



Kensington Community Primary School

Skills and Knowledge Progression KS2



Skills and Knowledge	Year 4	Year 5	Year 6	End of Key Stage Outcomes <i>At the end of KS2 most pupils will be able to:</i>
Know about & Understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	<p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</p> <p>Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday (A1).</p> <p>Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).</p>	<p>Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1)</p> <p>Recall and name some key features of places of worship studied (A1).</p>	<p>Describe what Ahimsa, Grace or Ummah mean to religious people (A1).</p> <p>Make connections between beliefs and behaviour in different religions (A1).</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1)</p> <p>Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>Outline Christian, Hindu and/or nonreligious</p>	Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.

			beliefs about life after death (A1).	
<p>Know about & Understand</p> <p>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>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (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>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</p> <p>Make connections between stories of temptation and why people can find it difficult to be good (A2).</p> <p>Suggest why some people see life as a journey and identify some of the key</p>	<p>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <p>Outline Jesus' teaching on how his followers should live (A2).</p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p>	<p>Identify the values found in stories and texts (A2).</p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p>	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;</p>

	<p>milestones on this journey (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>Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</p>	<p>Give two reasons why a Christian believes in God and one why an atheist does not (A3).</p> <p>Make connections between how believers feel about places of worship in different traditions (A3).</p>	<p>Give simple definitions of some key terms to do with life after death, e.g.salvation, heaven, reincarnation (A3).</p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;</p>
<p>Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p>	<p>Ask good questions about what Hindus do to show their faith (B1).</p> <p>Identify the most important parts of Easter for Christians and say why they are important (B1).</p> <p>Ask questions raised by the stories and life of Jesus and followers today, and give examples</p>	<p>Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1).</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1)</p> <p>Explain the impact Jesus' example and teachings</p>	<p>Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).</p>	<p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;</p>

	<p>of how Christians are inspired by Jesus (B1).</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</p> <p>Give examples of ways in which some inspirational people have been guided by their religion (B1).</p> <p>Identify at least two promises made by believers at these ceremonies and say why they are important (B1).</p>	<p>might have on Christians today (B1).</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).</p>		
<p>Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;</p>	<p>Suggest at least two reasons why being a Hindu 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>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p>	<p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</p> <p>Respond sensitively to examples of religious practice with ideas of their own (B2).</p>	<p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;</p>

	<p>Recall and talk about some rules for living in religious traditions (B2).</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</p>		<p>Respond with ideas of their own to the title question (B2).</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p>	
<p>Express and Communicate B3. Appreciate and appraise varied dimensions of religion;</p>		<p>Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</p> <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</p> <p>Select and describe the most important functions of a place of worship for the community (B3).</p>	<p>Describe some Christian and Humanist values simply (B3).</p> <p>Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas (B3).</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p> <p>Show understanding of the value of sacred buildings and art (B3).</p>	<p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;</p>

			Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).	
Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).	Present different views on why people believe in God or not, including their own ideas (C1). Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1). Present ideas about the importance of people in a place of worship, rather than the place itself (C1).		Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).	Find out about what believers say about their places of worship (C2).	Apply ideas about values and from scriptures to the title question (C2).	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding

				thoughtfully to ideas about community, values and respect;
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>Suggest some ideas about good ways to treat others, arising from their learning (C3).</p> <p>Discuss their own and others' ideas about how people decide right and wrong (C3).</p> <p>Find out at least two teachings from religions about how to live a good life (C3).</p>	<p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p> <p>Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3)</p>	<p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).</p> <p>Find out about religious teachings, charities and ways of expressing generosity (C3).</p>	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response