# RE DISCIPLINARY knowledge progression overview

Disciplinary knowledge is the knowledge which helps us to communicate, apply, inquire, contextualise, evaluate and embed the substantive knowledge that we learn in RE. They are the ways in which learners think or work in RE. Below is an overview of these and how they progress through our curriculum here at Hollybrook Schools.

**At the Hollybrook Schools the children are able to:**

| Discipline | EYFS | KS1 | Lower KS2 (Y3 and 4) | Upper KS2 (Y5 and 6) |
|---|---|---|---|---|
| Communicate  | Communicate: **TALK ABOUT**<br><br>Children can express their response to their own experiences of the concepts/words introduced | Communicate: E**XPRESS**<br><br>Children **are beginning to/can** express creatively their responses to their own experiences of the concepts/words introduced | Communicate: **EXPRESS**<br><br>Children **will** express creatively as well as **describe** their response to their own experiences of the concepts/words introduced | Communicate: **EXPLAIN**<br><br>Children **are beginning to/ can** respond creatively as well as begin to explain their response to their own experiences of the concepts/words introduced |
| Apply  | Apply: **IDENTIFY**<br><br>Children can recognise their responses relate to events in their own lives | Apply: **RECOGNISE**<br><br>Children are beginning to/**can** recognise (in a different way to year 1) how their responses relate to events in their own and sometimes other people's lives. | Apply:**RECOGNISE AND DESCRIBE**<br><br>Children **are beginning to/ can** recognise and **describe** how their responses relate to events in their own and sometimes other people's lives. | Apply: **EXPLAIN**<br><br>Children **are beginning to/ can explain** some examples of how their responses relate to events in their own and other people's lives. |
| Inquire  | Inquire: **RECOGNISE**<br><br>Children can recognise what has been taught about the concept/word and how they are used in the tradition studies | Inquire: simply **DESCRIBE**<br><br>Children **are beginning to/ can** simply describe what has been taught about how the concept/word and how it is used in the tradition studied | Inquire: **DESCRIBE**<br><br>Children **beginning to/ can** accurately describe what has been taught about the meanings of concepts/ words (taught at the Inquire step) | Inquire: **EXPLAIN**<br><br>Children **are beginning to/ can** accurately explain meanings of concepts/words in the traditions encountered and studied. |

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| Contextualise  | Contextualise: **RECOGNISE**<br><br>Children can recognise what has been taught about the concept/word and how they are used in the tradition studies | Contextualise: **DESCRIBE**<br><br>Children **are beginning to/can** simply describe what has been taught about how the concept/word and how it is used in the tradition studied | Contextualise: **DESCRIBE**<br><br>Children **are beginning to/ can** accurately describe some variations in ways in which the concept/ words is shown in lives of people encountered and studied (taught at the contextualise step) | Contextualise: **EXPLAIN**<br><br>Children **are beginning to/ can** accurately explain the way the concept/words in the traditions encountered and studied impact the lives of those in the traditions with examples. |
| Evaluate  | Evaluate: **RECOGNISE**<br><br>Children can in simple terms recognise something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities | Evaluate: can **RECOGNISE**<br><br>In simple terms children **are beginning to/ can** discern something the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities. | Evaluate: can **DESCRIBE**<br><br>Children **are beginning to/ can** discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise.<br><br>Children can discern possible value for their own lives and communities (not only through summative assessment) | Evaluate: can **EXPLAIN**<br><br>Children **are beginning to/ can** discern the value of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise<br><br>Children can discern possible value in the concepts/words for their own lives and communities |