


UC Knowledge Progression Map

Year Group	Term	God	
Reception		<ul style="list-style-type: none"> - Christians believe in God, and that they find out about God in the Bible. - Christians believe God is loving, kind, fair and forgiving, and also Lord and King. - Some stories show these Christian beliefs. - Christians worship God and try to live in ways that please him. 	
1	Autumn 1	<ul style="list-style-type: none"> - Identify what a parable is. - Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. - Give clear, simple accounts of what the story means to Christians. - Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. - Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. - Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. 	
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3	Summer 1	See Incarnation	
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5	Autumn 1	<ul style="list-style-type: none"> - Identify some different types of biblical texts, using technical terms accurately. - Explain connections between biblical texts and Christian ideas of God, using theological terms. - Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. - Show how Christians put their beliefs into practice in worship. - Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own 	
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Creation

Year Group	Term	
Reception	Autumn 1	<ul style="list-style-type: none"> - 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.
1		
2	Autumn 1	<ul style="list-style-type: none"> - Retell the story of creation from Genesis 1:1–2.3 simply. - Recognise that 'Creation' is the beginning of the 'big story' of the Bible. - Say what the story tells Christians about God, Creation and the world. - Give at least one example of what Christians do to say thank you to God for the Creation. - Think, talk and ask questions about living in an amazing world.
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4	Autumn 1	<ul style="list-style-type: none"> - Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. - Make clear links between Genesis 1 and what Christians believe about God and Creation. - Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) - Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.
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6	Summer 2	<ul style="list-style-type: none"> - Outline the importance of Creation on the timeline of the 'big story' of the Bible. - Identify what type of text some Christians say Genesis 1 is, and its purpose. - Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. - Make clear connections between Genesis 1 and Christian belief about God as Creator. - Show understanding of why many Christians find science and faith go together. - Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. - Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

The Fall


Year Group	Term	
Reception		
1		
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4	Autumn 1	See Creation
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6	Summer 2	See Creation

<div> <div></div> <div>People of God</div> <div></div> </div>		
Year Group	Term	
Reception		
1		
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3	Autumn 1	<ul style="list-style-type: none"> - Make clear links between the story of Noah and the idea of covenant. - Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. - Make links between the story of Noah and how we live in school and the wider world.
4		
5	Spring 1	<ul style="list-style-type: none"> - Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. - Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. - Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. - Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.
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<div> <div></div> <div>Incarnation</div> <div></div> </div>		


UC Knowledge Progression Map

Year Group	Term	
Reception	Autumn 2	<ul style="list-style-type: none"> - 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; Advent for Christians is a time of getting ready for Jesus' coming.
1	Autumn 2	<ul style="list-style-type: none"> - Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. - Recognise that stories of Jesus' life come from the Gospels. - Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. - Decide what they personally have to be thankful for at Christmas time.
2	Autumn 2	<ul style="list-style-type: none"> - Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. - Recognise that stories of Jesus' life come from the Gospels. - Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. - Decide what they personally have to be thankful at Christmas time
3	Autumn 2 and Summer 1	<ul style="list-style-type: none"> - Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. - Offer suggestions about what texts about baptism and Trinity might mean. - Give examples of what these texts mean to some Christians today. - Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. - Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.
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6	Spring 1	<ul style="list-style-type: none"> - Explain the place of Incarnation and Messiah within the 'big story' of the Bible. - Identify Gospel and prophecy texts, using technical terms. - Explain connections between biblical texts, Incarnation and Messiah, using theological terms. - Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.

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		<ul style="list-style-type: none"> - Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. - Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.
		<div>The Gospel</div> 
Year Group	Term	
Reception		
1	Spring 1	<ul style="list-style-type: none"> - Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. - Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.


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		<ul style="list-style-type: none"> - Recognise that Jesus gives instructions to people about how to behave. - Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. - Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). - Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas
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4	Spring 1	<ul style="list-style-type: none"> - Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. - Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. - Make simple links between Bible texts and the concept of 'Gospel' (good news). - Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. - Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.
5	Summer 2	<ul style="list-style-type: none"> - Identify features of Gospel texts (for example, teachings, parable, narrative). - Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. - Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. - Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.
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		<div>Salvation</div> 
Year Group	Term	
Reception	Spring 2	<ul style="list-style-type: none"> - Easter is very important in the 'big story' of the Bible.

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		<ul style="list-style-type: none"> - Christians believe Jesus rose again, giving people hope of a new life.
1	Spring 2	<ul style="list-style-type: none"> - Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. - Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). - Recognise that Jesus gives instructions about how to behave. - Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. - Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.
2	Spring 2	<ul style="list-style-type: none"> - Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. - Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). - Recognise that Jesus gives instructions about how to behave. - Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. - Think and talk and ask questions about whether the story of Easter has anything to say about sadness, hope or heaven, exploring different ideas
3	Spring 2	<ul style="list-style-type: none"> - Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. - Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. - Give examples of what the texts studied mean to some Christians. - Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. - Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. - Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.
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5	Spring 2	<ul style="list-style-type: none"> - Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. - Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. - Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. - Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. - Show how Christians put their beliefs into practice.

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		- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.
6	Spring 2	<ul style="list-style-type: none"> - Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. - Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. - Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. - Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. - Show how Christians put their beliefs into practice in different ways. - Explain why some people find belief in the Resurrection makes sense and inspires them. - Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today
		<div>Kingdom of God</div> 
Year Group	Term	
Reception		
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UC Knowledge Progression Map

3		
4	Summer 1	<ul style="list-style-type: none"> - Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. - Offer suggestions about what the description of Pentecost in Acts 2 might mean. - Give examples of what Pentecost means to some Christians now. - Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. - Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.
5		<ul style="list-style-type: none"> - Explain connections between biblical texts and the concept of the Kingdom of God. - Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. - Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. - Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas
6	Autumn 2	<ul style="list-style-type: none"> - Explain connections between biblical texts and the concept of the Kingdom of God. - Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. - Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. - Relate Christian teaching or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas