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| **Advent Term 2**  **Prophecy and Promise**  **Year 6** | | | | | | |
| **Age 11 Learning outcomes:**  1. Show **understanding** of the literary forms found in the text’s studied, including the use of metaphor, symbolic language, and poetry, and identify authorial intention. Recognise that the scripture’s meaning goes beyond the literal.  6. Show an **understanding** of an Old Testament scripture passage that shows the importance of women in salvation history, recognising authorial intention and historical context.  7. Show **understanding** of the Christian belief that Mary is the fulfilment of the Old Testament promises and the Mother of God making relevant links to sources studied.  **Understand**  By the end of this unit of study, pupils will be able to:  U6.2.1 **Show an** **understanding** of any **one** of the following Old Testament scripture passages that show the importance of women in salvation history, recognising authorial intention and historical context: *Sarah, Miriam, Deborah, Hannah, Esther*.  U6.2.2 **Use theological language to explain** what is meant by describing the women of the Old Testament as ‘true protagonists of salvation history’ (Pope John Paul II’s address, General  Audience, 27 March 1996), **making relevant links** with the stories of some key women from the Old Testament.  U6.2.3 **Show understanding** of the Christian belief that Mary is the fulfilment of the Old Testament promises, **making relevant links** to Lk 1:26-56 and the accounts of the women of the Old  Testament. **Contrast** Lk 1:26-56 with the authorial focus in Matthew’s account (Matt 1:18-25).  U6.2.4 **Use theological language to describe and explain** the belief that Mary became the ‘Mother of God’.  U6.2.5 **Show understanding of** how and why the Magnificat prayer forms radical expectations of the Messiah.  U6.2.6 **Show understanding of** the life of individual women today who are responding to God’s call in their life, **making relevant links** to Mary’s ‘Yes’ to God (Lk1:26-56), for example, **describe and explain** the role of women’s religious orders in the Church today, with reference to at least one example of a Catholic women’s religious order. | | | | | | |
|  | Lesson 1  **UNDERSTAND** | Lesson 2  **UNDERSTAND** | Lesson 3  **UNDERSTAND** | Lesson 4  **UNDERSTAND** | Lesson 5  **UNDERSTAND / DISCERN** | Lesson 6  **DISCERN** |
| **Learning Focus** | **HEAR / BELIEVE**  Recognise that Miriam is a significant woman in the Old Testament for salvation History. | **HEAR**  Recognise that Deborah is a significant woman in the Old Testament for salvation history. | **HEAR**  Recognise that Esther is a significant woman in the Old Testament for salvation history. | **HEAR / BELIEVE**  Understand why Mary is the fulfilment of the Old Testament promises and became the ‘Mother of God’ by her ‘yes’ to God’s plan. | **CELEBRATE**  Understand that the Magnificat is the song of the Mother of God and the song of the Church. | **CELEBRATE**  Recognise some sung settings of the Magnificat. |
| **Recall and Retrieval** |  |  |  |  |  |  |
| **Sequence of knowledge throughout the lesson** | Key knowledge:  Pupils will know:  Know that women of the Old Testament are true protagonists of salvation history (*Pope John Paul II’s address, 1996*).  Know that Miriam is a significant woman in the Old Testament for salvation History. | Key knowledge:  Pupils will know:  Know that women of the Old Testament are true protagonists of salvation history (*Pope John Paul II’s address, 1996*).  Know that Deborah is a significant woman in the Old Testament for salvation History.  Possibly change to doing 1 introduction lesson  Lesson 2 to be about Miriam and deborah and lesson 3 to be about Esther and the challenge of which women was the most important to salvation history??  Who saved the most people who used the mose CST in their practice.  Changes up the lessons. | Key knowledge:  Pupils will know:  Know that women of the Old Testament are true protagonists of salvation history (*Pope John Paul II’s address, 1996*).  Know that Esther is a significant woman in the Old Testament for salvation History. | Key knowledge:  Pupils will know:  Know that Mary is the fulfilment of the Old Testament promises and became the ‘Mother of God’ by her ‘yes’ to God’s plan. | Key knowledge:  Pupils will know:  Know that the Magnificat is the song of the Mother of God and the song of the Church. | Key knowledge:  Pupils will know:  Know some sung settings of the Magnificat. |
| **Key Skills/disciplinary knowledge** | U6.2.1 – Show an understanding of any one of the following Old Testament scripture passages that show the importance of women in salvation history, recognising authorial intent and historical context:   * Exodus 1:8-22, 2:1-10: Miriam   U6.2.2 – Use theological language to explain what is meant by describing the women of the Old Testament as ‘true protagonists of salvation history’ (*Pope John Paul II’s address, General Audience, 27 March 1996*), making relevant links with the stories of some key women from the Old Testament. | U6.2.1 – Show an understanding of any one of the following Old Testament scripture passages that show the importance of women in salvation history, recognising authorial intent and historical context:   * Judges 4:4-11, 5:7-15: Deborah   U6.2.2 – Use theological language to explain what is meant by describing the women of the Old Testament as ‘true protagonists of salvation history’ (*Pope John Paul II’s address, General Audience, 27 March 1996*), making relevant links with the stories of some key women from the Old Testament. | U6.2.1 – Show an understanding of any one of the following Old Testament scripture passages that show the importance of women in salvation history, recognising authorial intent and historical context:   * Esther 8:3-12: Esther   U6.2.2 – Use theological language to explain what is meant by describing the women of the Old Testament as ‘true protagonists of salvation history’ (*Pope John Paul II’s address, General Audience, 27 March 1996*), making relevant links with the stories of some key women from the Old Testament. | U6.2.3 – Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises, making relevant links to Luke 1:26-56 and the accounts of the women of the Old Testament.  Contrast Luke 1:26-56 with the authorial focus in Matthew’s account (Matt 1:18-25).  U6.2.4 – Use theological language to describe and explain the belief that Mary became the ‘Mother of God’. | U6.2.3 – Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises, making relevant links to Luke 1:26-56 and the accounts of the women of the Old Testament.  Contrast Luke 1:26-56 with the authorial focus in Matthew’s account (Matt 1:18-25).  U6.2.4 – Use theological language to describe and explain the belief that Mary became the ‘Mother of God’.  U6.2.5 – Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah.  D6.2.2 – Exploring how they and others interpret their own and the composer’s meaning, in response to a variety of sung settings of the Magnificat. | U6.2.5 – Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah.  D6.2.2 – Exploring how they and others interpret their own and the composer’s meaning, in response to a variety of sung settings of the Magnificat. |
| **Main teaching activity**  ***If the school has another short term planning format, this does not need to be included.*** | 1. Watch the video explaining that it’s John Paul II’s addressing- link to the topic to make it clear what the topic is. 2. Read Exodus 1:8-22 for context then Exodus 2:1-10. 3. Discuss Miriam’s role in salvation history. 4. Children are going to begin the first part of a three-part double page spread on the key women in Salvation history. 5. Children to include who she was, her actions, why she is seen as a key woman in salvation history. | 1. Read Judges 4:4-11;   5:7-15 together   1. Then read the story on the website in the resources list so the story is clear for the children. 2. Through a hall activity/silent debate get the children to discuss the following questions:  * Is it fair that Barak’s army was helped by God? * Was Barak trusting of God? * Should Sisera have been killed? * Is Deborah a good person?  1. Children to add on to their double page spread form the previous session. They must include: who Deborah was, her actions, why she is seen as a key woman in salvation history. | 1. Read Esther 8:3-12 together and discuss 2. Show the children the video linked in the resources 3. Children to add on to their double page spread from the previous session. They must include: who Esther was, her actions, why she is seen as a key woman in salvation history. 4. End with a class debate, children split into 3 groups based on who they think was the most important figure for salvation history- build reasons and argue for their ideas. | 1. Read Luke 1:26-56 and discuss how Mary might have been feeling as a class  2. Give the children time to work in pairs to write 3 questions they would ask Mary after she said yes to God’s plan  3. Hot seat ‘Mary the Mother of God’ with the children’s questions  4. Put photos in the children’s books and they can write the 3 questions they would like to ask Mary-ensure you discuss ‘magpieing’ ideas. Could like to habits of discussion. | 1. Children to listen to the Magnificat, can they pick out a special line- explore why they picked that line and what it means to them 2. Look at the words, do they pick out different words now they can see them? Explore the most significant words and what it means to them 3. Explain to the children that the Magnificat is Mary’s song, working in pairs children will explore what we can learn about Mary from the song 4. Share ideas | 1. Children learn about vespers- the main evening prayer service.  2. Play different versions of Magnificat and compare the versions, which ones they liked/disliked and explain why. Which one portrays Mary best? Why?  *Alternatively*  Using Nottingham Cathedral singing services in school (OLOL) oragnise one week that the year 6’s will have a session learning how to sing the song |
| **Scaffolding** |  |  |  |  |  |  |
| **Challenge** |  |  |  |  |  |  |
| **Key vocabulary and definition** | **Salvation history** – It is the story of God and the story of man and includes the story of how we are saved. Salvation history is grounded in Christ and the cross. It’s an account of God’s promises before the coming of Jesus; and it’s an account of God fulfilling those promises in the life, death, and resurrection of Jesus, so that all of human history after his coming is marked by the redemption he accomplished.  **Old Testament** – collection of bible stories about God.  **Protagonists** – they are involved in and often central to the main event in the bible story. | **Salvation history** – It is the story of God and the story of man and includes the story of how we are saved. Salvation history is grounded in Christ and the cross. It’s an account of God’s promises before the coming of Jesus; and it’s an account of God fulfilling those promises in the life, death, and resurrection of Jesus, so that all of human history after his coming is marked by the redemption he accomplished.  **Old Testament** – collection of bible stories about God.  **Protagonists** – they are involved in and often central to the main event in the bible story. | **Salvation history** – It is the story of God and the story of man and includes the story of how we are saved. Salvation history is grounded in Christ and the cross. It’s an account of God’s promises before the coming of Jesus; and it’s an account of God fulfilling those promises in the life, death, and resurrection of Jesus, so that all of human history after his coming is marked by the redemption he accomplished.  **Old Testament** – collection of bible stories about God.  **Protagonists** – they are involved in and often central to the main event in the bible story. | **Salvation history** – It is the story of God and the story of man and includes the story of how we are saved. Salvation history is grounded in Christ and the cross. It’s an account of God’s promises before the coming of Jesus; and it’s an account of God fulfilling those promises in the life, death, and resurrection of Jesus, so that all of human history after his coming is marked by the redemption he accomplished.  **Old Testament** – made up of bible stories about God.  **Mary, Mother of God**  Fulfilment | **Old Testament** – made up of bible stories about God.  **Mary, Mother of God**  **Magnificat** – (Latin for *Magnify*) It is Mary’s hymn of praise to the Lord. | **Old Testament** – made up of bible stories about God.  **Mary, Mother of God**  **Magnificat** – (Latin for *Magnify*) It is Mary’s hymn of praise to the Lord. |
| **Resources** | * Video explaining Pope John Paul II (27th March 1996) * Exodus 1:8-22; 2:1-10 | * Judges 4:4-11; 5:7-15 * [https://missionbibleclass.org/](https://missionbibleclass.org/old-testament/part2/judges-and-ruth/deborah/#:~:text=Deborah%2C%20a%20Judge%2C%20used%20to,fight%20unless%20Deborah%20accompanied%20him.)   (Ctrl and click for link) | * Esther 8:3-12 (Purim) * [Esther story on Youtube](https://www.youtube.com/watch?v=KPDRmkh7J9c)   (Ctrl and click for link) | * Luke 1:26-56 | * Luke 1:46-55 | * Luke 1:46-55 * Soundtrack and words of the Magnificat |
| **Diversity Links** |  |  |  |  |  |  |
| **Checking for understanding (summative assessment)** | 1. Show **understanding** of the literary forms found in the text’s studied, including the use of metaphor, symbolic language, and poetry, and identify authorial intention. Recognise that the scripture’s meaning goes beyond the literal. | 1. Show **understanding** of the literary forms found in the text’s studied, including the use of metaphor, symbolic language, and poetry, and identify authorial intention. Recognise that the scripture’s meaning goes beyond the literal. | 1. Show **understanding** of the literary forms found in the text’s studied, including the use of metaphor, symbolic language, and poetry, and identify authorial intention. Recognise that the scripture’s meaning goes beyond the literal. | 7. Show **understanding** of the Christian belief that Mary is the fulfilment of the Old Testament promises and the Mother of God making relevant links to sources studied. | 7. Show **understanding** of the Christian belief that Mary is the fulfilment of the Old Testament promises and the Mother of God making relevant links to sources studied. | 7. Show **understanding** of the Christian belief that Mary is the fulfilment of the Old Testament promises and the Mother of God making relevant links to sources studied. |

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| **Advent Term 2**  **Prophecy and Promise**  **Year 4** | | | | | | |
|  | Lesson 7  **UNDERSTAND** | Lesson 8  **UNDERSTAND** | Lesson 9  **UNDERSTAND** | Lesson 10  **UNDERSTAND / DISCERN** | Lesson 11  **RESPOND** | Lesson 12  **RESPOND** |
| **Learning Focus** | **HEAR**  Describe the differences between the Lucan and Matthean infancy narratives | **HEAR**  Describe the differences the Lucan and Matthean infancy narratives | **LIVE**  Describe ways that women today are still responding to God’s call in their lives | **BELIEVE**  Recognise the importance of the role of women in the story of salvation history and reflect on whether women play a large enough role in the life of the Church today. | **BELIEVE**  Show an understanding of the role of women in the Old Testament story of salvation history. | **RESPOND**  **Collective worship**  **Assessment – Knowledge capture**  **Reflecting** on their own experience, consider the women in their lives who have been important or significant. |
| **Recall and Retrieval** |  |  |  |  |  |  |
| **Sequence of knowledge throughout the lesson** | Key knowledge:  Pupils will know:  Know the difference the Lucan and Matthean infancy narratives, emphasising their respective intensions, narrative approach, and Luke’s emphasis on the role of women in the story of salvation.  Know that artists depictions of key people from the bible is based on the words written in the bible | Key knowledge:  Pupils will know:  Know the difference the Lucan and Matthean infancy narratives, emphasising their respective intensions, narrative approach, and Luke’s emphasis on the role of women in the story of salvation. | Key knowledge:  Pupils will know:  Know that there are women today who are responding to God’s call in their life. | Key knowledge:  Pupils will know:  Know the importance of the role of women in the story of salvation history and reflect on whether women play a large enough role in the life of the Church today. | Key knowledge:  Pupils will know:  Know the impact the women in the Old Testament on salvation history | Key knowledge:  Pupils will know:  Reflect   * Comparing their own and others’ experiences about the importance of Mary the mother of Jesus in their spiritual life. * Considering what life or task God might be calling them to live or do and reflect on how their ‘Yes’ could transform their own lives and the lives of the community. |
| **Key Skills/disciplinary knowledge** |  |  | U6.2.6 – Show understanding of the life of individual women today who are responding to God’s call in their life, making relevant links to Mary’s ‘yes’ to God (Luke 1:26-56), for example, describe and explain the role of women’s religious orders in the Church today, with reference to at least one example of a Catholic women’s religious order. | **U6.2.6 – Show understanding of** the life of individual women today who are responding to God’s call in their life, **making relevant links** to Mary’s ‘yes’ to God (Luke 1:26-56), for example, **describe and explain** the role of women’s religious orders in the Church today, **with reference to** at least one example of a Catholic women’s religious order.  **D6.2.1** – Thinking about the role of women in the story of salvation, giving a response to this statement: ‘Looking at the role of women in the story of salvation, women today do not play a large enough role in the life of the Church’, supporting their answer with **reasons**, and discussing why people might give different answers. | D6.2.1 – Thinking about the role of women in the story of salvation, giving a response to this statement: ‘Looking at the role of women in the story of salvation, women today do not play a large enough role in the life of the Church’, supporting their answer with reasons, and discussing why people might give different answers. | R6.2.1 – Reflecting on their own experience, consider the women in their lives who have been important or significant.  R6.2.2 – Comparing their own and others’ experiences about the importance of Mary the mother of Jesus in their spiritual life.  R6.2.3 - Considering what life or task God might be calling them to live or do and reflect on how their ‘Yes’ could transform their own lives and the lives of the community. |
| **Main teaching activity**  ***If the school has another short term planning format, this does not need to be included.*** | 1. Read Luke 1:26-56  Matthew 1:18-25  2.Compare art work:  The Dream of Saint Joseph- Anton Raphael Mengs and Annunciation Tryptich by Robert Moore as two examples. Contrast the colours the artists use, the way they depict Joseph and Mary, their facial expressions and body language. What does the way the artist depicts tell us about the artist perceives Mary/Joseph? | 1.Read Luke 1:26-56  Matthew 1:18-25  2. Scripture detectives  3.Silent debate:  -Is it right that Luke focuses on Mary in his retelling?  Is it right that Matthew focus’s on Joseph in his retelling?  -How is Mary described in Luke? Is this accurate?  -How is Joseph depicted in Matthew? Is this accurate?  2. Discuss findings | 1.Begin with the statement ‘There are women today who are fulfilling God’s work’- discuss this.  2. Give children a selection of current religious orders (Benetictines, Bridgettines, Sisters of the Blessed Virgin Mary) they can research these religious orders and present the information they gather in a PowerPoint, word document, poster, etc.  3. Re-discuss the statement that was looked at during the beginning of the session | 1. Give children time to reflect on their learning from the topic. Use boxing up from T4W so that children can plan their extended piece of writing. Discuss sections in the classroom | Extended piece of writing for the assessment task. | Create a class collective worship. Put the children in groups and give them different parts of the collective worship to be responsible for.  Children are to reflect on their own experience, considering the women in their lives who have been important or significant as the mission. |
| **Scaffolding** |  |  |  |  |  |  |
| **Challenge** |  |  |  |  |  |  |
| **Key vocabulary and definition** | **Lucan** – relating to St Luke’s gospel.  **Matthean** – relating to St Matthew’s gospel.  **Old Testament** – collection of bible stories about God. | **Lucan** – relating to St Luke’s gospel.  **Matthean** – relating to St Matthew’s gospel.  **Old Testament** – collection of bible stories about God. | **Old Testament** – collection of bible stories about God.  Religious order | **Old Testament** – collection of bible stories about God. | **Old Testament** – collection of bible stories about God. | **Old Testament** – collection of bible stories about God. |
| **Resources** | * Luke 1:26-56 * Matthew 1:18-25 | * Luke 1:26-56 * Matthew 1:18-25 | * Laptops/ipads for research |  |  |  |
| **Diversity Links** |  |  |  |  |  |  |
| **Checking for understanding (summative assessment)** | 6. Show an **understanding** of an Old Testament scripture passage that shows the importance of women in salvation history, recognising authorial intention and historical context. | 6. Show an **understanding** of an Old Testament scripture passage that shows the importance of women in salvation history, recognising authorial intention and historical context. |  |  |  |  |