easter. - make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter. - ask good questions about the events of Palm Sunday, Holy Week and Easter and Christian belief associated with these events. - use religious vocabulary to make links between people’s values and behaviour. - ask important questions about beliefs and values. v use religious vocabulary to describe and show understanding of the Christian practices linked with the Easter Story. - describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people today.				



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<u>Rules for Living 3.5</u> Substantive Knowledge (Know what) - all world faiths have rules to follow that have been established a long time ago. - Christians and Jews believe Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai. - the 5 pillars set the Muslim rules for living. - Muslims follow rules set out in the Qur'an. - Muslims have 99 names for God that show his characteristics. - Buddhists try to follow the teachings of the Buddha. - the ten commandments are the foundation of Christian and Jewish societies. - Christians try to live out the commandments given by God and Jesus. - Sikhs wear the 5 Ks as a sign of their commitment to God. - some people choose not to follow any specific set of religious rules. Disciplinary Knowledge (Think Like) - talk about the story of Moses and the impact of the ten commandments. - identify the Sikh 5 Ks. - talk about the rules and laws that they try to follow in their own lives. - identify and talk about religious and non-religious rules that affect their lives. - describe ways in which Christians live out Jesus' command to love one another. - make links between beliefs and behaviour. - identify the impact that the 5 pillars of Islam have on a Muslim way of life. - identify symbols and objects in their lives that reflect their commitments. - make the link between religious texts and rules for living. - identify and talk about the ways in which religious rules affect the lives of believers. - understand the effects of rules and ask good questions about religious rules. - describe the impact that following religious rules has on believers' lives. - recognise similarities and differences within and between religions. - identify something that is common in all religious rules (e.g. charitable giving). - make the connection between the Christian concept of the Fall and as a consequence the need for rules. - express their own ideas about rules.				



RE – Assessment – LKS2 Year B

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<u>David and Psalms 4.1</u> Substantive Knowledge (Know what) - David is a key figure in God’s plan for his people. - some Christians have had to endure great struggles and persevere in difficult circumstances to keep faith in God and follow his way. Disciplinary Knowledge (Think Like) - retell stories about David. - recognise their own values and the values of others. - connect Christian values and beliefs to events and teaching in the Bible. v ask important and relevant questions. - show that they understand how the imagery of the Psalms reveals Christian beliefs about the nature of God.				
<u>Christmas 4.2</u> Substantive Knowledge (Know what) - Hanukkah is an important Jewish festival of light. - light is used as a metaphor to describe Jesus and his impact on the world. - the light of Jesus brings hope in dark places. Disciplinary Knowledge (Think Like) - talk with understanding about the ways in which Jesus’ followers bring his light into the world. - create light metaphors for Jesus that show understanding of Jesus actions and divinity. - ask important and relevant questions about religious experiences and beliefs. - talk with understanding about the symbolism of Jesus as light.				



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<u>Jesus 4.3</u> Substantive Knowledge (Know what) - Christians believe Jesus is the Son of God he was both God and man. - Christians believe Jesus has power and authority from God over every aspect of creation, life and death. - there are people who have stood up and spoken out against authorities in situations of injustice. - the Jewish holy day is Shabbat and there are many traditions and rules associated with Shabbat. Disciplinary Knowledge (Think Like) - retell the Bible stories covered in this unit. - make links between the Bible texts and Christian beliefs and values. - talk about people who have inspired them and why.				
<u>Easter 4.4</u> Substantive Knowledge (Know what) - trust and forgiveness are key Christian values. - the incidents of betrayal and trust in the Easter story are significant to the outcome. - the events of Holy Week and Easter are key to understanding what Jesus came to earth to do – God’s salvation plan. - Christians believe that they can trust Jesus. Disciplinary Knowledge (Think Like): - identify and explain the significance of the incidents of betrayal and trust in the Easter story. - ask good questions about people’s values and commitments. - use religious vocabulary to make links between Christian beliefs and the stories of Lent. Holy Week and Easter. - use key religious vocabulary to describe and talk about the importance of forgiveness in Christianity. - describe and show understanding of the Christian value of forgiveness in relation to the story of Peter.				



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<u>The Church 4.5</u> Substantive Knowledge (Know what) - not all church buildings are the same but have similar features according to denomination. - Peter and the disciples ‘built’ the church after the events of Pentecost. - Christianity is a world-wide multi-cultural faith. - the Bible gives guidance to the church about behaviour and attitudes. - World faiths have different places of worship and the names of those buildings, key features and the worship that takes place there. Disciplinary Knowledge (Think Like) - use religious vocabulary to name features of the church building, talk about their significance and link to the Bible. - identify similarities and differences between churches and denominations worldwide. - ask good questions about the similarities and differences between different denominational practices. - make links between values and beliefs and behaviour. - talk knowledgeably about places of worship, the features of the building and the worship that takes place there.				



RE – Assessment – UKS2 Year A

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<u>The Bible 5.1</u> Substantive Knowledge (Know what) - there are several different genres of writing in the Bible. - there are many translations of the Bible in English and other languages. - the Bible is used to help answer questions about creation, truth, suffering and death, values for life and ethical issues. - each world faith has a holy book that teaches, guides and impacts on the daily life of believers. - Christians believe that the Bible is the inspired word of God. - the Bible gives guidance for Christian living and this impacts on believers lives and communities. Disciplinary Knowledge (Think Like) - make links between Bible passages and Christian values, attitudes and beliefs. - use religious language to ask relevant questions. - talk about the work and perseverance of Bible translators. - describe what inspires and influences them. - describe the impact of the content of the Bible on believers' lives. - use religious vocabulary to show understanding of religious texts. - make comparisons between the holy books of at least three world faiths including the Bible.				
<u>Christmas 5.2</u> Substantive Knowledge (Know what) - The nativity is recorded in Gospels of Matthew and Luke - The true meaning of Christmas is a celebration of the birth of the Messiah, God in human form, Jesus Christ. Disciplinary Knowledge (Think Like) - Identify which parts of the story are found in each gospel and the purpose of each writer. - Identify the influence the two stories have on our Christmas celebrations. - Describe religious vocabulary the Christian beliefs revealed in the nativity story. - Use religious vocabulary to show they understand where the nativity fits in God's Big Story. - Understand the significance of the flight to Egypt.				



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<u>Change the World S7</u> Substantive Knowledge (Know what) - there are people willing to dedicate their lives to changing the world. - The desire to make the world a better place is shared by members of all six major world faiths. - justice, compassion, and service are Key Christian values and children should be able to talk about why. Disciplinary Knowledge (Think Like) - generate important and relevant questions. - suggest and research answers to big questions they have asked. - describe what inspires them about the lives and work of people such as Nelson Mandela and Ghandi. - express their own views and the views of others as to the reasons why the world needs changing.				
<u>Christian Art S5</u> Substantive Knowledge (Know what) - Christianity is a worldwide multi-cultural faith. - some believers express their faith and worship through art. - pieces of Christian art can deepen and enrich a believers faith. Disciplinary Knowledge (Think Like) - talk with confidence about what they find interesting or puzzling about a piece of artwork. - retell a Bible story and its meaning expressed in a painting. - describe how a piece of artwork could help someone understand further the Bible story/nature of God/Christian concept etc. - describe why various pieces of artwork inspire them. - talk with understanding about a piece of Christian art using appropriate religious vocabulary. - explain how a piece of religious art can be used to provide answers to ultimate questions. - express their opinion about a piece of artwork and listen to the views of others.				



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Easter 5.4 Substantive Knowledge (Know what) - Christians believe that Christ's resurrection is a victory over death and talk about it with understanding. - Christians believe that the death and resurrection of Jesus restored the relationship between God and people. - the Easter story is at the very heart of Christian belief. Disciplinary Knowledge (Think Like): - retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians. - talk about and describe feelings in relation to situations of victory; make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory. - ask important questions about Christian belief; reflect thoughtfully on the answers to these big questions. - describe the impact of belief in the Easter story on a person's life.				



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<u>Loss, Death and Christian Hope 5.6</u> Substantive Knowledge (Know what) - Christians believe that through the death and resurrection of Jesus they have the promise of living forever with God. - Christians believe that when you die your spirit goes to be with God in heaven. - Muslims believe that on the last day/the day of judgment the dead will either go to paradise or hell. - Hindus and Buddhists believe that there is a cycle of life and death, samsara. The spirit of a person is reincarnated and they return to earth until moksha/nirvana is attained. - There are similarities between the funeral traditions in each World faith. Disciplinary Knowledge (Think like) - Make links between what the Bible says about death and heaven and Christian beliefs. - Identify Christian beliefs about God and heaven found in prayers and worship songs. - Give their own opinion about what happens when you die. - Talk about what they think heaven is and what heaven will be like. - Show understanding of the similarities and differences between World Faiths on the subject of death and heaven. - Use appropriate religious vocabulary to show understanding about Christian beliefs about eternal life and heaven. - Use appropriate religious vocabulary to show understanding about Christian beliefs about eternal life and heaven. - Talk about what the Bible says and Christians believe what heaven will be like. - Talk with understanding using appropriate religious vocabulary, about the beliefs of people of faith on the subject of death and heaven. - Talk about Hindu and Buddhist belief in reincarnation. - Describe funeral practices in the religious traditions they have explored				



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<u>Life as a Journey 6.1</u> Substantive Knowledge (Know what) - some people undertake a pilgrimage as part of living out their faith. - the life journey of people in the Bible effects the behaviour, beliefs and life choices of Christians today. - being a Christian and following Jesus’ teaching has an impact on a person’s life. - Christians in many countries across the world are persecuted because of their faith. Disciplinary Knowledge (Think Like) - recognise similarities and differences between pilgrimages made by Christians and people of world faiths. - identify several places of pilgrimage around the world - describe the impact that following the teaching of Jesus has on people’s lives. - describe the features of living life as a Christian. - Describe the actions of pilgrims in the places studied. - explain why people of faith make pilgrimages				
<u>Advent 6.2</u> Substantive Knowledge (Know what) - Advent is a time when the church focusses prayer on the second coming of Christ. - different denominations within Christianity hold differing beliefs about the importance and status of Mary. - the themes of Advent tell the ‘big story’ of God’s salvation plan. - Christians believe that Jesus is the promised Messiah, but Jewish people do not. Disciplinary Knowledge (Think Like) - describe the symbolism, practices, beliefs and themes of the season of Advent. - explain the ways in which Jesus fulfilled the Old Testament Prophecies. - express and explain their hopes and dreams for the future. - use religious vocabulary to show they understand the themes of Advent. - express their opinion about what they think the message of John the Baptist would be today. - reflect and decide what they have learnt from this unit about Christianity and themselves.				



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<u>Eucharist 6.3</u> Substantive Knowledge (Know what) - links can be made between Christian beliefs, the Eucharist, the Last Supper and the Passover. - there is important symbolism associated with the Eucharist that explains Christian belief. - Christians celebrate the Eucharist and why it is important. Disciplinary Knowledge (Think Like) - use good religious vocabulary to show understanding of why Christians celebrate the Eucharist. - identify the similarities and differences within and between the way Christian denominations celebrate the Eucharist. - ask thoughtful questions about the words and actions of the Eucharist service. - talk about the way in which the Eucharist service answers questions about Christian beliefs. - explain what the words remembrance, holy, sacrifice, mercy, salvation and faith mean in Christianity and in their own lives. - suggest reasons for the similarities and differences between denominations.				
<u>Jesus 6.4</u> Substantive Knowledge (Know what) - Jesus is given a variety of names to describe his character and purpose. - there is a strong connection between Christmas and Easter and the concepts of incarnation and salvation. - Christians believe Jesus was/is the Messiah and what that means. Disciplinary Knowledge (Think Like) - express their own and the opinion of others in response to the question 'Who was Jesus?' - use appropriate religious vocabulary to show they understand Christian beliefs about Jesus. - ask relevant questions in order to discover the answer to the question 'Who was Jesus?' - use the Bible as a source to discover the answer to the question 'Who was Jesus?'				



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<u>Ascension and Pentecost 6.5</u> Substantive Knowledge (Know what) - Ascension and Pentecost are key events in Christianity. - Christians believe people's lives can be inspired and transformed by the Holy Spirit. - the events of the Ascension and Pentecost are connected to distinctive Christian beliefs. Disciplinary Knowledge (Think Like) - retell the stories of Ascension and Pentecost connecting them with Christian beliefs. - describe what Christians believe is the impact of the Holy Spirit on people's lives. - talk about the ways in which these events help answer questions about God.				
<u>People of Faith 6.7</u> Substantive Knowledge (Know what) - there are people who live and have lived extraordinary lives of faith and we can be inspired by them. - there are similarities and differences between the behaviour and values of all people of faith. - Christian people are called to live out the teaching in the Bible and build God's kingdom through righteous living. Disciplinary Knowledge (Think Like): - describe and illustrate with examples the ways in which the actions of Christian people are building God's kingdom here on earth. - use an increasingly wide religious vocabulary to explain what motivates people of faith. - talk with understanding about the characteristics of a person living out their Christian faith. - explain aspects of the lives of people of faith that inspire them. - interpret Bible stories and explain how that story answers questions about what it means to have faith.				