



<b>Subject:</b> <i>Religious Education</i>
--

National Curriculum Aims and Attainment Targets - Lower KS2 (Connecting)	National Curriculum Aims and Attainment Targets - Upper KS2 (Connecting)	Year groups	Term 1		Term 2		Term 3	
			1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
<p><b>Christianity</b> L2.1 What do Christians learn from the creation story? [Creation/Fall] L2.2 What is it like for someone to follow God? [People of God] L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation] L2.4 What kind of world did Jesus want? [Gospel] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]</p> <p><b>Hinduism</b> L2.7 What do Hindus believe God is like? [Brahman/atman] L2.8 What does it mean to be Hindu in Britain today? [Dharma]</p> <p><b>Islam</b> L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]</p> <p><b>Judaism</b> L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]</p> <p><b>Thematic</b> L2.11 How and why do people mark the significant events of life? L2.12 How and why do people try to make the world a better place?</p> <p><b>Make sense of beliefs</b> MB1 Identify and describe the core beliefs and concepts studied MB2 Make clear links between texts/sources of authority and the key concepts studied MB3 Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</p> <p><b>Understand Impact</b> UI1 Make simple links between stories, teachings and concepts studied and how people live, individually and in communities UI2 Describe how people show their beliefs in how they worship and in the way they live UI3 Identify some differences in how people put their beliefs into action</p> <p><b>Make connections</b> MC1 Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly MC2 Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live MC3 Give good reasons for the views they have and the connections they make</p>	<p><b>Christianity</b> U2.1 What does it mean if Christians believe God is holy and loving? [God] U2.2 Creation and science: conflicting or complementary? [Creation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation] U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]</p> <p><b>Hinduism</b> U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/moksha]</p> <p><b>Islam</b> U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]</p> <p><b>Judaism</b> U2.9 Why is the Torah so important to Jewish people? [God/Torah]</p> <p><b>Non-religious worldviews</b> U2.10 What matters most to Humanists and Christians?</p> <p><b>Thematic</b> U2.11 Why do some people believe in God and some people not? U2.12 How does faith help when life gets hard?</p> <p><b>Make sense of beliefs</b> MB1 Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions MB2 Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts MB3 Give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority</p> <p><b>Understand Impact</b> UI 1 Make clear connections between what people believe and how they live, individually and in communities UI2 Using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures</p> <p><b>Make connections</b> MC1 Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) MC2 Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently MC3 Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p>	Year 3	<b>Prehistoric Britain</b>	<b>Prehistoric Britain</b>	<b>Romans</b>	<b>Romans</b>	<b>Wonderful world</b>	<b>Wonderful world</b>
			A1a A1b A1c	A1a A1b A1c	A1a A1b A1c	A1a A1b A1c	A1a A1b A1c	A1a A1b A1c
			A2a A2b A2c	A2a A2b A2c	A2a A2b A2c	A2a A2b A2c	A2a A2b A2c	A2a A2b A2c
			A3a A3b A3c	A3a A3b A3c	A3a A3b A3c	A3a A3b A3c	A3a A3b A3c	A3a A3b A3c
			MB1, 2, 3	MB1, 2, 3	MB1, 2, 3	MB1, 2, 3	MB1, 2, 3	MB1, 2, 3
			UI 1, 2, 3	UI 1, 2, 3	UI 1, 2, 3	UI 1, 2, 3	UI 1, 2, 3	UI 1, 2, 3
		Year 4	<b>Ancient Egypt</b>	<b>Ancient Egypt</b>	<b>Biomes</b>	<b>Biomes</b>	<b>Water</b>	<b>Water</b>
			A1a A1b A1c	A1a A1b A1c	A1a A1b A1c	A1a A1b A1c	A1a A1b A1c	A1a A1b A1c
			A2a A2b A2c	A2a A2b A2c	A2a A2b A2c	A2a A2b A2c	A2a A2b A2c	A2a A2b A2c
			A3a A3b A3c	A3a A3b A3c	A3a A3b A3c	A3a A3b A3c	A3a A3b A3c	A3a A3b A3c
			MB1, 2, 3	MB1, 2, 3	MB1, 2, 3	MB1, 2, 3	MB1, 2, 3	MB1, 2, 3
			UI 1, 2, 3	UI 1, 2, 3	UI 1, 2, 3	UI 1, 2, 3	UI 1, 2, 3	UI 1, 2, 3
		Year 5	<b>Vikings &amp; Anglo-Saxons</b>	<b>Vikings &amp; Anglo-Saxons</b>	<b>Ancient Greece</b>	<b>Ancient Greece</b>	<b>Geographical Skills Maps</b>	<b>Geographical Skills Maps</b>
			A1a A1b A1c	A1a A1b A1c	A1a A1b A1c	A1a A1b A1c	A1a A1b A1c	A1a A1b A1c
			A2a A2b A2c	A2a A2b A2c	A2a A2b A2c	A2a A2b A2c	A2a A2b A2c	A2a A2b A2c
			A3a A3b A3c	A3a A3b A3c	A3a A3b A3c	A3a A3b A3c	A3a A3b A3c	A3a A3b A3c
			MB1, 2, 3	MB1, 2, 3	MB1, 2, 3	MB1, 2, 3	MB1, 2, 3	MB1, 2, 3
			UI 1, 2, 3	UI 1, 2, 3	UI 1, 2, 3	UI 1, 2, 3	UI 1, 2, 3	UI 1, 2, 3
Year 6	<b>Mountains</b>	<b>Mountains</b>	<b>Changing Britain</b>	<b>Changing Britain</b>	<b>Isle of Wight</b>	<b>Isle of Wight</b>		
	A1a A1b A1c	A1a A1b A1c	A1a A1b A1c	A1a A1b A1c	A1a A1b A1c	A1a A1b A1c		
	A2a A2b A2c	A2a A2b A2c	A2a A2b A2c	A2a A2b A2c	A2a A2b A2c	A2a A2b A2c		
	A3a A3b A3c	A3a A3b A3c	A3a A3b A3c	A3a A3b A3c	A3a A3b A3c	A3a A3b A3c		
	MB1, 2, 3	MB1, 2, 3	MB1, 2, 3	MB1, 2, 3	MB1, 2, 3	MB1, 2, 3		
	UI 1, 2, 3	UI 1, 2, 3	UI 1, 2, 3	UI 1, 2, 3	UI 1, 2, 3	UI 1, 2, 3		
MC1, 2, 3	MC1, 2, 3	MC1, 2, 3	MC1, 2, 3	MC1, 2, 3	MC1, 2, 3			
U2.1	U2.8	U2.3	U2.9	U2.4	U2.10			
U2.2	U2.11	U2.7	U2.5	U2.6	U2.12			