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| **Advent Term 2**  **Prophecy and Promise**  **Year 4** |
| **Understand**  By the end of this unit of study, pupils will be able to:  U4.2.1. **Describe** what a prophet is drawing on Elijah and John the Baptist as examples.  U4.2.2. **Show some understanding of** the cultural and religious context of Elijah’s time and why people needed to be reminded of God’s covenant.  U4.2.3. **Compare** the description of John the Baptist in Mark and Matthew’s accounts and **describe** the beliefs about John the Baptist the gospel writers’ show.  U4.2.4. **Make links** with the words of Isaiah, the preaching of John the Baptist, and the season of Advent.  U4.2.5. **Know** that the feast of Christ the King marks the end of the Church’s year and **describe** what is celebrated.  U4.2.6. **Makes links** with the ancestry of Jesus and the Jesse tree.  **Discern**  D4.2.1. Responding to a variety of artistic ways in which the Jesse tree is portrayed. Suggest reasons for the artist’s choices and give reasons for their personal preference.  D4.2.2. Talking about the type of king they think Jesus would be and give reasons for their answers.  D4.2.3. Responding to a variety of artistic ways in Christ the King portrayed. Suggest reasons for the artist’s choices, give reasons for their personal preference and compare their ideas with others.  **Respond**  R4.2.1. Reflecting on how Elijah and John the Baptist’s words speak to people today.  R4.2.2. Reflecting on what it means to be a good leader and talk to others about their ideas. (RVE)  **Notes for teachers**  The prophet Elijah is the archetypal prophet of the Old Testament. He appears in the wilderness and calls the people of Israel to return to God, calling out the corruption of Ahab, the king, who has begun worshipping Baal. At the end of his colourful life, he does not die but is taken up to heaven in a whirlwind or chariot of fire. In the miracle of the flour and the oil, he shows God’s generosity, especially towards the poor, the widow, and her son, and, for Christians, this has parallels with Jesus’ feeding of the five thousand (Matt 14:13-21). His encounter with God in the gentle breeze is a beautiful image which links with Christian ideas of the Holy Spirit. Teachers may wish to use a child-friendly version of the story of Elijah and will need to spend a little time explaining the context of his prophecies. He is significant to the gospel writers as comparisons with Elijah signal that John the Baptist is announcing the coming of the Messiah. Jesus himself describes John as the ‘Elijah who was to return’ (Matt 11:14), and John begins baptising in the Jordan, close to where Elijah was taken up to heaven. John the Baptist looks like Elijah in both accounts (compare Mk 1:6-7, Matt 3:4-5 with 2 Kings 1:8). Pupils may remember that a glass of wine is sometimes set for Elijah at a modern Passover meal from branch 6 in the previous year.  In this branch, pupils will compare two accounts of the appearance of John the Baptist, noticing what is the same in St Mark and St Matthew’s accounts. Alongside physical appearance, both gospel writers draw on the prophet Isaiah, suggesting that the one Isaiah speaks of is fulfilled in the person of John. For Christians, this is true as it is a sign that Jesus is the Messiah. In the gospel accounts, John prepares the way for Jesus’ ministry, whereas, in Advent, the figure of John the Baptist asks Christians how they will prepare a way for Jesus in their own lives and at the end of all things. As with the prophet Isaiah, pupils should reflect on how John speaks to Christians today to prepare the way of the Lord.  Pupils are not expected to recall the genealogy of Jesus. They should note that St Matthew begins with Abraham, linking Jesus as the one who fulfils the covenant God made with Abraham (St Luke’s gospel starts with Adam). St Matthew lists fourteen generations between Abraham and Jesus. Some pupils may be interested to know that the number seven signifies perfection or completeness in the Bible. As a multiple of seven, the fourteen generations indicate that the covenant with Abraham is complete in Jesus. The genealogy gives context to the Jesse tree.  The Solemnity of Christ the King was established in the twentieth century by Pope Pius XI after the First World War with the rise of nationalist political interests gaining ground across Europe, making absolute demands on the loyalty of their citizens. Pope St Paul VI affirmed the feast. Pupils should consider what sort of king Jesus is and how he is different to the earthly kings Elijah and John the Baptist criticise. Pope Benedict says that the power of Christ the King ‘is not the power of the kings or the great people of this world; it is the divine power to give eternal life, to liberate from evil, to defeat the dominion of death. It is the power of Love that can draw good from evil, that can melt a hardened heart, bring peace amid the harshest conflict and kindle hope in the thickest darkness. This Kingdom of Grace is never imposed and always respects our freedom… Choosing Christ does not guarantee success according to the world’s criteria but assures the peace and joy that he alone can give us’ (Pope Benedict XVI, on the feast of Christ the King, 22 November 2009). |

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|  | Lesson 1  **UNDERSTAND** | Lesson 2  **UNDERSTAND** | Lesson 3  **UNDERSTAND** | Lesson 4  **UNDERSTAND / DISCERN** | Lesson 5  **DISCERN** |
| **Learning Focus** | **HEAR**  Know that Elijah was a prophet and that he calls the people of Israel to return to God. | **HEAR / BELIEVE**  Know that John the Baptist was sent to prepare the way for Jesus. | **HEAR**  Know about the preaching of John the Baptist and compare the description of him in Mark and Matthew’s Gospels. | **CELEBRATE**  Know that the feast of Christ the King marks the end of the Church’s year and describe what is celebrated. | **LIVE**  Know how some artists have depicted Jesus Christ as King. |
| **Recall and Retrieval** | * Know that the Old Testament includes stories about God. * Know what a prophet is. | * Know who John the Baptist is. * Describe why people needed to be reminded of God’s covenant. | * Describe what a prophet is, drawing on Elijah and John the Baptist as examples. * A glass of wine is sometimes set for Elijah at a modern Passover meal.   *(Branch 6 Year 3)* | * Know the Liturgical colour for Feast days. * Know the key events from the Liturgical calendar. | * Know when the Church’s Liturgical year ends. |
| **Sequence of knowledge throughout the lesson** | **Key knowledge:**  **Pupils will know:**   * What a prophet is. * Who Prophet Elijah was and that he called the people of Israel to return to God. * That the story of Elijah can be found in the book of Kings in the Old Testament (1 Kings 17-19). * Understand the importance of the historical context to appreciate the literal sense of biblical stories. * Retell the miracle of the flour and the oil and understand that this miracle shows God’s generosity towards the poor widow. | **Key knowledge:**  **Pupils will know:**   * Know that when John the Baptist came, people had been waiting centuries for the prophecy to be fulfilled. * For Christians, the prophets awaken an expectation of the coming of the Messiah in people’s hearts. | **Key knowledge:**  **Pupils will know:**   * Know that there are similarities in Mark and Matthew’s account of John the Baptist. * Know how to compare John the Baptist in Mark and Matthew’s Gospel accounts. * Know there are similarities of the appearance of John the Baptist in St Mark and St Matthew’s Gospel accounts. * Know that both Gospel writers draw on the prophet Isaiah | **Key knowledge:**  **Pupils will know:**   * Know when the feast of Christ the King is in the Liturgical year. * Know what is celebrated during the feast of Christ the King. | **Key knowledge:**  **Pupils will know:**   * Know that religious art work is used to celebrate the feast of Christ the King. * Know that different artists make different choices in how they choose to present their religious art work. |
| **Key Skills/disciplinary knowledge** | **U4.2.2. Show some understanding of** the cultural and religious context of Elijah’s time and why people needed to be reminded of God’s covenant. | **U4.2.1. Describe** what a prophet is, drawing on Elijah as an example.  **U4.2.1. Describe** what a prophet is, drawing on John the Baptist as an example.  **Make links** between Elijah and John the Baptist. | **U4.2.3 Compare** the description of John the Baptist in Mark 1:1-8 and Matthew’s 3:1-12 accounts and **describe** the beliefs about John the Baptist the Gospel writers show.  **U4.2.4 Make links** with the words of Isaiah 40:3, the preaching of John the Baptist. | **U4.2.5 Know** that the feast of Christ the King marks the end of the Church’s year and **describe** what is celebrated.  **D4.2.2 Talk about** the type of king they think Jesus would be and **give reasons** for their answers. | **D4.2.3 Respond to** a variety of artistic ways Christ the King is portrayed.  **D4.2.3 Suggest reasons** for the artists’ choices, **give reasons** for their personal preference and **compare** **their ideas with others**. |
| **Main teaching activity** | 1. Pupils to complete the ‘What I already know about Elijah’. 2. Find the book of Kings in the Bible (1 Kings 1:17) 3. When reading through the story of Elijah, begin to create a whole class story map of Elijah’s encounters with God. 4. Turn and talk activities and whole class discussion to understand points in the story where Elijah has an encounter with God. 5. Silent solo (written) – describe what a prophet is making reference to Elijah. | 1. Pupils to complete ‘What I already know about John the Baptist’. 2. Complete a double page spread in RE book with a Venn diagram format one side of Elijah and one side John the Baptist. Describe what a prophet is drawing on each of the two people as examples. 3. Make links between Elijah and John the Baptist in the intersecting circles. | 1. Compare the description of John the Baptist drawing on both Mark 1:1-8 and Matthew’s 3:1-12 gospel accounts. 2. Using both pieces of scripture, record in RE book and highlight what is similar about both physical descriptions (Scripture detective task). | 1. Pupils to complete ‘What I already know about the feast of Christ the King’. 2. Explain when the feast of Christ the King is celebrated and why. 3. Display a selection of artistic representations of Christ the King. 4. Work through the religious art questions discussing the artistic representations.   \\hc.domain.internal\files\teachers$\TMcNamara\Holy Cross 2023-24\RE\RED\Year 4 - Prophecy to promise resources\Christ the King\IMG_1954.jpg \\hc.domain.internal\files\teachers$\TMcNamara\Holy Cross 2023-24\RE\RED\Year 4 - Prophecy to promise resources\Christ the King\IMG_1952.jpg  \\hc.domain.internal\files\teachers$\TMcNamara\Holy Cross 2023-24\RE\RED\Year 4 - Prophecy to promise resources\Christ the King\IMG_1951.jpg  \\hc.domain.internal\files\teachers$\TMcNamara\Holy Cross 2023-24\RE\RED\Year 4 - Prophecy to promise resources\Christ the King\IMG_1953.jpg   1. Pupils select their favourite piece of art and describe the type of king they think Jesus would be and give reasons for their answer. | 1. Pupils create their own piece of artwork showing Christ the King giving reasons for their artistic choices. 2. Discuss their piece of art, comparing their ideas with the ideas of others. 3. **Extension task** – write a prayer giving thanks for the feast of Christ the King. |
| **Scaffolding** | The story map will be created by the teacher for the whole class.  Sentence starter – A prophet is\_\_\_. Elijah was sent by God to \_\_\_\_\_. |  | Have word mats available on tables with key words from the story of Elijah and John the Baptist.  Model write an opening sentence. | Give pupils sentence starters for describing the type of king they think Jesus would be. | Use one of the examples discussed in the last lesson to sketch and then select colour choices. |
| **Challenge** | Make a link to another prophet from the Old Testament. |  | What additional links can be made other than the physical description? | Expand the sample of artistic representations of Christ the King through their own research. Share examples with the class giving reasons for their choices. | Combine artistic styles from artists to create their own artistic representation and give reasons for their choices. |
| **Key vocabulary and definition / Explicit vocabulary instruction** | **Prophet** – A person who delivered a message they received from God to the people.  **Elijah** – A prophet from the Old Testament.  **Miracle** – An extra ordinary event taken as a sign of the power of God.  **Historical context** – events in history that influenced what was written and who it was written for. | **John the Baptist** – John devoted his life to preparing the way for Jesus.  **Covenant** – A promise or an agreement.  **Messiah** – a saviour of a group of people. The anointed‘ one. | **John the Baptist** - John devoted his life to preparing the way for Jesus.  **Gospel writers** – Matthew, Mark, Luke and John wrote the Bible stories about the life of Jesus.  **Preaching** – teaching and spreading the Good News of Jesus. | **Chrsit the King** – Jesus Christ is not an earthly king, but the divine king of the universe who unites all of creation with God the Father.  **Liturgical year** – shows the Church’s seasons throughout the year. | **Christ the King** - Jesus Christ is not an earthly king, but the divine king of the universe who unites all of creation with God the Father. |
| **Resources** | Lesson Powerpoint  Children’s bibles  Activity sheet on first page with a box – *What I already know about Elijah*.  RE books | Lesson Powerpoint  Children’s bibles  RE books  Activity sheet with a box – *What I already know about John the Baptist*. | Lesson Powerpoint  Children’s bibles  RE books  Class story map | Activity sheet with a box – *What I already know about Christ the King*.  Artistic representations of Christ the King  RE books | RE books  Artistic representations of Christ the King |
| **Diversity Links** | Consider the Historical context of this Old testament Bible story. | - | - | Look at how the universal Church represent Jesus Christ the King. | Artwork that represents world views of Jesus Christ the King. |
| **Checking for understanding (summative assessment)** | 1. Show some understanding of the historical, cultural, and religious context of texts.  5. Describe what a prophet is with examples from the Old and New Testaments. | 6. Recognise the significance of John the Baptist, making links with the Old Testament. | Whole class knowledge review (recorded) –   * What was the role of a prophet? * Why did the people need to be reminded of God’s covenant? * Name three encounters Elijah had with God. * What was the role of John the Baptist? * Why is the historical context important to understand when reading Old Testament bible stories? | 7. Know the reasons for some feasts of the Church, linking scripture and liturgical feasts or seasons. | 8. Show understanding of why some people gave Jesus the title ‘Christ’ (the anointed one) and the Messiah by making links with the scripture studied. |

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| **CST Lesson –** Preferential option for the poor | Lesson 6  **UNDERSTAND** | Lesson 7  **UNDERSTAND** | Lesson 8  **UNDERSTAND** | Lesson 9  **DISCERN** | Lesson 10  **RESPOND** |
| **Learning Focus** | **BELIEVE/LIVE**  Know how Christians prepare for the coming of Christ during Advent. | **BELIEVE / CELEBRATE / LIVE**  Know ‘He will come again in glory’ from the Nicene Creed. | **HEAR / CELEBRATE / LIVE**  Know that that ancestry of Jesus can be linked to the Jesse Tree.  Know how Christians use the Jesse tree during Advent. | **LIVE**  Identify the meaning and representation of the Jesse tree in art around the world. | **RESPOND**  **Celebration of the Word**  **Assessment – Knowledge capture** |
| **Recall and Retrieval** | * Know what is symbolic about the Advent wreath. | * Know ways that Christians prepare for the coming of Jesus at Christmas. | * Know about the descendants of Jesus. | * Know about the significance of the Jesse tree. | * Complete a knowledge capture of the key knowledge outlined on the knowledge organiser. |
| **Sequence of knowledge throughout the lesson** | **Key knowledge:**  **Pupils will know:**   * Know that the Church teaches that in the Advent liturgies, Christians pray for the second coming of Jesus alongside preparing for Christmas. * Know different ways how Christians prepare for the coming of Christ during Advent. | **Key knowledge:**  **Pupils will know:**   * Know that the Church teaches that Advent is a time of preparation for Jesus’ incarnation at Christmas and for the second coming as King of the Universe. * Know that ‘He will come again in glory’ from the Nicene Creed is referring to the second coming of Jesus’ incarnation at Christmas. * Know that the Church teaches that for Christians, the prophets awaken an expectation of the coming of the Messiah in people’s hearts. * Know that in Advent, the figure of John the Baptist asks Christians how they will prepare a way for Jesus in their own lives and at the end of all things. | **Key knowledge:**  **Pupils will know:**   * Know that a Jesse tree represents the ancestry of Jesus using artistic symbols starting with creation and ending with the incarnation. * The Jesse Tree tradition is rooted in Isaiah 11:1: “A shoot shall come out from the stump of Jesse, and a branch shall grow out of his roots.” * Know that Jesse was the father of David, Israel’s greatest king. * Each symbol represents a story from within this family tree and a step toward the birth of Jesus. | **Key knowledge:**  **Pupils will know:**   * Know how the meaning and representation of the Jesse tree connects to God’s plan for salvation. | **Key knowledge:**  **Pupils will know:**   * Know the core knowledge outlined throughout the unit. |
| **Key Skills/disciplinary knowledge** | Describe and give reasons for the different ways Christians prepare for the coming of Christ during Advent. | **U4.2.4 Make links** with the words of Isaiah, the preaching of John the Baptist, and the season of Advent. | **U4.2.6 Make links** with the ancestry of Jesus and the Jesse tree. | **D4.2.1 Respond** to a variety of artistic ways in which the Jesse tree is portrayed.  **D4.2.1 Suggest reasons** for the artist’s choices and **give reasons** for their personal preference. |  |
| **Main teaching activity** | 1. Discuss examples of ways Christians prepare their hearts for Jesus during Advent (*prepare your heart, create an Advent calendar, daily prayer, be present, set up a space for prayer, remember those in need*, light Advent candles, read the Bible, sing Christmas carols) 2. Set out a double page spread for recording several different ways from those discussed, of how Christians prepare for the coming of Christ during Advent. Draw and write about the selected examples. 3. Give reasons for each example recorded. | 1. The Apostles creed is explored on page 28 *YouCat for Kids*. Explain there are two versions of the Creed and today we will focus on the Nicene Creed statement comparing it with the statement in the Apostles’ Creed (*He will come again in glory*). 2. Re-read Matthew 3:3 (Prophet Isaiah link 40:3) and Mark 1:1-2. 3. Make links with the words of Isaiah, the preaching of John the Baptist and the season of Advent. | 1. Pupils complete ‘What I already know about the Jesse tree’.  2. Start to explore the different artistic symbols and which bible stories they relate to.  3. Work with a partner to read their story and then explain why the symbol matches with the story. | 1. Create a class Jesse tree. Each child to contribute a symbol for the tree.  2. Make a link to the artistic symbol they have chosen and the Bible story it represents.  Take a photo of design to record in RE book. | 1. Complete a knowledge capture of the core learning outlined from the knowledge organiser.  2. Plan and prepare for class collective worship.  3. Write a prayer that links with asking for faith and hope in God, even in difficult times and make a link to Elijah or their own personal encounter with God. |
| **Scaffolding** |  |  | Reduce the amount of bible stories and symbols for the children to match. | Have examples that can be used as a stimulus for the bible story image they are creating. | The assessment task will be independent work.  Children with any writing barriers can either type their responses or record them verbally. |
| **Challenge** |  | Read both versions of that section of the Nicene and Apostles creed. Which version do they prefer and why? | Use RE leaders to support other pupils who made need support explaining why the symbol matches the bible story. | Create their own images following knowledge of the relevant bible story. | Use their planning and evaluation skills to support others during the class prayer and liturgy session. |
| **Key vocabulary and definition / Explicit vocabulary instruction** | **Advent** – The first season of the Church’s year and a time of waiting for the coming of Jesus at Christmas. | **Advent** – The first season of the Church’s year and a time of waiting for the coming of Jesus at Christmas.  **Nicene creed** – A profession of Christian faith said during the Mass. It contains twelve key facts that explain Christian faith.  **Incarnation** – God became man in the body of Jesus Christ. Jesus was both fully human and fully God at the same time. | **Jesse tree** – a way of preparing for Advent by journeying through the bible stories from Jesus‘ family tree.  **Ancestory** – the geneology (family tree) of Jesus. | **Jesse tree** – a way of preparing for Advent by journeying through the bible stories from Jesus‘ family tree. | Revisit and review all vocabulary from the unit of work. |
| **Resources** | RE books | <https://www.youtube.com/watch?v=QKaweo2UGcE>  YouCat for kids | Copies of Bible stories refelcted on the Jesse tree.  Copies of examples of symbols that reflect the bible story.  RE books | Branches to make a tree for display.  Card / wooden discs  String  Colouring pens / paints | Assessment resources  Prayer and liturgy planning and evaluation resources |
| **Diversity Links** | Explore ways that Catholics around the world prepare for Advent. | What Advent traditions exist in different global cultures? | Explore different cultural representations of the Jesse tree. | Explore different cultural representations of the Jesse tree. | - |
| **Checking for understanding (summative assessment)** | 7. Know the reasons for some feasts of the Church, linking scripture and liturgical feasts or seasons. | 8. Show understanding of why some people gave Jesus the title ‘Christ’ (the anointed one) and the Messiah by making links with the scripture studied.  10. **Make relevant links** between the Nicene Creed and the Apostles’ Creed and the central beliefs of Christianity. | Pupils can give reasons why the Jesse tree is used during Advent. | Show understanding of the meaning of the Jesse tree. | Outcomes from the assessed task and responses during prayer and liturgy. |