



End of Year Expectations **DRIVER WORDS – AT1**

Explanations, prompt Questions, examples and starter sentences to ascertain learning.

Year 1: RECOGNISE

'Recognition' implies partial familiarity. They may remember seeing things in a display/books/in Church and recall some of the things 'said and done' but their knowledge will be fragmented, patchy and perhaps even only partly correct.

AT1i Recognise some religious stories

Recall some of the details but not all of them. Parts of the story - characters, setting, sequence - may be missing.

- *Can you see who is in the picture?*
- *What is this picture about?*
- *What is going on in this picture?*
- *What can you remember about what happens next?*
- *Who can remember what [the character] does now?*
- *Can you use theto tell the story of ...?*

AT1ii Recognise some religious signs and symbols and use some religious words and phrases

Pupils recognise some religious signs and symbols used in prayer, in the Church and in the sacrament of Baptism and the Mass.

Making the sign of the cross.

Joining hands for prayer.

Saying 'Amen'.

Saying 'thank you' to God.

- *Where might we find these things?*
- *Who would use these things?*

- *What do we remember when we do this?*
- *Do you know what this is called?*
- *Can you remember who carries this?*

Note: Questions which give solid clues

AT1iii Recognise that people *because of their religion* act in a particular way

Pupils will have some sense that when people believe, they try to behave in certain ways. The connection could be articulated by the teacher.

The wording of the expectation does not presume pupils will either be able to describe what believers do or explain why they do them – just that they will recognise that people ‘do’ certain things because they believe.

YEAR 2: RETELL/DESCRIBE

AT1i Retell some special stories about religious events and people

Pupils will have the characters, the setting and the sequence in accord with the original Biblical authors’ words. Retell does not mean ‘learn off by heart’: pupils will tell the story in their own words. Knowledge of the story not interpretation.

- *Who are the characters in this story? What do they do?*
- *What happens in this story?*
- *Can you tell me the story about...?*
- *Can you sequence this story from the pictures?*

AT1ii Use religious words and phrases to describe some religious actions and symbols

Pupils will be able to name and describe both the physical attributes and how the action or symbol is performed or used. The focus is what ‘it’ is; what we use ‘it’ for.

The focus is on supporting pupils to describe the use of some symbols and actions rather than asking them to describe the use of all symbols within a liturgy or sacrament.

- *Who remembers what we use this for?*
- *Who can show me how we use this...or do this...?*
- *Which one of these is the ...?*
- *What do Catholics do when [they enter the Church]?*
- *Describe how and when the sign of the cross is made.*
- *Describe how to genuflect to the tabernacle.*
- *Describe the font and how it is used.*
- *Describe what the priest does with the water.*
- *Describe how the elements (bread and wine) are used during Mass.*
- *Describe an advent wreath and how it is used.*

AT1iii Describe some ways in which religion is lived out by believers

Pupils will have some sense that when people believe, they try to behave in certain ways. The connection could be articulated by the teacher.

The wording does not presume pupils will either be able to describe what believers do or explain why they do them – just that they will recognise that people ‘do’ certain things because they believe.

Christians show they love God and neighbour by....

YEAR 3 and into YEAR 4: MAKE LINKS/GIVE REASONS

AT1i Makes links between religious stories and beliefs

Retelling a story, of itself, does not include interpreting it: interpretation in the form of what we learn/believe as a result of this story. Pupils will be able to articulate the relationship between what is read in the Bible and what Catholics believe. Very deep knowledge about the story alone does not constitute movement to this stage. Knowledge of Scripture and Catholic belief is required.

- *What might we learn from this passage?*
- *What did (Jesus telling this story/Jesus doing this) help Catholics to believe/come to know?*

- *Catholics believe that.....How does this story help us come to believe this?*
- *Can you see connections between this story and something Catholics believe?*

AT1ii: Uses a developing religious vocabulary to give reason for religious actions and symbols

- *Father wears a purple stole..... Why does he do that?*
- *Why do Catholics go to confession.....what are they showing we believe?*
- *The priest lays his hands on the penitent. Why?*
- *Why does the priest and penitent make the sign of the cross? cross...what does it show/explain/demonstrate/convey?*

AT1iii Gives reasons for certain actions by believers

Pupils have to be able to say why

- *Mother Teresa became a nun because...*
- *She looked after the poor because.....*
- *She founded a religious order because...*

YEAR 5 and into YEAR 6: DESCRIBE AND SHOW AN UNDERSTANDING

Having found connections between the stories of Catholic faith and belief, in Year 5 and 6 pupils now extend their learning to describe how these stories and beliefs are expressed in other sources of revelation.

Other sources are:

Tradition [prayers, sacraments, creeds, devotional practices, rituals], Creation and Human Experience - in which God's action and presence is recognised and named).

Clear, multiple and varied links should be made.

AT1i Describes and shows understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them

How does this piece of scripture link to belief, a prayer, a hymn, a picture, a sacrament etc...?

Can you connect....?

What are similarities between...?

*What is the relationship between.....?
Can you associate...this.....with this....?*

AT1ii Uses religious terms to show an understanding of different liturgies

We are looking at liturgies and why we have them, what they're for and where they've come from; their structure and the signs, symbols, actions and elements of whole liturgies.

This is done by including clear and multiple links.

Examples might be:

- *To plan a Liturgy of the Word to fit a theme/ liturgical season*
- *To make links between a whole liturgy, how this expresses a Catholic belief, Tradition [prayers, sacraments, creeds, devotional practices, rituals], Creation and Human Experience - in which God's action and presence is recognised and named).*

AT1iii Shows understanding of how religious belief shapes life

This is concerned with how belief shapes life. Pupils will need to describe situations in which there is a clear link between what a person believes and the way they live. Links will be multiple and varied. They need to move beyond the individual specific actions of believers to draw wider conclusions about how belief shapes all of life. This stage requires a more comprehensive view: 'I believe and my beliefs impact on the way I choose to live'.

Examples include:

- *To think of people, you know/ in the community and describe how they show faith in action*
- *To give reasons for your/their most important beliefs and how they affect your/their life and your choices*
- *To explore the life of a holy person and give multiple and varied reasons as to how their beliefs guided the choices they made in their lives*