

# Dothill Progression Mapping



## Religious Education

Respect Happiness Responsibility Creativity HONESTY Enthusiasm Confidence Kindness Cooperation fairness

|  | Year Three   | Year Four  |
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| <b>Substantive knowledge</b><br><br>(Content)  | <p><b>Diwali: How and why is the festivals celebrated?</b><br/>                     In this unit we find out about celebration and festivities in Hindu life, making links to their own experience of religious or family celebrations. There are opportunities for pupils to look below the surface of religious practice to think about religious beliefs and ideas as well.</p> <p><b>Living in Harmony</b><br/>                     Children learn about who they care for and how they show this and learn about examples of caring shown in different religions. They will be able to think for themselves about questions to do with how they show they care for others.</p> <p><b>Is like life a journey?</b><br/>                     Children focus on the spiritual journey a believer will take in their lifetime. They explore key aspects of life and death for Christians, Muslims and Hindus. To learn about pilgrimages and about the metaphor of life as a journey. Think about their own lives as a journey, develop understanding of the 'milestones' in life's journey.</p> | <p><b>What can we learn from sacred places?</b><br/>                     In this unit children will be learning about sacred places as spaces to worship God. They explore features and artefacts found in sacred places and the importance of special or sacred places in their own lives and those of others.</p> <p><b>Does a beautiful world mean there is a wonderful God?</b><br/>                     This unit focuses on the exploration of meanings in the creation stories of the Bible. Children will explore the narratives for themselves and develop their understanding of the ways these stories guide and inspire believers.</p> <p><b>Why do some people think Jesus is inspiring?</b><br/>                     Children explore key aspects of Jesus' life and teachings and consider the impact that believing in Jesus will have on a believer's life and reflect on the importance of Jesus for Christians today.</p> |
| <b>Substantive knowledge</b><br><br>(Concepts) | <p>These core Christian concepts are woven through the units, children revisit and develop them throughout their curriculum journey. They form the basis of many of the key questions posed to learners e.g. What is it like to follow God?</p> <p>They are as follows: God, Creation, People of God, Prophecy, Wisdom, Incarnation, Gospel, Salvation, The Kingdom of God</p> <p>Celebration, Festival, Morals, Way of Life, Guidance, Life after death, Symbolism</p>  | <p>Worship, Symbolism, Pilgrimage, Rules, Way of Life, Creating, Morals, God, Guidance, Scripture</p>  |

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| <p><b>Disciplinary Knowledge</b></p> <p>(Methods - Ways of knowing)</p> | <p>To gather and interpret information.<br/>         To ask thoughtful questions.<br/>         To draw conclusions and being to evaluate issues using reasoning.<br/>         To express their own opinions.<br/>         To reflect on and express their own ideas and the ideas of others with increasing creativity and clarity.<br/>         To become increasingly able to respond to religions and worldviews in an informed and insightful way.<br/>         To explore, enquire, find out and investigate.<br/>         To articulate beliefs, values and commitments clearly.<br/>         To use their skills of observation to compare, contrast and interpret.<br/>         To show an understanding to a range of primary sources (e.g. stories and extracts from sacred texts, devotional art, religious artefacts, representatives from faith communities).<br/>         To investigate/respond to a range of secondary sources (e.g. information books, articles, pictures, film and web-based resources).<br/>         To begin to organise their thoughts or questions. Present the results clearly and appropriately in the given context.</p> <p>In lower KS2 we develop this through: interviews, holy texts, books, art, video clips, drama, stories and research.</p>   |   |
| <p><b>Disciplinary Knowledge</b></p> <p>(Personal knowledge)</p>        | <p>Respect for all by taking note of the special place Hindus give to celebration, and thinking about their own celebrations, similarities and differences. They are challenged to see the value of a plural community, in which all are respected. Respect for all by developing a willingness to learn from the example of others of how to treat people.</p> <p>Open-mindedness through considering the importance of festivals in Hindu traditions, and thinking through the ways in which a society like ours should take account of religious differences.</p> <p>Self awareness by becoming increasingly aware of how we all depend on each other. Children will become increasingly confident about expressing their own understanding and beliefs about the journey through life and death.</p> <p>Appreciation and wonder: Developing pupil's capacity to respond to questions of meaning and purpose.</p> <p><u>Spiritual, Moral, Social and Cultural Development</u><br/>         Children will discuss and reflect on key questions of meaning and truth. They will explore how people of faith respond to the needs of others and whether a having a faith makes a difference.<br/>         Children will learn about and reflect on important concepts and experiences.<br/>         Children will be encouraged to value diversity as they learn about different ways in which communities celebrate and remember important events and stories story, beliefs and celebrations of Divali, in the UK and the wider world.<br/>         Children will be taught about our responsibility for others and thinking about concepts of right and wrong.<br/>         Children will consider how religious beliefs lead to particular actions and practises. They will think about how we all have different journeys of life and we all walk alongside people who are different from us.</p> | <p>Self awareness by exploring their own responses to puzzling questions and to experiences of beauty</p> <p>Respect for all by developing skills of handling disagreement respectfully. Not all views in RE are to be respected - but all persons are.</p> <p>Open-mindedness through being willing to consider different views is important.</p> <p>Appreciation and wonder by developing pupils' capacity to respond to beauty, mystery and ultimate questions is at the heart of this unit.</p> <p><u>Spiritual, Moral, Social and Cultural Development</u><br/>         Children will reflect on the awe and wonder of the world and thinking about ultimate questions of origins: where do we come from? Do we matter, and why?<br/>         Children will develop respect for others' viewpoints and how they view the world and by developing insights into the value of the earth and environmental questions.<br/>         Children will consider different views from different communities thoughtfully<br/>         Children will learn about and reflect on important concepts, experiences and beliefs that are at the heart Christianity.<br/>         Children will consider what is of ultimate value to them and believers through studying the key beliefs and teachings of Christianity.</p> |

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| <b>Vocabulary</b> | Hanukka, Dreidel, Menorah, Blessing, Jewish, Celebrate, Festival, sacred, devotion, shrine, ritual, symbol, worship, Caring, Sharing, Friendship, Forgiving, Goodness, Generosity, Kindness, Bible, Jesus, Torah, Shabbat, Follower, Disciple, Synagogue, Rabbi, Resurrection Jewish, community, Inspiring, Influential | Church, Alter, Lectern, font, Sacred, Community, Pilgrimage, Christian, God, Bible, world, Creator, Genesis, father, Jew, Jewish, Shema, mezuzah, Torah, Sabbath, Mystery. Ultimate question, origins, evolution, creation, science, faith Parables, Disciple, Trinity, Miracle Crucifixion, Resurrection, Incarnation |
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