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| **Lent term 1**  **Galilee to Jerusalem**  **Year 5** | | | | | | |
| **Big Question – How can Jesus’ greatest commandment and the Beatitudes be used as rules for living our own lives?** | | | | | | |
| **Age 10 Learning outcomes:**  3. Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives, making links with Jesus’ teaching.  5. Explain how virtue teaching, the Ten Commandments and Jesus’ teaching help people live a good life.  6. Know that prayers can be petitions or meditative, making links with Catholic prayers, for example, the Rosary and Our Father.  8. Explain the significance of Moses and Elijah at the Transfiguration.  **Understand**  *By the end of this unit of study, pupils will be able to:*  **U5.3.1**. Recognise that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed.  **U5.3.2**. Compare Matthew and Luke’s description of the new law, or great commandment and make links between the new law a parable and Jesus’ summary of the law and lessons for Christian life today.  **U5.3.3**. Make simple links between the Beatitudes and the Ten Commandments.  **U5.3.4**. Describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah.  **U5.3.5**. Make links between the seven petitions (requests) of the Our Father and their meaning for Christians.  **U5.3.6**. Show understanding of how the virtue of either hope or charity (love) links with Jesus’ teaching in the Beatitudes.  **Discern**  *By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:*  **D5.3.1** Expressing a point of view about Jesus’ great commandment as a rule for life.  **D5.3.2** Imagining how Peter, James, or John felt at the Transfiguration. Explain their thinking with reference to why this event is a mystery.  **D5.3.3** Exploring how they and others interpret artists’ meanings, in response to paintings of the Transfiguration.  **Respond**  *During this unit of study, pupils will be invited to respond to their learning, for example by:*  **R5.3.1** Reflecting on the mystery of the Transfiguration.  **R5.3.2** Reflecting on why Jesus invites us to call God ‘Father’.  **R5.3.3** Reflecting on the meaning of what they have learned about Jesus’ great commandment for their own lives.  **R5.3.4** Reflecting on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves. (RVE) | | | | | | |
|  | Lesson 1  **UNDERSTAND** | Lesson 2  **UNDERSTAND** | Lesson 3  **UNDERSTAND/**  **DISCERN** | Lesson 4  **RESPOND** | Lesson 5  **UNDERSTAND/DISCERN/**  **RESPOND** | Lesson 6  **DISCERN** |
| **Learning Focus** | **HEAR / BELIEVE**  Know that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed. | **HEAR / BELIEVE**  Know and make simple links between the Ten Commandments and The Beatitudes. | **HEAR**  Know and compare St Matthew and St Luke’s Gospel description of the new law, the greatest commandment. | **HEAR**  Know that Jesus teaches us we should love our neighbour and understand how the parable of The Good Samaritan is an example of this. | **HEAR/BELIEVE**  Know that Jesus reveals his divine glory to three of his disciples at The Transfiguration. | **HEAR/BELIEVE/LIVE**  Know some different artistic representations of The Transfiguration. |
| **Recall and Retrieval** | * To know and name some of the ways Christians try to live like Jesus. | * To know and name some of The Beatitudes. | * To know and name the four Gospel writers. | * Know and name Jesus’ greatest commandment. | * Know that Elijah and Moses were prophets. | * Turn and talk – Know what happened at the Transfiguration. |
| **Sequence of knowledge throughout the lesson** | Key knowledge:  Pupils will know:   * Know The Beatitudes are a set of teachings from Jesus to positively guide our behaviour. * Know the Beatitudes from St Matthew’s Gospel contain eight statements. * Know The Beatitudes describe how faithful Christians should aim to live their lives. * Know that The Beatitudes show the loving face of Christ. | Key knowledge:  Pupils will know:   * Know what is similar about the Ten Commandments and The Beatitudes. * Know what is different about the Ten Commandments and The Beatitudes. * Know and make links between The Beatitudes and the Ten Commandments. | Key knowledge:  Pupils will know:   * Know what Jesus’ greatest commandment is. * Know that Jesus summarises the law as The Greatest Commandment. * Know the similarities and differences between Matthew and Luke’s description of the greatest commandment. | Key knowledge:  Pupils will know:   * Know that Jesus teaches Christians to love our neighbour. * Know ways for how we can love our neighbour. * Know The greatest Commandment describes how faithful Christians should aim to live their lives. | Key knowledge:  Pupils will know:   * Know that at the Transfiguration Jesus revealed his divine glory * Know that Elijah and Moses appeared at The Transfiguration, as they symbolise the law and the prophets. | Key knowledge:  Pupils will know:   * Know that there are different artistic representations for the bible story of the Transfiguration. * Understand why different artists represent the same bible story in different ways. * Know that people can have different interpretations of the artwork to yourself. |
| **Key Skills/disciplinary knowledge** | **U5.3.1 -** Recognise that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed. | **U5.3.3** - Make simple links between the Beatitudes and the Ten Commandments. | **U5.3.2** - Compare Matthew and Luke’s description of the new law, or great commandment.  **D5.3.1** - Express a point of view about Jesus’ greatest commandment as a rule for life. | **U5.3.2** – Make links between the new law, a parable (*The Good Samaritan*) and Jesus' summary of the law and lessons for Christian life today.  **R5.3.2** - Reflecting on the meaning of what they have learned about Jesus’ great commandment for their own lives. | U5.3.4 - Describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah.  D5.3.2 - Imagining how Peter, James, or John felt at the Transfiguration. Explain their thinking with reference to why this event is a mystery.  R5.3.1 – Reflect on the mystery of the Transfiguration. | R5.3.1 - Reflecting on the mystery of the Transfiguration.  U5.3.3 - Exploring how they and others interpret artists’ meanings, in response to paintings of the Transfiguration. |
| **Main teaching activity** | 1. Display the Mafa Jesus painting of the Sermon on the Mount. 2. Silent debate that includes what you think the people in the painting are thinking, feeling and saying. Stick the picture in the centre of the A1 sheets for pupils to record on. 3. Work in table groups. Each group have one of the eight Beatitudes. 4. Think about the meaning of that Beatitude and explain it in your own words. 5. Make links to your own lives and how you would live this out. 6. Make links to how Christians live this out in their own lives. 7. Make wider links to the Bible, hymns, prayer, virtues, and CST. 8. Present findings to the whole class. Encourage an environment of active listening and allow pupils to ask questions. | 1. Children need a double page for this lesson. 2. On one side of the page, stick The Ten Commandments and the other side The Beatitudes. 3. Make simple links between the two passages. 4. Share their findings with the class. 5. Explain their understanding and give reasons for their choices. | 1. Read both Matthew’s and Luke’s Gospel accounts of the greatest commandment. 2. Compare similarities and differences of these using different colour highlighters – one colour for similar and one for different. 3. Explain their understanding and give reasons for their choices. | 1. Share read the story of The Good Samaritan (Luke 10:25-37)  2. Watch the short video <https://www.bbc.co.uk/programmes/p011400q>  3. Turn and Talk – key questions to discuss.  4. Drama activity - In small groups, role-play different sections of the parable.  5. Record in your RE book how you can make links with the teaching of this parable and how you can live out Jesus’ greatest commandment in your own life. (*Leave a space for the photograph of the role-play.)* | 1. Share the video of Tom Baptist reading the story of The Transfiguration. This includes an explanation from Tom about this story. 2. Create your own story board / comic strip to show knowledge of the story. 3. Include the language of ‘divine glory’, ‘Elijah’ and ‘Moses’ and say something about the importance of Elijah and Moses. 4. Explain through the storyboard / comic strip how Peter, James and John felt at the Transfiguration. 5. Explain their thinking with reference to why this event is a mystery. | 1. Look at different artistic representations of the Transfiguration. 2. Why do you think different artists represent the bible story in different ways? 3. Choose your selected piece of art and stick it in the RE book. 4. Work through the questions about the artwork. |
| **Scaffolding** | The group support from GD peers as well as adult support.  The silent debate will support children to access the learning. | Children to magpie good ideas from sharing findings with the class. This can support with scaffolding if show call throughout the lesson. | Examples to share and modelled examples. | Give the children a writing frame of what is in the parable, what the message is and how you can live that message out in your life. | Instead of six pictures, reduce the amount of comic strip pictures required.  Have pre-written sentences in the comic boxes.  Widgets could also be used as required. | Work with a peer or adult support with responding to the artwork |
| **Challenge** | Make wider links to CST principles and school virtues.  Depth of explanation expected for more of The Beatitudes. | Which do you think would give the greatest impact and explain why. |  |  | Explain why Elijah and Moses appeared, including why this event was a mystery. | Explain why people interpret the artwork in different ways. |
| **Key vocabulary and definition / Explicit vocabulary instruction** | **The Beatitudes** – Blessings given to the disciples by Jesus at The Sermon on the Mount.  **Sermon** – A talk on a religious subject based on a passage from the Bible. | **The Beatitudes** – Blessings given to the disciples by Jesus at The Sermon on the Mount.  **Sermon** – A talk on a religious subject based on a passage from the Bible. | **Commandment** – a rule given to follow. | **Parable** – a simple story told by Jesus to teach a moral or spiritual lesson. | Transfiguration – Jesus becomes radiant in glory to three of his disciples – Peter, James and John. | **Transfiguration** – Jesus becomes radiant in glory to three of his disciples – Peter, James and John. |
| **Resources** | PowerPoint  The eight Beatitudes each on eight pieces of large paper | PowerPoint | PowerPoint | PowerPoint  Class Bibles  RE books | PowerPoint | PowerPoint  RE books  Variety of artistic images for The Transfiguration  Small pictures printed  List of art interpretation questions to respond to. |
| **Diversity Links** | Mafa Jesus (Cameroon) |  |  |  |  | Use diverse representations of the image. |
| **Checking for understanding (summative assessment)** |  | 3. Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives, making links with Jesus’ teaching. |  |  | 8. Explain the significance of Moses and Elijah at the Transfiguration. | 8. Explain the significance of Moses and Elijah at the Transfiguration. |

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| **Big Question – How can Jesus’ greatest commandment and the Beatitudes be used as rules for living our own lives?** | | | | |
| **CST Lesson –** Rights and Responsibilities | Lesson 7  **UNDERSTAND / REFLECT** | Lesson 8  **UNDERSTAND** | Lesson 9  **DISERN/ RESPOND** | Lesson 10  **RESPOND** |
| **Learning Focus** | **HEAR/BELIEVE / CELEBRATE**  Know that the Our Father prayer is the perfect prayer given to us by Jesus and it is composed of seven petitions. | **CELEBRATE**  Know that the theological virtues of faith, hope and love help Christians live out the Beatitudes. | **LIVE**  Reflect on how the theological virtues help Christians live out The Beatitudes. | **RESPOND**  **Celebration of the Word**  **Assessment – Knowledge capture** |
| **Recall and Retrieval** | * Know and recall which prophets appeared at the Transfiguration. | * Know the scripture reference for where they can find the Our Father in the New Testament. | * Know what a virtue is. * Know what Jesus’ greatest commandment is. | * Know and name some of The Beatitudes. |
| **Sequence of knowledge throughout the lesson** | Key knowledge:  Pupils will know:   * Know that a petition is a form of prayer. * Know that the Our Father prayer is composed of seven petitions. * Know that the Our Father is the perfect prayer given to us by Jesus. * Know that St Thomas Aquinas describes the Our Father as the perfect prayer because it shows Christians how to ask for what they desire in the order they should be desired.   The Our Father is a prayer that calls Christians in to a family relationship with God. | Key knowledge:  Pupils will know:   * Know and explain what the theological virtues are. * Know that the theological virtues link with Jesus’ teachings in The Beatitudes. | Key knowledge:  Pupils will know:   * Know what a virtue is. * Know and explain what the theological virtues are and name them. * Know that the Church teaches that Christian hope and charity unfold from the Beatitudes as they show the path to a life in Christ. * Know some ways that the theological virtues help Christians live out The Beatitudes. | Key knowledge:  Pupils will know:   * Know the core knowledge outlined throughout the unit. * Revisit Knowledge Organiser |
| **Key Skills/disciplinary knowledge** | U5.3.5 - Make links between the seven petitions (requests) of the Our Father and their meaning for Christians.  R5.3.2 - Reflecting on why Jesus invites us to call God ‘Father’. | **U5.3.6** - Show understanding of how the virtue of either hope or charity (love) links with Jesus’ teaching in  the Beatitudes. | **R5.3.4 -** Reflecting on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves. |  |
| **Main teaching activity** | 1. Teacher to display the Our Father prayer with clear seven petitions.   1. Model using one of the petitions and what the meaning is for Christians. 2. Give the other petitions out to children to discuss. 3. Record in their book for one of the other petitions and explain the meaning for Christians. 4. Reflect on why Jesus invites us to call God ‘Father’. | 1. Revisit The Beatitudes and Jesus’ greatest commandment. (Luke 10:27 or Matthew 22:36-40)  2. Introduce (or revisit) the Theological virtues (faith, hope and love (charity).  3. In small groups, make links between The Beatitudes and Jesus’ greatest commandment and at least one of the Theological virtues.  4. Look at and discuss a range of symbolic representations for the three Theological virtues.  Pupils to design their own crest to symbolise the Theological virtues | 1. Answer the big question “How can The Beatitudes and Jesus’ greatest commandment help Christians live out their life?” 2. Discuss how the virtues teach Christians to live a good life and follow a path to Christ.   Teacher to decide how pupils record the information. | 1. Complete a knowledge quiz. 2. Class to plan and lead a Celebration of the Word. 3. Follow the instructions for completing the Celebration of the Word sheet and record in books.   Complete evaluation. |
| **Scaffolding** | Use the teacher modelled example of one of the petitions to use as their own example.  Matching activity to complete for each petition.  Use widgets to record. | Use pre-cut shapes of a heart, cross and prayer hands. Pupils write the virtue on each symbol. | Word mats and copies of scripture.  Use widgets to record.  Could use speech-to-text software if applicable. |  |
| **Challenge** | Reflect on why Jesus invites us to call God ‘Father’ giving reasons for their answer. | Make links to the Beatitudes and Jesus’ greatest commandment for each of the theological virtues. | How could you live out the theological virtues making links with The Beatitudes and Jesus greatest commandment? |  |
| **Key vocabulary and definition / Explicit vocabulary instruction** | **Petition** – A request asking for something.  **Our Father** – The prayer Jesus taught us as the way to pray. | **Theological virtues** – faith, hope and charity (love) | **Virtue** – a good habit |  |
| **Resources** | PowerPoint | PowerPoint  Pre-cut template of a heart, anchor and cross. | PowerPoint | PowerPoint  Items for prayer table  Music  Religious art images |
| **Diversity Links** |  |  |  |  |
| **Checking for understanding (summative assessment)** | 6. Know that prayers can be petitions or meditative, making links with Catholic prayers, for example, the Rosary and Our Father. |  | 5. Explain how virtue teaching, the Ten Commandments and Jesus’ teaching help people live a good life. |  |