

Overview of Learning Outcomes for Year 6

Year 6 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 6 Autumn 1	What is the best way for a Muslim to show commitment to God?	Comments
WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Muslims choose to show commitment to God. I can explain why there might be different ways of showing commitment.	
Year 6 expectation WORKING AT (Levels 4/5)	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims.	
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another. I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life, (partly assessed in Lessons 1&6).	

Year 6 Autumn 2	How significant is it that Mary was Jesus' mother?	Comments
WORKING TOWARDS (Level 3)	I can identify some qualities that someone chosen for an important job would need. I can start to explain the significance of why Mary was chosen as Jesus' mother. I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this.	
Year 6 expectation WORKING AT (Levels 4/5)	I can explain the qualities needed in different people because of the important jobs they are chosen to do. I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.	
WORKING BEYOND (Level 5)	I can suggest who I would choose for important roles in my school and in the country and identify the qualities these people would need. I can explain why it is significant to Christians that Mary was Jesus' mother. I can explain my own response to the Christian belief in the Virgin birth.	

OR

Year 6 Autumn 2	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Comments
WORKING TOWARDS (Level 3)	I can talk about the variety of ways I celebrate different events or occasions and explain why I celebrate these in different ways. I can explain why Christmas is important to Christians. I can explain why Christians would find some celebrations remind them of Jesus' birth and life.	
Year 6 expectation WORKING AT (Levels 4/5)	I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not. I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born. I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.	
WORKING BEYOND (Level 5)	I can identify when I am celebrating in a way that reflects the meaning of the event. I can explain how Christians use Christmas celebrations and traditions to remind themselves of Jesus' birth and life and can explain which activities do this. I can explain my own feelings on whether or not it is important to follow Christian beliefs in all Christmas celebrations.	

Year 6 Spring 1	Is anything ever eternal?	Comments
WORKING TOWARDS (Level 3)	I can start to show an understanding of the concept of eternity. I can describe what a Christian might learn about life after death from a Bible story. I can ask important questions about eternity.	
Year 6 expectation WORKING AT (Levels 4/5)	I can express the feelings I have when I think about situations or things I would like to last forever. I can make links between different Christian beliefs and their views on whether anything is ever eternal. I can reflect on my own beliefs about whether anything is eternal.	
WORKING BEYOND (Level 5)	I can explain the difference it would make to me to know that something was eternal. I can explain why Christians believe some things are eternal and the difference this makes to them. I can give my own answer to whether anything is eternal and give my reasons.	

Year 6 Spring 2	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Comments
WORKING TOWARDS (Level 3)	I can describe how people have influenced me in different ways and say why I think this happened. I can describe one way that Christianity seems to be a strong religion today. I can start to consider whether I think Christianity is a strong religion now.	
Year 6 expectation WORKING AT (Levels 4/5)	I can explain how the influence people have had on me has affected what I see as important. I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.	
WORKING BEYOND (Level 5)	I can explain how I would like to be a positive influence on others. I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments. I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.	

Year 6 Summer 1	Does belief in Akhirah (life after death) help Muslims lead good lives? Part 1	Comments
WORKING TOWARDS (Level 3)	I can explain how knowing that my actions have consequences makes a difference to the choices I make. I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them. I can identify why leading a good life might be a good idea and why people think this.	
Year 6 expectation WORKING AT (Levels 4/5)	I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.	
WORKING BEYOND (Level 5)	I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make. I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. I can ask questions about life after death and explore how what I believe about this might influence my life.	

Year 6 Summer 2	Does belief in Akhirah (life after death) help Muslims lead good lives? Part 2	Comments
WORKING TOWARDS (Level 3)	I can explain how sometimes people see/interpret things in different ways. I can explain how Muslims try to make an effort to lead good lives, and how sometimes this leads to fighting/Holy War. I can start to express my opinion on how Jihad is interpreted by some Muslims.	
Year 6 expectation WORKING AT (Levels 4/5)	I can give examples of times when I misinterpreted something. I can explain two different Muslim interpretations of Jihad. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.	
WORKING BEYOND (Level 5)	I can start to explain how my beliefs about right and wrong make a difference to how I see things. I can explain two different Muslim interpretations of Jihad and explore their justifications for these. I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.	

Year 6 Optional	How did Jesus create a 'New Covenant' and what does that mean to Christians today?	Comments
WORKING TOWARDS (Level 3)	<p>I can think of something that I could change which would benefit others.</p> <p>I can describe the meaning behind a Biblical text with regard to the New Covenant.</p> <p>I can explain why I have ranked these texts in this order with regard to their importance to Christians.</p>	
Year 6 expectation WORKING AT (Levels 4/5)	<p>I can explain how I may or may not want somebody to commit to do something for me in return for my commitment.</p> <p>I can make links between the Bible texts I have chosen and the New Covenant.</p> <p>I can reflect on the Christian belief in the New Covenant and whether it is relevant to Christians today.</p>	
WORKING BEYOND (Level 5)	<p>I can use my judgement to decide whether my commitment is conditional or unconditional and can explain why I have chosen this option.</p> <p>I can explain how different texts build together to form evidence towards Jesus creating a New Covenant (assessed throughout investigation as well as Activity Sheet).</p> <p>I can explain my opinion on how relevant the New Covenant is to Christians today.</p>	