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| **Pentecost 1 – Year 6****Branch Five: To the ends of the Earth****Big Question – How can personal feelings and experiences lead to different beliefs and different choices about how someone chooses to live their life?**  |
| **Understand**U6.5.1. Show understanding of the scripture passages studied, identifying literary forms and authorial intention. (RVE)U6.5.2. Use specialist theological and religious vocabulary to describe and explain links between at least one of the scripture passages studied and religious beliefs.U6.5.3. Describe Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit.U6.5.4. Explain why Jesus is called the ‘new Adam’, making links between scripture texts from the New and Old Testaments.U6.5.5. Describe and explain, with examples, the different ways in which Christians’ bear witness to their beliefs now and in the past and make links with the life of a saint.U6.5.6. Describe how one charity studied witnesses its Christian faith through its work. (RVE)**Discern**D6.5.1. Consider ‘There were many other signs that Jesus worked, and the disciples saw, but they are not recorded in this book’, and give some reasons why some people find it difficult to believe thingsthey have not seen.D6.5.2. Playing with possibilities and wondering about why people of religious faith sometimes choose prison, persecution, or even death rather than give up their faith. (RVE)**Respond**R6.5.1. Considering what beliefs matter most to them. (RVE)R6.5.2. Comparing their own and others’ experiences, feelings and things that matter to them and the ways in which this may lead to different beliefs and different choices about how to live their life. (RVE)R6.5.3. Reflecting on how the work of charities can support people facing injustice or persecution. (RVE)**Age 11 Learning outcomes**:13. Explain the Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit.14. Describe and explain, with examples, the different ways in which Christians bear witness to their beliefs making links with the life of a saint or Catholic charity. |
|  | Lesson 1**UNDERSTAND**  | Lesson 2**UNDERSTAND / DISCERN** | Lesson 3**UNDERSTAND / DISCERN** | Lesson 4**UNDERSTAND / RESPOND** | Lesson 5**UNDERSTAND**  | Lesson 6**UNDERSTAND/RESPOND** |
| **Learning Focus**  | **HEAR**Show understanding of the Bible story of the empty tomb and the appearance to Mary Magdala. Identify the literary forms and authorial intention. (Jn 20:1-18) | **HEAR**Use specialist theological and religious vocabulary to describe and explain links between the *Appearances to the disciples*, the *Conclusion* and religious belief. (Jn 20:19-31) | **HEAR / BELIEVE**Describe Christian belief in the Resurrection of Christ and the revelation of the Father, Son and Spirit. (1 Cor 15:14) | **HEAR /LIVE**Explain why Jesus is called the ‘new Adam’, making links between scripture texts from the New and Old Testament. (1 Cor 15:45-49) | **BELIEVE**To know all Christians are called to witness to the resurrection.  | **CELEBRATE / LIVE**Describe and explain how Stephen was a witness to his belief. (Acts 6:8-15, 7:51-60) |
| **Recall and Retrieval**  | * Thinking about ‘light’, what Bible stories can you recall that refer to Jesus as the ‘light’ or ‘dazzling white light’.
 | * What do you already know about the Holy Spirit?
* Who were some important people in Salvation History? What can you remember about them?
 | * What do you understand about The Holy Trinity?
 | * How was humanity’s relationship with God impacted by the Fall?
* Can you make a link to another Bible story when Mary thought Jesus was the gardener?
 | * What do you remember about confirmation?
 | * Re-watch the video of Father Paul write 2 facts you’d forgotten
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| **Sequence of knowledge throughout the lesson** | Key knowledge:Pupils will know:* Mary Magdalene arrives on the first day of the week when it is still dark.
* To know the author’s intention of using light and dark in this account.
* Mary alerts the disciples that Jesus’ body is not there.
* The angels speak to Mary when she looks inside the tomb and she sees a man who she thinks is the gardener.
* Mary does not recognise Jesus until he says her name.
 | Key knowledge:Pupils will know:* To know the story of Appearances to the disciples Jn 20:19-31 and show understanding about the meaning
* To know and understand the meaning behind Conclusion (Jn 20: 30-31)
* There are undocumented miracles that are not recorded in the Bible.
 | Key knowledge:Pupils will know:* The resurrection is the work of the Holy Trinity.
* The disciples believed that Jesus rose from the dead because they saw Him, spoke with Him and experienced Him in a different way as being alive.
 | Key knowledge: Pupils will know:* To know the story of Jesus as the last Adam (1 Cor 15:45-49)
* To know that just as God breathes life into Adam, Jesus breathes new life into the disciples.
 | Key knowledge:Pupils will know:* To know Christians are called to witness to the resurrection by the example of their new life in baptism, strengthened by the Holy Spirit in confirmation.
* To know that Christians today meet Christ in the Eucharist, in the scriptures, in prayer and in love for all people.
 | Key knowledge:Pupils will know:* To know different ways in which Christians’ bear witness to their beliefs now and in the past and make links with the life of a saint
* To know the story of Stephen (Acts 6:8-15, 7:51-60)
* To know some Christians die for their faith, this is called martyrdom
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| **Key Skills/disciplinary knowledge** | U6.5.1.Show understanding of the scripture passages studied, identifying literary forms and authorial intention.  | **U6.5.2.** Use specialist theological and religious vocabulary to describe and explain links between at least one of the scripture passages studied and religious beliefs. | **U6.5.3.** Describe Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit. | **U6.5.4**Explain why Jesus is called the ‘new Adam’, making links between scripture texts from the New and Old Testaments. |  U6.5.2Use specialist theological and religious and vocabulary to describe and explain links between at least one of the scripture passages studied and religious beliefs. | D6.5.2Wonder about why people of religious faith sometimes choose prison, persecution, or even death rather than give up their faith. |
| **Main teaching activity*****If the school has another short-term planning format, this does not need to be included.***  | Scripture detectiveComplete a scripture detectives where children label the highlighted parts of the scripture (highlighted as part of the lesson) with the theme of the highlighted part- they must give reasons for picking that theme | Silent debate:1. Are there any other signs in the bible that suggests some miracles weren’t documented? Discuss.
2. Why weren’t all miracles documented?
3. Were the documented miracles the most important?
4. What does Thomas’s belief teach us about belief?
5. One more- awe and wonder from children?
 | Look at different artists representations of the resurrection- discuss as a class how the Holy Trinity are represented in each picture.Give the children the challenge of deciding which artists represents the link between the resurrection and the Holy Trinity the most accurately- ensure that children use evidence from scripture to support their ideas. This could be done in groups so that they can support each other to make wider links. | Children are going to have a picture of Adam and a picture of Jesus on a double page spread. They will be writing the similarities in between the pictures and the differences on the outside of the characters. | Create a guide for Christians:Ways Christians are called to witness the resurrectionChildren are going to give details around the following ways, including how they call us to witness the resurrection:\*Baptism\*Confirmation\*The Eucharist\*Scriptures\*Prayers\*Love of all people | Create a character profile on Stephen.Points to include:\*Stephen’s story including Bible references (factual)\*What makes Stephen an extraordinary person\*Explanation of how Stephen was a witness to his faith- including what this means |
| **Scaffolding** |  | Focus on one question with TA support- TA to support with open ended questioning.Without TA- group carefully | Use sentence starters to guide the children into the explaining their thoughts clearly | Write descriptions of both men- then compare- use highlighter to finds similarities? | Expect a description of the elements. If HLN focus on one element | Character profile template- prefilled in as much as needed |
| **Challenge** |  |  | Encourage the next level of explanation using open-ended questioning  | Look for wider scripture links- not given by teacher | Continue to push for wider links- expect that scripture links are explained fully | How can Christians today be inspired by Stephen? /Should Christians today be inspired by Stephen? |
| **Key vocabulary and definition**  | * **Mary Magdala** – a devoted disciple of Jesus and a witness to the crucifix and resurrection.
* **Tomb**
* **Literary forms**
* **Authorial**
* **Intention**
 | **Salvation History** – The history of God’s saving plan told through the scriptures. This is God’s plan to save human **Conclusion****Jewish authorities**  | * **Resurrection**
 | **Adam****Mortal****Immortality** | **Witness****Eucharist** | **Martyr**  |
| **Resources** |  |  |  |  |  |  |
| **Diversity Links** | Diverse religious images of Mary Magdala from different cultures.  |  | Diverse religious images of the resurrection from different cultures. |  |  |  |
| **Checking for understanding (summative assessment)**  | Show understanding of the Bible story of The empty tomb and the appearance to Mary Magdala. Identify the authorial intention and literary forms in the passage.  | Assessment grids at the end of each lessonGo through the answers- discuss, check understanding through questioning | Assessment grids at the end of each lesson | Assessment grids at the end of each lesson | Assessment grids at the end of each lesson | Discuss the challenge to assess understanding |

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|  | Lesson 7**UNDERSTAND / DISCERN** | Lesson 8**UNDERSTAND** | Lesson 9**UNDERSTAND/DISCERN** | Lesson 10**RESPOND** |
| **Learning Focus** | **BELIEVE/LIVE****Describe and explain, with examples, the different ways in which Christians’ bear witness to their beliefs now and in the past and make links with the life of a saint** | **HEAR / CELEBRATE / LIVE****Describe how one charity studied witnesses its Christian faith through its work.** | **BELIEVE / CELEBRATE / LIVE****Assessment task:****Consider ‘There were many other signs that Jesus worked, and the disciples saw, but they are not recorded in this book’, and give some reasons why some people find it difficult to believe things they have not seen** | **RESPOND****Celebration of the Word** **Assessment – Knowledge capture** |
| **Recall and Retrieval**  | * Write about Oscar Romero- what do we already know about him?
* How does Oscar Romero inspire Christians to live?
 | * Retell the story of Pentecost- what happens? Why?
 | * Complete a plan at the beginning of the lesson- use the knowledge organiser to ensure all knowledge gained is showcased
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| **Sequence of knowledge throughout the lesson** | Key knowledge:Pupils will know:* All Christians are called to witness to the Resurrection by the example of their new life in baptism, strengthened by the Holy Spirit in confirmation.
* Some Christians die for their faith, this is called martyrdom
* Some examples of saints, considering how they bore witness to Christ in their lives (e.g., St Margaret Mary Alacoque and her devotion to the Sacred Heart, St Teresa of Calcutta being the merciful face of Christ to the poor) or by suffering persecution and death (e.g., St Oscar Romero speaking out against oppression, St Teresa Benedicta of the Cross who died in the concentration camps).
 | Key knowledge:Pupils will know:* All Christians are called to witness to the Resurrection by the example of their new life in baptism, strengthened by the Holy Spirit in confirmation
* The work of Christian charitable organisations that help people facing injustice and persecution because of their beliefs, e.g., Aid to the Church in Need, CAFOD, Missio
 | Key knowledge:Pupils will know: | Key knowledge:Pupils will know: |
| **Key Skills/disciplinary knowledge** | U4.5.5. Describe and explain, with examples, the different ways in which Christians’ bear witness to their beliefs now and in the past and make links with the life of a saint. | U6.5.6Describe how one charity studied witnesses its Christian faith through its work.  | D6.5.1Consider ‘There were many other signs that Jesus worked, and the disciples saw, but they are not recorded in this book’, and give some reasons why some people find it difficult to believe things they have not seen. |  |
| **Main teaching activity*****If the school has another short-term planning format, this does not need to be included.***  | Children will be researching either Saint Teresa of Calcutta or Oscar Romero. Let children research generally about these, what they did in their lives etc. but bring them back to the LO and give them plenty of time to explore the LO linked with their chosen person.  | Write a charity appeal for chosen charity?Must include:\*What they do\*Why they do it (including links to scripture and teachings)\*How they can be supported | Assessment piece.This could be opened up to year 6 to decide how they present this:\*PPT\*Balanced argument\* |  |
| **Scaffolding** | Think about grouping carefully | Give headings to looks up- add more guidance to help scaffold their learning | Sentence starters and focus on the main information needing to be shared |  |
| **Challenge** | Link their ideas about living out their beliefs to specific links in the Bible, give an example of specific link, not a general | Using the same strategy from the previous lesson- links must be specific and explained |  |  |
| **Key vocabulary and definition** | * Saint
 | * Charity
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| **Resources** |  |  |  |  |
| **Diversity Links** |  |  |  |  |
| **Checking for understanding (summative assessment)**  | Assessment grids/ whole class feedback on their findings | Assessment grids/ whole class feedback on their findings |  |  |