**RE in EYFS and Key Stage 1 - KNOWLEDGE FOR EACH UNIT OF WORK.**

**Our curriculum is taken from the Derbyshire Agreed Syllabus, which defines the knowledge within each unit. Understanding Christianity strengthens the children’s Christianity knowledge.**

**This progression shows the vocabulary children will be expected to know once they have been taught a unit on that particular faith.**

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|  | **EYFS** | **KS1 Year A** | **KS1 Year B** |
| **Autumn 1** | F5 Being special: where do we belong? | 1.7 What does it mean to belong to a faith community? | 1.2 Who is a Muslim and what do they believe? (Part 1) |
|  | **Children will:**  re-tell religious stories making connections with personal experiences  • share and record occasions when things have happened in their lives that made them feel special  • recall simply what happens at a traditional Christian infant baptism and dedication  • recall simply what happens when a baby is welcomed into a religion other than Christianity.  **Vocabulary**  **Special, love, welcome, Christian** | **Children will:**  **Year 1**  • Talk about what is special and of value about belonging to a group that is important to them  (B2).  • Show an awareness that some people belong to different religions (B1).  **Year 1 Vocabulary**  **Belong, of value, different religions**  **Year 2**  • 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).  • Give an account of what happens at a traditional  Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).  • Identify two ways people show they belong to each other when they get married (A1).  • Respond to examples of co-operation between different people (C2)  **Year 2 Vocabulary**  **Symbols of belonging, believers, baptism/dedication, wedding, marriage, community**  **Challenge (Exceeding unit outcomes)**  • Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences  (B2).  • Identify some similarities and differences between the ceremonies studied.  **Challenge Vocabulary**  **Identity, faith communities, ceremonies** | **Children will:**  **Year 1**  • Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad  Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).  • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).  **Year 1 vocabulary**  **Muslim, Qur’an, Mosque, Allah, Ramadan, Eid-ul-Fitr**  **Year 2:**  • Talk about some simple ideas about Muslim  beliefs about God, making links with some of the 99 Names of Allah (A1).  • Re-tell a story about the life of the Prophet  Muhammad (A2).  • Recognise some objects used by Muslims and  suggest why they are important (A2).  • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).  **Year 2 vocabulary** **Muslim, Qur’an, Mosque, Allah, Eid-ul- Fitr, Ramadan, Prophet , Qu’ran, Mohammed**  **Challenge (Exceeding unit outcomes)**  • Make links between what the Holy Qur’an says and how Muslims behave (A2).  • Ask some questions about God that are hard to answer and offer some ideas of their own (C1).  **Challenge Vocabulary**  **No additional vocabulary** |
| **Autumn 2** | UC F2 Why do Christians perform nativity plays at Christmas? INCARNATION | UC 1.1 What do Christians believe God is like? GOD | UC 1.3 Why does Christmas matter to Christians? |
|  | **Children will know that:**  Christians believe God came to Earth in human form as Jesus.  Christians believe Jesus came to show that all people are precious and special to God.  **Vocabulary**  **Jesus, precious, God, Christmas** | **Children will know that:**  **Year 1 (Core)**  Christians believe in God and that they find out about God in the Bible.  Christians believe God is loving, kind, fair and also Lord and King; and that there are some stories that show this.  Christians worship God and try to live in ways that please him.  **Year 1 vocabulary**  **Bible, parable, Christians, Lost Son, loving and forgiving**  **Year 2 (Digging Deeper)**  As above, with broader and deeper range of resources and examples.  **Year 2 vocabulary**  **Bible, parable, Christians, Lost Son, loving and forgiving, Jonah, Old Testament** | **Children will know that:**  **Year 1 (Core)**  Christians believe that Jesus is God and that he was born as a baby in Bethlehem.  The Bible points out that his birth showed that he was extraordinary (for example he is worshipped as a king, in Matthew) and that he came to bring good news for example to the poor, in Luke)  Christians celebrate Jesus’ birth, and Advent for Christians is a time for getting ready for Jesus’ coming.  **Year 1 vocabulary**  **Christians, Christmas, Bethlehem, Book of Luke, Advent,**  **Year 2 Digging Deeper**  As above, with broader and deeper range of resources and examples.  **Year 2 vocabulary**  **Christians, Christmas, Bethlehem, Book of Luke, Advent, Book of Matthew, “Big Story”, King, Incarnation** |
| **Spring 3** | UC F1 Why is the word ‘God’ so important to Christians? GOD/CREATION | 1.3 Who is Jewish and what do they believe? | 1.4 What can we learn from scared books? |
|  | **Children will know that:**  The word God is a name  Christians believe God is Creator of the universe  Christians believe God made our wonderful world and so we should look after it.  **Vocabulary**  **God, Name, holy, creator, world** | **Children will:**  **Year 1**  • Talk about the fact that Jewish people believe in God (A1).  • Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat)  (A3).  **Year 1 Vocabulary**  **Jewish, mezuzah, Shabbat,**  **Year 2**  • Talk about how the mezuzah in the home reminds Jewish people about God (A3).  • 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).  • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).  • Ask some questions about believing in God and offer some ideas of their own (C1).  **Year 2 Vocabulary**  **Jewish, mezuzah, Shabbat, Sukkot, Chanukah, Pesach**  **Challenge (Exceeding unit outcomes)**  • Make links between some Jewish teachings and how Jewish people live (A2).  • Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).  **Challenge Vocabulary**  **Teachings, reflection, thanksgiving, remembrance, praise,** | **Children will:**  **Year 1**  Talk about some of the stories that are used in religion and why people still read them (A2).  Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).  **Year 1 vocabulary**  **Stories, Christians, Muslims and Jewish people, sacred books, Bible, Torah, Qu’ran**  **Year 2**  Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).  Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).  Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).  Talk about issues of good and bad, right and wrong arising from the stories (C3).  **Year 2 vocabulary**  **Stories, Christians, Muslims and Jewish people, sacred books, Bible, Torah, Qu’ran, respect, good and bad,**  **Challenge (Exceeding unit outcomes)**  Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).  Make links between the messages within sacred texts and the way people live (A2).  **Challenge vocabulary**  **message,** |
| **Spring 4** | UC F3 Why do Christians put a cross in an Easter garden? SALVATION | 1.6 How & why do we celebrate special and sacred times? (Easter) | UC 1.5 Why does Easter matter to Christians? |
|  | **Children will know that:**  Christians remember Jesus’ last week at Easter.  Jesus’ name means “He saves”.  Christians believe Jesus came to show God’s love.  Christians try to show love to others.  **Vocabulary**  **Easter, Jesus, Christians,** | **Children will:**  **Year 1**  Identify a special time they celebrate and describe its importance. (A1)  Explain simply what celebration means.(A1)  Describe who Christians think Jesus is (A2)  **Year 1 vocabulary**  **Celebration, festivals, Christianity, Easter, Harvest, Pentecost, Holy Week.**  **Year 2**  Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).  Re‐tell stories connected with Christmas/  Easter/Harvest/Pentecost and a festival in another  religion and say why these are important to  believers (A2).  Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).  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).  **Year 2 vocabulary**  **Celebration, festivals, Christianity, Easter, Harvest, Pentecost, Holy Week, compare, Muslim, Eid-ul-Fitr.**  **Challenge (Exceeding unit outcomes)**  Suggest meanings for some symbols and actions used in religious celebrations, including Easter, Christmas, Chanukah and/or Eid‐ul‐Fitr (A3).  Identify some similarities and differences between the celebrations studied (B3).  **Challenge vocabulary**  **Symbols, comparison** | **Children will know that:**  **Year 1 (Core)**  Easter is very important in the ‘big story’ of the Bible.  Christians believe Jesus rose from the dead, giving people hope of a new life.  **Year 1 vocabulary**  **Easter, festival, Spring, new life, “big story”, Holy Week, cross, Palm Sunday**  **Year 2 (Digging Deeper)**  Christians believe Jesus builds a bridge between God and humans.  Jesus showed that he was willing to forgive all people, even for putting him on the cross.  **Year 2 vocabulary**  **Easter, festival, Spring, new life, “big story”, Holy Week, cross, Palm Sunday, forgiveness, Salvation** |
| **Summer 5** | F3 What places are special and why? | UC 1.2 Who do Christians say made the world? CREATION | UC 1.4 What is the ‘good news’ Christians believe Jesus brings? |
|  | **Children will:**  talk about somewhere that is special  to themselves, saying why  • be aware that some religious people  have places which have special  meaning for them  • talk about the things that are special  and valued in a place of worship  • identify some significant features of  sacred places  • recognise a place of worship  • get to know and use appropriate  words to talk about their thoughts  and feelings when visiting a church.  **Vocabulary**  **Special, safe, place of worship, features** | **Children will know that:**  **Year 1 (Core)**  God created the universe.  The Earth and everything in it are important to God.  God has a unique relationship with human beings as their Creator and Sustainer.  Humans should care for the world because it belongs to God.  **Year 1 vocabulary**  **Creation, universe, “big story”, creator,**  **Year 2 (Digging Deeper)**  As above, plus:  Understanding of how to care for the world environment and why this is important.  How Christians and others care for the world.  How following the rules makes a difference to the world.  **Year 2 vocabulary**  **Creation, universe, “big story”, creator, sustainer, Genesis,** | **Children will know that:**  **Year 1 (Core)**  Christians believe Jesus brings good news for all people.  For Christians, this good news includes being loved by God, and being forgiven for bad things.  Christians believe Jesus is a friend to the poor and friendless.  Christians believe Jesus’ teachings make people think hard about how to live and show them the right way.  **Year 1 vocabulary**  **Gospel = Good News, forgiveness, teachings, peace, friendless,**  **Year 2 (Digging Deeper)**  As above, with broader and deeper range of resources and examples.  **Year 2 vocabulary**  **Gospel = Good News, forgiveness, teachings, peace, friendless, trust, thankfulness,** |
| **Summer 6** | F1 What times/stories are special and why? | 1.8 How should we care for others and the world, and why does it matter? | 1.5 What makes some places sacred? |
|  | **Children will:**  talk about some religious  stories  • recognise some religious words, e.g. about God  • identify some of their own feelings in the  stories they hear  • identify a sacred text e.g. Bible, Qur’an  • talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do  • talk about what Jesus teaches about saying  ‘thank you’, and why it is good to thank and be thanked.  **Vocabulary**  **God, Bible, stories, promises, thank-you** | **Children will:**  **Year 1**  • Talk about how religions teach that people are valuable, giving simple examples (B1).  • Recognise that some people believe God  created the world and so we should look after  it (A2).  **Year 1 vocabulary**  **Valuable, unique, created, good and bad, caring**  **Year 2**  • Re-tell Bible stories and stories from another faith about caring for others and the world  (A2).  • Identify ways that some people make a  response to God by caring for others and the  world (B1).  • Talk about issues of good and bad, right and wrong arising from the stories (C3).  • 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)  • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).  **Year 2 vocabulary**  **Valuable, unique, created, good and bad, caring, Bible, right and wrong, Golden Rule,**  **Challenge (Exceeding unit outcomes)**  • Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).  • Answer the title question thoughtfully, in the  light of their learning in this unit (C1).  **Challenge vocabulary**  **God’s representatives** | **Children will:**  **Year 1**  • Recognise that there are special places where people go to worship, and talk about what  people do there (A1).  • Identify at least three objects used in worship in two religions (A3).  **Year 1 vocabulary**  **Worship, sacred, holy, church, altar, font, lectern, candles**  **Year 2**  • 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).  • Talk about ways in which stories, objects,  symbols and actions used in churches, mosques and/or synagogues show what people believe  (B2).  • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).  • Ask good questions during a school visit about what happens in a church, synagogue or mosque  (B1).  **Year 2 vocabulary**  **Worship, sacred, holy, church, altar, font, lectern, candles, symbols, artefacts, Muslims, Jewish people, synagogue, mosque**  **Challenge (Exceeding unit outcomes)**  • Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising  (A2).  • Show that they have begun to be aware that  some people regularly worship God in different ways and in different places (B3).  **Challenge vocabulary**  **Musical worship, meanings** |