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| **Advent 2**  **Prophecy and Promise**  **Year 5** | | | | | |
| **Big Question – How can the image of a shepherd used in scriptures help us to understand servant leadership?** | | | | | |
| **Age 10 Learning outcomes:**   1. Explain the significance of David in the Old Testament and for Christians today. Use specialist vocabulary to describe and explain the nature of David’s kingship.   6. Know that prayers can be petitions or meditative, making links with Catholic prayers, for example, the Rosary and Our Father.  **Understand**  By the end of this unit of study, pupils will be able to:  **U5.2.1.** Show an understanding of scripture passages that speak of David’s life, recognising the intended audience and the historical context.  **U.5.2.2.** Show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1-17; Lk 1:32-33), recognising the gospel writers are writing for Christians.  Recognise links with God’s covenant with Abraham.  **U5.2.3.** Use specialist vocabulary to describe and explain the nature of David’s kingship in the Old Testament, with reference to the passages that speak of David’s kingship and Psalm 21:1-7.  **U5.2.4.** Recognise that David is a model of prayer, referencing one of the psalms.  **U5.2.5.** Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember.  **Discern**  **D5.2.1.** Playing with possibilities, asking ‘what if?’ questions that explore why God especially values those the world overlooks. For example, what if Samuel had followed his own judgement rather than God’s in choosing a king? What is the possibility of those values being overlooked in today’s communities? (RVE)  **D5.2.2.** Wondering about the imagery of shepherd used in the scripture passages studied and explore how it helps them, as readers, understand servant leadership.  **D5.2.3.** Exploring artistic representations of the O Antiphons, describe what they represent, and say which they prefer, giving reasons for their choice.  **Respond**  **R5.2.1.** Reflecting on your understanding of David and the idea of a leader as a shepherd.  **R5.2.2.** Talking with others about their ideas about leadership, thinking about what it means to be a good shepherd today. (RVE)  **R5.2.3.** Considering how their own lives and the future of the communities to which they belong could be transformed by offering their own lives in service to others, as part of their preparation during Advent. (RVE) | | | | | |
|  | Lesson 1  **RESPOND** | Lesson 2  **UNDERSTAND / DISCERN** | Lesson 3  **UNDERSTAND / DISCERN** | Lesson 4  **UNDERSTAND** | Lesson 5  **UNDERSTAND** |
| **Learning Focus** | **LIVE**  *CST lesson –Community and Participation*)  To know how we can take part in helping others within our local community. | **HEAR / BELIEVE**  Show an understanding of scripture passages that speak of David’s life, from 1 Samuel, recognising the intended audience and the historical context. | **HEAR / BELIEVE**  Show an understanding of scripture passages that speak of David’s life, from 2 Samuel, recognising the intended audience and the historical context. | **HEAR / BELIEVE**  Show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1-17, Lk 1:32-33), recognising the gospel writers are writing for Christians.  Recognise links with God’s covenant with Abraham. | **HEAR / BELIEVE**  Use specialist vocabulary to describe and explain the nature of David’s kingship in the Old Testament, with reference to the passages that speak of David’s kingship and Psalm 21:1-7. |
| **Recall and Retrieval** | * CST principles * What CST principle does the penguin represent? * What is a community? * What communities are you part of? | * Who do you think is a good leader and why? * Link how we show leadership to serving others in the community. | * Who was anointed in the Old Testament and why? | * What can you remember about the Jesse tree (Year 4) and the ancestry of Jesus? | * What was God’s covenant with David? * What made David a good choice of King? |
| **Sequence of knowledge throughout the lesson.** | Key knowledge:  Pupils will know:   * To know what it means to be part of a community group. * To know examples of community groups in your local area. * To know that serving and participating in local community groups is living out the gospel values and CST. * To know how communities can be transformed by offering your own life in service to others. | Key knowledge:  Pupils will know:   * To know great kings were anointed and chosen in the Old Testament. * To know God chooses in unexpected ways and especially values those the world overlooks. * To know the story of David becoming king including the anointing of David * To know David, the shepherd, was called by God to become a servant king. | Key knowledge:  Pupils will know:   * To know the story of David and Goliath. * To know God’s covenant with David. | Key knowledge:  Pupils will know:   * To know Joseph is descended from David. * To know about the ancestry of Jesus as outlined in Matthew’s gospel Matt 1:1-17. * To know the links with God’s covenant with Abraham. * To know scripture passages that speak of Jesus as the fulfilment of the promise to David (Lk 1:32-33). * To know the story of David’s death. | Key knowledge:  Pupils will know:   * To know David became a great king and united his people who loved him. * To know psalms are part of the Church’s treasury of prayers. * To know in praying psalms, David is a model of prayer. |

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| **Key Skills/disciplinary knowledge** | **R5.2.3.** – Consider how their own lives and the lives of the communities to which they belong could be transformed by offering their own lives in service to others. | **U5.2.1** - Show an understanding of scripture passages that speak of David’s life, recognising the intended  audience and the historical context.  **D5.2.1** - Playing with possibilities, asking ‘what if?’ questions that explore why God especially values those the world overlooks. For example, what if Samuel had followed his own judgement rather than God’s in choosing a king?  What is the possibility of those values being overlooked in today’s  communities? | **U5.2.1** - Show an understanding of scripture passages that speak of David’s life, recognising the intended  audience and the historical context.  **D5.2.2** - Wondering about the imagery of the shepherd used in the scripture passages studied and explore how it helps them, as readers, understand servant leadership. | **U5.2.2 -** Show an understanding of some gospel passages that present Jesus as the fulfilment of the  promise to David (Matt 1:1-17; Lk 1:32-33), recognising the gospel writers are writing for Christians.  Recognise links with God’s covenant with Abraham. | **U5.2.3 -** Use specialist vocabulary to describe and explain the nature of David’s kingship in the Old Testament, with reference to the passages that speak of David’s kingship and Psalm 21:1-7. |
| **Main teaching activity** | 1. Think about what we are called to do as Christians. 2. Watch and respond to the video on Audrey’s charity and how Earl’s work helps the community. 3. In pairs, visit the different scripture readings that speak of how we are called to serve one another:  * John 13:34-35 * Matthew 22:37-39 * Matthew 25:31-46 * *Galatians 6:2* * ‘Don’t be observers, but immerse yourself in the reality of life, as Jesus did.’ * Pope Francis, World Youth Day, 2013  1. Discuss and think about how we can participate to local communities. Make a pledge of what you are going to do, what you need in order to achieve it and when it will be done by. 2. Use the hand template to display and decorate the pledge for the RE display. When it has been completed, signal that in someone, e.g. a small heart sticker. | 1. Use the PP to explain the historical context – that people wanted a King to protect them from their enemies. At that time, there was a The prophet Samuel wants them to rely on God however, people persist and Saul becomes the first King. However, Saul does not prove to be a worthy King so Samuel sets out to find a successor. 2. Read 1 Samuel 16:1-13   Discuss: How did God choose a King? Why do you think David was chosen? How did David feel confident that he knew what do do?  Written Activity: Retell the anointing of David as king, focusing on an explanation about how God chose him over his older brothers. | 1. Read 1 Samuel 17:1-11, 32-54 David and Goliath. 2. Watch: [The Bible - David and Goliath (youtube.com)](https://www.youtube.com/watch?v=fdyFGUh_Kpo) to cement the pupils’ understanding. 3. God's promise to David is called the Davidic Covenant, and it is found in the Bible in 2 Samuel 7. Tell the pupils what God promised David and then, in pairs, ask them to find evidence of this in the scripture text (print slides)   David's family would be kings forever: God told David that his family would always have kings, and one day, one of his descendants would be a special king whose kingdom would last forever.  *“Your family and your kingdom will last forever. Someone from your family will always be king.”* (2 Samuel 7:16)  David’s son would build a special house for God: God said that David’s son (this would be Solomon) would build a temple for people to worship God.  *“He will build a house for me, and I will make his kingdom strong forever.”* (2 Samuel 7:13)  God would always love David’s family: Even if David’s family made mistakes, God promised to always love them. He would correct them, but He would never break His promise.*“I will be like a father to him, and he will be like a son to me. If he does something wrong, I will correct him, but I will never stop loving him.”* (2 Samuel 7:14-15)  Christians believe that Jesus, who is part of David’s family, is the King who fulfils this promise and will rule forever in God’s Kingdom.  Independent activity: Create a shield, displaying David’s qualities and reasons for their choices. E.g. *bravery, Faith in God, Humility, Leadership, Kindness, Loyalty, wisdom.* | 1. Retrieve: what was God’s covenant with Abraham? 2. Read Matt 1:1-17 then look at the summarised version on the sheet. Use the information to complete the Jesus Family Tree worksheet to understand the connection between Abraham, David and Jesus. 3. This is the scripture passage that speaks of Jesus as a descendant of David: *Lk 1:32-33* read together. 4. Turn to 1 Kings 2:1-4, 10-12   Read together and discuss:  Why do you think the advice he gave was  important?  Where might you hear ‘Once in Royal David’s City?’ (Link to hymn)  Independent activity: Next to the picture of King David. Write down the words he said to his son when he knew he was about to die and the scripture reference that accompanies it. | 1. Read 2 Samuel 5:1-3 (David is anointed king over Israel)   Discuss: How did David become King? *Explain how God chose him and the*  *people anointed him.*  What made David a great king? *His ability to unite the people, his faithfulness to God, and his leadership.*  David was not just a king in the worldly sense but was also deeply connected to God and served his people with love and justice.   1. Introduce Psalm 21 as a prayer of gratitude for God's blessings and David's trust in God. Read together and then ask the children to annotate this psalm with the simplified version. (See resources)   Explain that this psalm shows David as a model of prayer. He acknowledges God’s power and goodness.   1. Discuss how psalms are used in the Church today (e.g., during Mass, Liturgy of the Hours, personal prayer). Question to Class: "Have you ever heard psalms in church?"   Teacher Input: Share that the psalms are prayed daily by priests, religious communities, and the faithful. They help us express our feelings to God—whether we are happy, sad, grateful, or asking for help.   1. Ask the students to quietly reflect on something they are thankful for in their own lives. Respond to this on a strip of paper.   As a class, write a short psalm of thanksgiving to God, inspired by Psalm 21. (type this together and print for books) |
| **Scaffolding** |  | Sentence stems & pictures |  |  |  |
| **Challenge** |  | Compare this to another story in the Bible e.g. Mary being chosen. | Explain David’s thoughts and feelings as he approached Goliath. | Extend with why you think he gave this advice to Solomon. | Some pupils may be able to write their own psalm independently. |
| **Key vocabulary and definition / Explicit vocabulary instruction** | **Community** – a group of people living in the same place or having a particular characteristic in common.  **Participation** – taking part in something.  **Service** – the action of helping or doing work for someone. | **Samuel** – he was a faithful servant of God. He anointed the first two kings of Israel – Saul and David.  **David** – he was a shepherd who became king of Israel and Judah.  **Leadership** – to lead a group of people toward achieving a common goal.  **Shepherd** – a person who looks after the sheep.  **Anointing** – In Israel, priests, kings and prophets were anointed with oil to set them apart as leaders and they were dedicated to God. | **Covenant** – an agreement between God and humans, where God makes promises. | **Ancestry** – a line of descendants. | **Psalm** – psalms can be read as prayers. They are meant to be sung as a sacred song or hymn.  **Blessings**: gifts from God that bring joy or help. |
| **Resources** | PowerPoint  Resources for a poster  RE books.  i-pads / technology for research | PowerPoint  RE books. |  |  |  |
| **Diversity Links** | Are there multi-faith or multi-cultural community events you are involved with? | Look at images of shepherding in Palestine today compared with images of shepherds in the UK. |  |  |  |
| **Checking for understanding (summative assessment)** | Pupils show understanding of which groups of the community they are part of.  Pupils understand how they can serve their local community. |  |  |  | 1. Explain the significance of David in the Old Testament and for Christians today. 2. Use specialist vocabulary to describe and explain the nature of David’s kingship. |

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|  | Lesson 6  **UNDERSTAND** | Lesson 7  **UNDERSTAND** | Lesson 8  **UNDERSTAND / DISCERN** | Lesson 9  **RESPOND** | Lesson 10  **RESPOND** |
| **Learning Focus** | **CELEBRATE / LIVE**  Recognise that David is a model of prayer, referencing one of the psalms.  (Psalm 23 – The Lord is my Shepherd) | **CELEBRATE**  Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember. | **CELEBRATE**  Explore artistic representations of the O Antiphons, describe what they represent, and say which they prefer, giving reasons for their choice. | **KNOWLEDGE CAPTURE**  Reflect on your understanding of David and the idea of a leader as a shepherd. | **CELEBRATION OF THE WORD**  Talking with others about their ideas about leadership, thinking about what it means to be a good  shepherd today. |
| **Recall and Retrieval** | * What is a psalm and why do we pray them? | * What mysteries can pupils recall about the Rosary? | * How do Christians prepare for Advent? | * Why was David chosen by God to be king? | * Reflect on the CST principles discussed this half term. How does being ‘a good shepherd’ link to the CST principles? |
| **Sequence of knowledge throughout the lesson** | Key knowledge:  Pupils will know:   * To know some words of Psalm 23 to speak or sing. * To know Psalms are an ancient way of prayer that are still prayed every day. * To know creative expressions for Psalm 23 – Jen Norton artwork and hymns. | Key knowledge:  Pupils will know:   * To know the joyful mysteries of the Rosary: the Annunciation, the Visitation, the Nativity of the Lord, the Presentation of the Child Jesus in the Temple, and the Finding of the Child Jesus in the Temple. | Key knowledge:  Pupils will know:   * To know the links between the O antiphons and the Evening Prayer of the Church (Vespers) for 17-23 December. * To know the verses of the hymn ‘O Come, O Come Emmanuel’ as expressions of beliefs about who Jesus is. * To know how the O Antiphons are expressed in art form around the world (*e.g. illuminated manuscripts, sung versions of the O Antiphons*.) * To know how the O Antiphons are used by Christians to reflect on the significance of Jesus and his coming at Christmas (e.g. The O Antiphons, by Ansgar Holmberg C.S.J.). | Key knowledge:  Pupils will know:   * To know that shepherd leadership means a style of leadership that focuses on the growth and well-being of people and communities. | Key knowledge:  Pupils will know:   * To know ways of how you can be a ‘good shepherd’ today. |
| **Key Skills/disciplinary knowledge** | **U5.2.4** - Recognise that David is a model of prayer, referencing one of the psalms. | U5.2.5 - Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful  mysteries remember. | **D5.2.3** - Explore artistic representations of the O Antiphons, describe what they represent, and say which they prefer, giving reasons for their choice. | **R5.2.1** - Reflect on your understanding of David and the idea of a leader as a shepherd. | **R5.2.2** - Talking with others about their ideas about leadership, thinking about what it means to be a good shepherd today. |
| **Main teaching activity** | 1. Watch: [Psalm 23: The Lord's My Shepherd // Sounds Like Reign](https://www.youtube.com/watch?v=uAaMPxDO2Wc) and think about how God has guided you through life. Have you trusted in God like David did? 2. Give small groups/pairs parts of the psalm to learn *(see resources)* Give 10mins to practice then perform as a class. 3. Discuss – why is it called the Lord is my shepherd?   Independent activity: Respond to your favourite line with an image and watercolor paint. Use Jen Norton as inspiration. | 1. Begin with a short discussion: What do the children already know about the Rosary? 2. Explain that the Rosary is a prayer used to reflect on important moments in Jesus' and Mary's lives. 3. Explain how the Rosary is used (holding the beads, reciting prayers, and meditating on different mysteries). 4. Highlight that today’s focus is on the *Joyful Mysteries*, which help us think about the joyful events in the life of Jesus and Mary.   Independent activity: Using the Bible, find the scripture that match the references *(on PP)* Then record in books as a double page spread matching pictures to the references and writing a short summary about the passage. | 1. Start by playing the hymn ‘O Come, O Come Emmanuel’ as part of the opening prayer. 2. Explain the significance of the O Antiphons. 3. Watch the video provided by Father Simon Gillespie. 4. Explore artistic representation of the O Antiphons. 5. Pupils select one of the artistic representations, describe what they represent, and say which they prefer, giving reasons for their choices. 6. Share their preferences and reasons with others. |  |  |
| **Scaffolding** |  | Sentence stems / focus groups. |  |  |  |
| **Challenge** |  | Write a short conclusion about what the rosary is, what it is used for and its significance. |  |  |  |
| **Key vocabulary and definition / Explicit vocabulary instruction** | Psalm 23 – this psalm reminds us of God’s grace. It tells us not to fear evil because God will protect us. | **Rosary –** A prayer of the Catholic Church in honour of Our Lady.  **Advent –** the first season of the Church and a time of waiting for the birth of Jesus. | **Antiphons** – a short sentence sung or said before or after a psalm. It is amusical setting.  **O Antiphons** – These are said between the 17-23 December. The word ‚come‘ is used in every O antiphon. The O antiphon is read or sung before the Magnificat during evening prayer or before the gospel at Mass.  **Evening Prayer** – a time of formal prayer held in the evening.  **Vespers** – a service of Evening Prayer. | **A leader as a shepherd** – a style of leadership that focuses on the growth and well-being of people and communities. | **A good shepherd** – someone who protects, guides, cares and is ready to help others. |
| **Resources** | <https://www.youtube.com/watch?v=uAaMPxDO2Wc>  Music video of ‚The Lord’s my shepherd‘.  Jen Norton artwork for Psalm 23. |  | O Come, O Come Emmanuel hymn  Video to be provided by Father Simon Gillespie |  |  |
| **Diversity Links** |  |  |  | Links between shepherding life in Palestine and the UK. |  |
| **Checking for understanding (summative assessment)** | To know psalm 23 is titled The Lord is my Shepherd and understand what this means. | The Rosary is a prayer of the Catholic Church in honour of Our Lady.  October is traditionally the month of the Rosary.  6.Know that prayers can be petitions or meditative, making links with Catholic prayers, for example, the Rosary | O Antiphons have been sung in the Church for over a thousand years.  6.Know that prayers can be petitions or meditative | 1. Explain the significance of David in the Old Testament and for Christians today. 2. Use specialist vocabulary to describe and explain the nature of David’s kingship. | To understand that in the psalms, David is a model of prayer. |