



Kensington Community Primary School

Skills and Knowledge Progression KS1



Skills and Knowledge	Year 1	Year 2	End of Key Stage Outcomes <i>At the end of KS1 most pupils will be able to:</i>
<p>Know about & Understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</p>	<p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</p> <p>Identify a special time they celebrate and explain simply what celebration means (A1).</p> <p>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p>	<p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</p> <p>Describe what some believers say and do when they pray (A1).</p> <p>Identify a special time they celebrate and explain simply what celebration means (A1).</p> <p>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). *</p>	<p>A1 - Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p>

	<p>Identify two ways people show they belong to each other when they get married (A1). Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>Identify a special time they celebrate and explain simply what celebration means (A1).</p> <p>Recognise that there are special places where people go to worship, and talk about what people do there (A1).</p>		
<p>Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;</p>	<p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</p> <p>Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</p> <p>Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say</p>	<p>Re-tell a story about the life of the Prophet Muhammad (A2).</p> <p>Recognise some objects used by Muslims and suggest why they are important (A2).</p> <p>Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) (A2).</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p> <p>Describe some ways in which Christian express their faith through hymns and modern</p>	<p>A2 - Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.</p>

	<p>why these are important to believers (A2).</p> <p>Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</p>	<p>worship songs (A2).</p> <p>Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). *</p> <p>Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) (A2).</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p> <p>Describe the practice of prayer in the religions studied (A2).</p> <p>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).</p> <p>Talk about some of the stories that are used in religion and why people still read them (A2).</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of</p>	
--	---	---	--

		<p>these stories (A2).</p> <p>Recognise that some people believe God created the world and so we should look after it (A2).</p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p>	
<p>Know about & Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;</p>	<p>Recognise some Christian symbols and images used to express ideas about God (A3)</p> <p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>Identify at least three objects used in worship in two religions (A3).</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p>	<p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>Make connections between what people believe about prayer and what they do when they pray (A3).</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>Re-tell a story that shows what Jewish people at the festival of</p>	<p>A3 - Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>

		Chanukah might think about God, suggesting what it means (A2).	
<p>Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p>	<p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p>Show an awareness that some people belong to different religions (B1).</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p>	<p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</p> <p>Ask good questions about what Christians do to show their faith (B1).</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). *</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</p> <p>Talk about how religions teach that people are valuable, giving simple examples (B1).</p> <p>Identify ways that some people make a response to God by caring for others and the world (B1).</p>	<p>B1 - Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</p>
<p>Express and Communicate B2. Express with increasing discernment their personal reflections</p>	<p>Talk about what is special and of value about belonging to a group that is important to them (B2).</p>	<p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</p>	<p>B2 - Observe and recount different ways of expressing identity</p>

and critical responses to questions and teachings about identity, diversity, meaning and value;	Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).	<p>Recognise and identify some differences between religious festivals and other types of celebrations (B2).</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</p> <p>Recognise and identify some differences between religious festivals and other types of celebrations (B2)</p> <p>Describe ways in which prayer can comfort and challenge believers (B2).</p> <p>Respond thoughtfully to examples of how praying helps religious believers (B2).</p>	and belonging, responding sensitively for themselves.
Express and Communicate B3. Appreciate and appraise varied dimensions of religion;		Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3)	B3 - Notice and respond sensitively to some similarities between different

		<p>Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p>	<p>religions and world views.</p>
<p>Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</p>	<p>Ask some questions about believing in God and offer some ideas of their own (C1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>	<p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>Use creative ways to express their own ideas about the creation story</p>	<p>C1 - Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>

		<p>and what it says about what God is like (C1).</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). *</p>	
<p>Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;</p>	<p>Respond to examples of cooperation between different people (C2)</p>	<p>Find out about and respond with ideas to examples of cooperation between people who are different (C2).</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p> <p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</p>	<p>C2 - Find out about and respond with ideas to examples of co-operation between people who are different.</p>
<p>Gain & deploy skills: C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>	<p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>C3 - Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>

***There is some crossover between skills for 1.6 How & why do we celebrate special and sacred times? This unit is split over year 1 and 2.**