## Russell Hall Primary School

## **Russell Hall Skills Progression**

|   | Year One  | Year Two   | Year Three   | Year Four  | Year Five   | Year Six  |
|---|---|--|--|--|---|---|
| Investigate the<br>beliefs and<br>practices of<br>religions and<br>other world<br>views                                 | Recall and talk<br>about<br>Talk about<br>Notice        | Recall and<br>name<br>Retell and<br>suggest<br>meanings for<br>Recognise<br>similarities<br>and<br>differences   | Recognise<br>Retell and<br>make links<br>Observe<br>similarities<br>and<br>differences | Describe and<br>make links<br>Describe and<br>show<br>understanding<br>Explore and<br>describe<br>similarities<br>and<br>differences | Identify and<br>make<br>connections<br>Reflect on and<br>find meanings<br>Explain and<br>understand<br>similarities<br>and<br>differences | Compare and<br>contrast<br>Give a<br>considered<br>response   |
| Investigate<br>how religions<br>and other<br>world views<br>address<br>questions of<br>meaning,<br>purpose and<br>value | Respond to<br>questions<br>Talk about<br>Notice details | Ask and<br>respond to<br>questions<br>Explore<br>questions<br>Express ideas<br>Recognise<br>similarities<br>and<br>differences<br>Respond<br>sensitively | Observe<br>Express own<br>ideas<br>Observe and<br>respond<br>thoughtfully              | Explain and<br>give reasons<br>Present ideas<br>Reflect and<br>give examples   | Identify and<br>explain<br>Apply and<br>explain ideas<br>Reflect and<br>suggest<br>reasons  | Explain a<br>range of<br>opinions and<br>give reasons<br>Summarise<br>and apply a<br>range of<br>points of view |
| Investigate<br>how religions<br>and other<br>world views<br>influence<br>morality,<br>identity and<br>diversity         | Find out about<br>Talk about<br>ideas                   | Observe and<br>recount<br>Find out about<br>and respond<br>Find out and<br>begin to<br>express ideas<br>and opinions                                     | Discover more<br>and express<br>ideas<br>Discover and<br>respond<br>Express ideas      | Explain and<br>give reasons<br>Discover and<br>explain ideas<br>Express ideas<br>and opinions  | Identify and<br>explain<br>Investigate<br>and apply<br>ideas<br>Discuss and<br>give examples  | Explain a<br>range of<br>opinions and<br>give reasons<br>Summarise<br>and apply a<br>range of ideas             |



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|                                       |  |  |  |   |  | Weigh up<br>different<br>points of view |  |
|---------------------------------------|--|--|--|---|--|---|--|
| EYFS                                  | Nursery  |  |  | Reception   |  |   |  |
| Past and<br>Present                   | Talk about their lives and people around them<br>Understand the past through settings, characters<br>and events encountered in books read in class<br>and storytelling.  |  |  | Talk about the lives of the people around them<br>and their roles in society<br>Know some similarities and differences between<br>things in the past and now, drawing on their<br>experiences and what has been read in class<br>Understand the past through settings, characters<br>and events encountered in books read in class<br>and storytelling.   |  |   |  |
| People,<br>Culture and<br>Communities | Describe their immediate environment using<br>knowledge from observation, discussions and<br>stories   |  |  | Describe their immediate environment using<br>knowledge from observation, discussions,<br>stories, non-fictions texts and maps<br>Know some similarities and differences between<br>life in this country and life in other countries,<br>drawing on knowledge from stories, non-fiction<br>texts and – when appropriate – maps.   |  |   |  |
| The Natural<br>World                  | Explore the natural world around them, making<br>observations and drawing pictures of animals<br>and plants<br>Know some similarities and differences between<br>the natural world around them and contrasting<br>environments |  |  | Explore the natural world around them, making<br>observations and drawing pictures of<br>animals and plants;<br>Know some similarities and differences between<br>the natural world around them and<br>contrasting environments, drawing on their<br>experiences and what has been read in class;<br>Understand some important processes and<br>changes in the natural world around them,<br>including the seasons and changing states of<br>matter |  |   |  |