

The *Emmanuel* Project Scheme of Work Progression (no additional units)

Knowledge Skills

Year group	Vocabulary	Key outcomes	Substantive knowledge		
			<i>Explore 1</i>	<i>Explore 2</i>	<i>Explore 3</i>
			<p>Theology – I am a theologian because I understand where beliefs come from and how they relate to each other. I study religious texts and stories.</p>	<p>Human and social sciences (community)– I am a social scientist because I explore the diverse ways in which people come together to practise their beliefs as part of a community.</p>	<p>Human and social sciences (individual)– I am a social scientist because I study the outworking of faith at an individual level including how beliefs influence important decision making and philosophical perspectives.</p>
EYFS	<p>VIP, treasure, God, harvest, celebration,</p> <p>Nativity, crib, costume,</p> <p>Hero, prayer, cathedral, Lent</p> <p>Cross, symbol, Easter, Palm Sunday, vicar,</p> <p>Precious, special, unique, thanksgiving</p> <p>Caretaker, service, environment</p>	<p>Christians believe God is a VIP.</p> <p>Christians believe that Jesus was a very special baby.</p> <p>Christians believe we should help others just like Jesus did.</p> <p>Christians believe Jesus died on a cross but that he came back to life.</p> <p>Christians believe all humans were created by God and are loved by him.</p> <p>Christians believe God created the world and it is our job to look after it.</p>	<p>Explore the creation story.</p> <p>Explore the nativity story.</p> <p>Explore the Good Samaritan Bible story.</p> <p>Explore the Easter story.</p> <p>Explore what happens in the story of Jesus welcoming the children.</p> <p>Explore the Bible story of Adam naming the animals.</p>	<p>Explore harvest at church.</p> <p>Explore Christmas at church.</p> <p>Explore how Christians pray.</p> <p>Explore what happens at church at Easter.</p> <p>Explore a thanksgiving service for a baby.</p> <p>Explore a Sunday church service.</p>	<p>Explore God’s name being precious to Christians.</p> <p>Explore the giving of presents at Christmas.</p> <p>Explore what Christians do during Lent.</p> <p>Explore Easter gardens.</p> <p>Explore the Golden Rule.</p> <p>Explore how a Christian looks after their environment.</p>

Year group	Vocabulary	Key outcomes	Substantive knowledge		
			<i>Explore 1</i>	<i>Explore 2</i>	<i>Explore 3</i>
			<p>Theology – I am a theologian because I understand where beliefs come from and how they relate to each other. I study religious texts and stories.</p>	<p>Human and social sciences (community)– I am a social scientist because I explore the diverse ways in which people come together to practise their beliefs as part of a community.</p>	<p>Human and social sciences (individual)– I am a social scientist because I study the outworking of faith at an individual level including how beliefs influence important decision making and philosophical perspectives.</p>
Year 1	<p>Baptism, Christening, Christian. Jewish, Mitzvah, Tikkun Olan, Tzadakah box</p> <p>Parable, Bible, Prayer, Lord’s Prayer, worship</p> <p>Pentecost, Holy Spirit, Ascension</p> <p>Sukkah, Shabbat, Kippah, synagogue, Tallit, Havdalah, ceremony</p>	<p>Christians believe baptism welcomes a person into God’s family.</p> <p>Jewish people believe God’s mitzvot are ways to help mend the world and make it better.</p> <p>Parables are special stories which teach what God is like. That he is loving and forgiving.</p> <p>Christians pray to and worship God because they believe he is great.</p> <p>Christians believe the Holy Spirit to be an invisible friend who helps them to become more like Jesus.</p> <p>Jewish people give thanks to God and learn about the importance of rest through listening to the creation story.</p>	<p>remember a faith story and know who it is special to.</p> <p>Recall a church song that makes everyone feel welcome.</p> <p>Know that Jewish stories contain examples of Good deeds.</p> <p>Remember the parable of the Lost sheep and begin to explain what it means to Christians.</p> <p>Recall that Jesus taught people how to pray in a special prayer called The Lord’s Prayer.</p> <p>Say how the Holy Spirit arrived at Pentecost as told in the Bible.</p> <p>Say at the end of the creation story God rested.</p>	<p>recognise and talk about religious art, symbols and words</p> <p>use the right names for things that are special in a religion</p> <p>Remember some of the events which happen at a baby’s baptism.</p> <p>Know that Jewish people welcome babies into their community.</p> <p>Recall some of the ways parables are shared e.g. stained glass windows</p> <p>Know Christians worship God by singing.</p> <p>Remember that Christians celebrate the Holy Spirit and birthday of the church at Pentecost. Know that Jewish families have a day of rest every week.</p>	<p>talk about things they can learn in stories, including religious stories</p> <p>Recall some of the ways Christians help each other.</p> <p>Know that Jewish people care for their world.</p> <p>Recall how parables are passed on to others.</p> <p>Know Christians pray together at church.</p> <p>Know God works within a Christian to grow Fruit of the spirit.</p> <p>Describe what some Jewish people wear when they pray.</p>

Year group	Vocabulary	Key outcomes	Substantive knowledge		
			Explore 1	Explore 2	Explore 3
			<p>Theology – I am a theologian because I understand where beliefs come from and how they relate to each other. I study religious texts and stories.</p>	<p>Human and social sciences (community)– I am a social scientist because I explore the diverse ways in which people come together to practise their beliefs as part of a community.</p>	<p>Human and social sciences (individual)– I am a social scientist because I study the outworking of faith at an individual level including how beliefs influence important decision making and philosophical perspectives.</p>
Year 2	<p>Yom Kippur, Rosh Hashanah, Shofar</p> <p>Advent, annunciation</p> <p>Allah, Muslim, prophet, Islam, Qur'an, Muhammad</p> <p>Resurrection, Good Friday, Good Sunday, celebration</p> <p>Trust, creed</p> <p>Simchat Torah, Bimah, synagogue, mezuzah, Moses, Holy Ark, Hebrew</p>	<p>Saying sorry is important to Jewish people. God wants people to learn from their mistakes.</p> <p>Christians believe Jesus came to earth to help and save others.</p> <p>Because Muslims believe Allah is a God of compassion they show compassion to others.</p> <p>Christians believe that Jesus is alive today.</p> <p>Christians follow Jesus by trying to copy how he lived.</p> <p>The Torah is a special and important book for Jews. They believe it was given to them by God.</p>	<p>tell a faith story and say why it might be important to a believer</p> <p>Retell the story of Jonah and begin to talk about its possible meanings.</p> <p>Recognise that the meaning of Jesus' name was Saviour and retell parts of the Easter story.</p> <p>Tell a story about Muhammad and say what it teaches a Muslim about compassion.</p> <p>Retell the Easter story.</p> <p>Explore the story of Jesus and Zacchaeus.</p> <p>Know that the Torah is the most important book for Jewish people given by God.</p>	<p>say what some religious symbols stand for and what some religious art or music are about</p> <p>use the right names for things that people might do in a religion</p> <p>Describe that for Jewish people new year is about saying sorry and making changes.</p> <p>Remember the importance of advent.</p> <p>Use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan.</p> <p>Recognise things a Christian is doing at an Easter service at church.</p> <p>Know people follow Jesus because of the stories told about him in the Bible.</p> <p>Know the Torah contains rules.</p>	<p>talk about some things in stories, including religious stories, that make people ask questions</p> <p>Describe what happens in a synagogue at Yom Kippur.</p> <p>Know Christians like to help others e.g. Helping the homeless</p> <p>Recall how Muslims prepare for and celebrate Eid-ul-Fitr.</p> <p>Understand Easter eggs as a symbol for remembering Jesus</p> <p>Explore why a Christian follows Jesus by asking suitable questions.</p> <p>Remember that a mezuzah contains important words for Jewish people (the Shema)</p>

Year group	Vocabulary	Key outcomes	Substantive knowledge		
			Explore 1	Explore 2	Explore 3
			<p>Theology – I am a theologian because I understand where beliefs come from and how they relate to each other. I study religious texts and stories.</p>	<p>Human and social sciences (community)– I am a social scientist because I explore the diverse ways in which people come together to practise their beliefs as part of a community.</p>	<p>Human and social sciences (individual)– I am a social scientist because I study the outworking of faith at an individual level including how beliefs influence important decision making and philosophical perspectives.</p>
Year 3	<p>Parable, reconciliation, Desmond Tutu</p> <p>Bismallah, Salat, Adhan, Muezzin, mu'adhin</p> <p>Karma, moksha, samsara, reincarnation, soul</p> <p>Sacrifice, holy week, crucifix</p> <p>The Lord's Prayer, parable</p> <p>Exodus, Passover, Sedar, Shavuot, Omer</p>	<p>Christians believe God wants them to be peacemakers based on the example of Jesus.</p> <p>Muslims submit to Allah because of his greatness. He is to be obeyed at all times.</p> <p>Hindus take responsibility for gathering good karma and living the right way.</p> <p>For Christians, the cross is an important symbol for God's love and is a sign of commitment as well as sacrifice</p> <p>Christians believe Jesus is their King and want to follow his way of life.</p> <p>Jewish people believe they have a covenant with God.</p>	<p>describe what a believer might learn from a religious story</p> <p>Tell the story of the prodigal son and explain what it means to a Christian.</p> <p>Describe what a Muslim might learn from the story of Bilal and the first call to prayer.</p> <p>Describe what Hindus might learn from one of the stories of the Panchatantra about living the right way.</p> <p>Exploring the stories of Holy Week</p> <p>Explain that Jesus is the King of God's Kingdom and describe what this Kingdom might look like.</p> <p>Understand the Exodus story</p>	<p>use religious words to describe some of the different ways people show their beliefs</p> <p>talk about some things different religious people do that are similar</p> <p>Explain the role of confession for some Christians around the world.</p> <p>Knowing how Muslims get ready to pray.</p> <p>Explain that Hindus are encouraged to perform acts of selfless kindness.</p> <p>Understand Christianity is a global faith through exploring crosses across the world.</p> <p>Describe what The Lord's Prayer teaches about the Kingdom of God.</p> <p>Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations</p>	<p>ask good ('big') questions about life and communicate some of their ideas for answers</p> <p>Understanding the Christian call to be a peacemaker e.g. Desmond Tutu.</p> <p>Understand how saying the Bismillah reminds Muslims that Allah is involved in everything.</p> <p>Describe what happens at the Upanayana or 'Sacred Thread Ceremony'.</p> <p>Explain why Christians wear crosses.</p> <p>Describe why charity work is important to Christians as a way of growing God's kingdom.</p> <p>Explain what happens at Shavuot.</p>
Year group	Vocabulary	Key outcomes	Substantive knowledge		

			<p><i>Explore 1</i></p> <p>Theology – I am a theologian because I understand where beliefs come from and how they relate to each other. I study religious texts and stories.</p>	<p><i>Explore 2</i></p> <p>Human and social sciences (community)– I am a social scientist because I explore the diverse ways in which people come together to practise their beliefs as part of a community.</p>	<p><i>Explore 3</i></p> <p>Human and social sciences (individual)– I am a social scientist because I study the outworking of faith at an individual level including how beliefs influence important decision making and philosophical perspectives.</p>
<p>Year 4</p>	<p>William Booth, Salvation Army, sin Prophet, shahadah, mosque, seal, calligraphy, Arabic, divine Dharma, Raksha Bandhan, murti, Diwali, divas</p> <p>Guru, Guru Nanak, Guru Granth Sahib, Waheguru</p> <p>Great Commission, Pentecost, Marks of Mission</p> <p>Sikh, Kaur, langar, Patka, Gurdwara</p>	<p>Christians believe Jesus is the saviour of the world who rescues us from sin.</p> <p>Muslims believe Muhammad is the messenger of God and the last prophet.</p> <p>Hindus celebrate Rama and Sita’s commitment to duty.</p> <p>Sikhs believe the divine light of God is passed from one Guru to the next.</p> <p>Jesus gave all Christians the task of spreading his message around the world. The Holy Spirit gives strength for this work.</p> <p>Sikhs believe everyone is equal because God is present in everyone.</p>	<p>describe what believers might learn from a religious story about God or life</p> <p>Use a Bible to find chapter and verse where Jesus helps, saves or heals.</p> <p>Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life.</p> <p>Describe what a Hindu might learn from the story of Rama and Sita.</p> <p>Describe what Sikhs might learn from the story of Nanak’s disappearance in the river</p> <p>Explain what the Great commission is and how the Holy Spirit strengthens Christians.</p>	<p>describe some of the different ways people show their beliefs using religious words, symbols or art</p> <p>describe some similar things religious people do e.g. pray, but that they do differently</p> <p>Give examples of different worship songs and what they celebrate about God and Jesus as Saviour of the world.</p> <p>Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design.</p> <p>Describe some things Hindus do to celebrate Rama and Sita’s commitment to duty and describe how Hindus celebrate Diwali.</p>	<p>ask important questions about life and compare ideas with those of other people, including religious believers</p> <p>Explore the Salvation Army</p> <p>Describe ways some Muslims celebrate Muhammad’s birthday.</p> <p>Describe what happens at a Hindu wedding.</p> <p>Understand how a Sikh will listen to the true Guru through chanting and meditating.</p> <p>Recall the 5 marks of mission of the Anglican church.</p> <p>Explain and describe the practice of the langar.</p>

			<p>Describe what Sikhs might learn about God or how to live from the story of Guru Amar Das and the Emperor.</p>	<p>Describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated.</p> <p>Describe how Pentecost is celebrated and acknowledged in church.</p> <p>Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality.</p>	
--	--	--	--	---	--

Year group	Vocabulary	Key outcomes	Substantive knowledge		
			Explore 1	Explore 2	Explore 3
			<p>Theology – I am a theologian because I understand where beliefs come from and how they relate to each other. I study religious texts and stories.</p>	<p>Human and social sciences (community)– I am a social scientist because I explore the diverse ways in which people come together to practise their beliefs as part of a community.</p>	<p>Human and social sciences (individual)– I am a social scientist because I study the outworking of faith at an individual level including how beliefs influence important decision making and philosophical perspectives.</p>
Year 5	<p>Lectern, Herod, authority, Matthew, Mark, Luke, John, Gospel, account, pulpit</p> <p>Revelation, Hira, Gabirel, recite, Hafiz, Madrassah</p> <p>Krishna, yoga, moksha, Bhakti, Gita, Janmashtami</p> <p>Ner Tamid, shabbat, Bar Mitzvah, Bat Mitzvah</p> <p>Passover, Eucharist, Holy Communion, thanksgiving</p> <p>Buddha, enlightenment, eightfold path, Dharma wheel, four noble truths, meditation</p>	<p>The gospel is good news for Christians because it contains the teachings and stories of Jesus.</p> <p>For Muslims, the greatest revelation has come from Allah to the Prophet Muhammad and is recorded in the Qur'an.</p> <p>Hindus believe in different pathways to become united with God.</p> <p>Within Judaism, Holiness is a synonym for God himself. He is set apart and different from.</p> <p>The Eucharist is a reminder of Jesus' life and sacrifice and God's love and forgiveness. Giving thanks to God is a Christian duty.</p> <p>Buddhists believe people have the ability to become enlightened like the Buddha if they follow his teachings.</p>	<p>make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures)</p> <p>Articulate teachings from the Gospels and explain how these are good news for Christians.</p> <p>Retell the story of how the Qur'an was revealed to Muhammad.</p> <p>Understand that some Hindus read from the Gita every day for guidance, comfort and advice.</p> <p>Explain what the burning bush story in Exodus teaches about holiness.</p> <p>Understand and compare the different Gospel writers accounts of the Last Supper.</p> <p>Retell the story of Buddha's enlightenment.</p>	<p>explain how believers have expressed their religious beliefs (ideas, feelings, etc) in a range of styles and words, and suggest reasons for this</p> <p>describe some things religious people do as part of their faith that are the same and some that are different</p> <p>Describe and compare what may happen in a church when the Gospels are read.</p> <p>Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others.</p> <p>Express the importance role of devotion or those who follow the Bhakti pathway.</p> <p>Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending.</p> <p>Explain what the Holy communion service means to Christians.</p> <p>Describe the Eightfold Path as techniques for overcoming suffering.</p>	<p>ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group</p> <p>Explore how Jesus' teaching affect Christians in their daily lives and why the words hold authority for them.</p> <p>Explain how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means.</p> <p>Give examples of how Hindus express beliefs and feelings about Krishna.</p> <p>Give examples of what the Torah says about living a holy life.</p> <p>Explore Christian belief in the importance of giving thanks.</p> <p>Describe the use and importance of stillness and meditation</p>
Year group	Vocabulary	Key outcomes	Substantive knowledge		

			<p>Explore 1</p> <p>Theology – I am a theologian because I understand where beliefs come from and how they relate to each other. I study religious texts and stories.</p>	<p>Explore 2</p> <p>Human and social sciences (community)– I am a social scientist because I explore the diverse ways in which people come together to practise their beliefs as part of a community.</p>	<p>Explore 3</p> <p>Human and social sciences (individual)– I am a social scientist because I study the outworking of faith at an individual level including how beliefs influence important decision making and philosophical perspectives.</p>
<p>Year 6</p>	<p>Divine, incarnate, Emmanuel, ichthus,- humanity, identify, Anglican, creed, Christingle</p> <p>Kaaba, Ummah, Hajj, Tawhid</p> <p>Brahman, Atman, Namaste, deities, Ahimsa</p> <p>Buddha, Dharma, Sangha, Triple Gem, five moral precepts, Wesek, laity, monastic</p> <p>Resurrection, creed, hallelujah, collect, euphemisms.</p> <p>Humanist, agnostic, atheist, secularist, reason, rights, responsibilities, ceremonies,</p>	<p>Christians believe Jesus was God incarnate - both human and divine, the second person of the Holy Trinity</p> <p>Muslims believe in the one-ness of Allah and the one-ness of the Muslim community.</p> <p>Hindus believe all living things contain a ‘spark’ of Brahman, which in humans is known as the ‘atman’.</p> <p>Buddhists believe that the Buddha, his teachings and the Buddhist community are a refuge and guide for release from suffering.</p> <p>Christians believe in the resurrection and the afterlife.</p>	<p>make links between the beliefs (teachings, sources, etc) of different religious groups and explain how they are connected to believers’ lives</p> <p>Explore the Biblical origin of Christian belief in Jesus as God.</p> <p>Explain how the Kaaba or ‘cube’ reminds Muslims that there is only one God.</p> <p>Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts.</p> <p>Show how Buddhists express their belief that the Buddha is a refuge and guide by referring to the story of Angulimala.</p> <p>Explore the witness to the resurrection accounts in the Gospel.</p> <p>Describe how Humanist advertising expresses their beliefs.</p>	<p>express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and explain what they are trying to convey</p> <p>describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary</p> <p>Explain how Jesus’ divinity is recognised in different ways including in buildings, doctrines and creed.</p> <p>Explain how the practice of each pillar makes a Muslim feel they belong to the ‘ummah.’</p> <p>Explain the different ways Hindus explain their ideas of God</p> <p>Explain how the Buddha’s teachings (dharma) help Buddhists journey along the path.</p>	<p>compare a range of ideas about the meaning and purpose of life , including their own and those from religious, or non-religious, worldviews</p> <p>Explore how the Children’s Society ‘incarnate’ the love of Jesus.</p> <p>Describe the impact of Hajj on a Muslim.</p> <p>Describe how belief in Brahman affects a Hindu’s diet and their attitude to animals.</p> <p>Explain how members of the Sangha support each other at the festival of Wesak.</p> <p>Exploring Christian funerals and the belief in the afterlife.</p> <p>Explore how being a humanist affects someone's life and decision making.</p>

		Humanists believe every human has only one life to live and so people should try to make life happy and fulfilling for themselves and for everyone else.		Understanding why Easter services are celebratory Describe some practices involved at Humanist celebrations.	
--	--	--	--	---	--