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|  **Advent Term 1****Branch One: Creation and covenant****Year 4** |
| **Understand****U4.1.1. Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called. (RVE)****U4.1.2. Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term ‘covenant’.****U4.1.3. Show an understanding of the story of Abraham and Isaac (Genesis 22:1-18), recognising the importance of historical context in explaining the meaning of this story then and now.****U4.1.4. Recognise that God’s covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.****U4.1.5. Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God.****U4.1.6. Make links between prayers that show trust in God and the virtues of faith, hope, and love.****Discern****D4.1.1. Describing and explaining the virtues: faith, hope, and love making links between these virtues of and the life of a person who was an example of faith made active in love (e.g., the intervention of Cardinal Manning in the London dockworker’s strike in 1889).****D4.1.2. Explaining why they think Abraham is seen as a model of prayer.****Respond****R4.1.1. Considering how their own lives and the lives of their communities could be transformed by the virtues of faith, hope, and love. (RVE)****R4.1.2. Reflecting on how the virtues of faith, hope and love help them to be a good neighbour. (RVE)****R4.1.3. Reflecting on the challenges and blessings Abraham (and Joseph) experienced and how their faith played a part in how they reacted.** |
|  | Lesson 1**UNDERSTAND** | Lesson 2**UNDERSTAND** | Lesson 3**UNDERSTAND/RESPOND** | Lesson 4**UNDERSTAND** | Lesson 5**UNDERSTAND**  | Lesson 6**DISCERN** |
| **Learning Focus**  | **HEAR**Know the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called  | **HEAR**Know the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term ‘covenant’ | **HEAR/BELIEVE**Reflect on the blessings Abraham experienced and how their faith played a part in how they reacted.  | **HEAR / BELIEVE**Know the story of Abraham and Isaac (Genesis 22:1-18), recognising the importance of historical context in explaining the meaning of this story then and now. | **HEAR**Know that God’s covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity | **LIVE**Know that Abraham is seen as a model of prayer, making links between prayers that show trust in God and the virtues of faith, hope, and love  |
| **Recall and Retrieval**  | * Know Abraham is one of the most important figures in religious history because Jews, Christians, and Muslims trace their belief in one God back to him.
 | * Know who Abraham is
* Know the meaning of ‘covenant’.
 | * Recap on the meaning of the term ‘blessing’
 | * Describe why people needed to be reminded of God’s covenant.
 | * Familiarity with the Old and New Testament
* Judaism
 | * Recap on some familiar prayers
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| **Sequence of knowledge throughout the lesson** | Key knowledge:Pupils will know:* Know the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called
* Retell the story of Abraham linking this to the cultural and religious context out of which he was called
 | Key knowledge:Pupils will know:* Know what is meant by ‘covenant’.
* Know the story of Abraham, ensuring it is accurate in sequence and detail.
 | Key knowledge:Pupils will know:* Know the story of Abraham and Sarah (Gen 18: 1-15)
* That faith is believing in God and trusting what God reveals and following God’s purpose to live a good life.
 | Key knowledge:Pupils will know:* Know the story of Abraham and Isaac (Genesis 22:1-18)
* Recognise the importance of historical context in explaining the meaning of this story then and now.
 | Key knowledge: Pupils will know:* That God’s covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity
 | Key knowledge:Pupils will know:* That Abraham is seen as a model of prayer, making links between prayers that show trust in God and the virtues of faith, hope, and love
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| **Key Skills/disciplinary knowledge** | U4.1.1. Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called. (RVE) | **U4.1.2. Retell** the story of Abraham, ensuring it is accurate in sequence and detail and **shows an understanding** of the term ‘covenant’. | U4.1.5. Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God.R4.1.3. Reflecting on the challenges and blessings Abraham (and Joseph) experienced and how their faith played a part in how they reacted. | U4.1.3. Show an understanding of the story of Abraham and Isaac (Genesis 22:1-18), recognising the importance of historical context in explaining the meaning of this story then and now. | **U4.1.4. Recognise** that God’s covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.**Make links** between Judaism and Christianity | U4.1.5. Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God.U4.1.6. Make links between prayers that show trust in God and the virtues of faith, hope, and love.D4.1.2. Explaining why they think Abraham is seen as a model of prayer. |
| **Main teaching activity*****If the school has another short-term planning format, this does not need to be included.***  | 1. Begin to create a whole class story map of Abraham (and Joseph)
2. Turn and talk activities and whole class discussion
 | 1. Complete the whole class story map of Abraham (and Joseph)
2. Retell the story of Abraham through role-play, writing and / or picture.
3. Make links to covenant.
 | 1. Visio Divina – Using artwork of the story reflect on:
* The reaction of Abrahm to the appearance of the three men and how this showed his faith
* The reactions of Abraham and Sarah to the blessing they God had bestowed on them.
 | 1.Extended writing task to retell the story of Abraham and Isaac (Genesis 22:1-18)2.Make links to the meaning of the story, then and now. | 1.Through pictures and / or text, describe how we can live out the message within God’s covenant with Abraham.  | 1.Provide a selection of prayers that show trust in God and invite the pupils to make links between these, and the virtues of faith, hope, and love.  |
| **Scaffolding** | Provide key words / sentence ‘hooks’, and starters.  | Provide key words / sentence ‘hooks’, and starters. | Artwork provided. Key words and names displayed. | Provide key words / sentence ‘hooks’, and starters. | Have word mats available on tables with key words. Provide key words / sentence ‘hooks’, and starters. | Variance of prayers / textPictorial prayers |
| **Challenge** | Linking to the cultural and religious context out of which Abraham was called | Varied links to covenant and other religious sources | Making links to the story of the Jesus washing the feet of the Disciples in the New Testament.  | Varied links to other religious sources | Making links between Judaism and Christianity | Variance of the links used, and the related religious sources |
| **Key vocabulary and definition**  | AbrahamJoseph | Covenant | AbrahamSarahBlessingfaith | IsaacGenesisHistorical context  | Old and New Testaments JudaismChristianity | Trust in God Virtues of faith, hope, and love. |
| **Resources** | Lesson PowerPointChildren’s biblesActivity sheet on first page with a box – *What I already know about Abraham*  | Lesson PowerPointChildren’s bibles | Lesson PowerPointChildren’s BiblesAbraham and Sarah artwork  | Lesson PowerPointChildren’s bibles | Lesson PowerPointChildren’s bibles<https://youtu.be/aBPANcV67nk?si=dSMG5Ewmime5y_qo> | Lesson PowerPoint<https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2019/05/Virtues-for-Catholic-Schools.pdf>  |
| **Diversity Links** | Cultural and religious context |  | Different representation of Sarah in artwork from a variety of artists from different parts of the world. | Historical context in explaining the meaning of this story then and now. | Explore the phrase ‘many nations‘Relevance today |  Prayer from different cultures – in various languages |
| **Checking for understanding (summative assessment)**  | Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called. | Retell the story of Abraham and shows some understanding of the term ‘covenant’. | Reflect on the blessing of Abraham and describe how their faith played a part in how they reacted. | Show some understanding of the story of Abraham and Isaac (Genesis 22:1-18), recognising the importance of historical context in explaining the meaning of this story then and now. Retell the story of Abraham ensuring it is accurate and in detail. | Recognise that God’s covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.Making some links between Judaism and Christianity  | Show some understanding of prayers that show trust in God, making links to the virtues of faith, hope, and love. |

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|  | Lesson 7**UNDERSTAND/DISCERN** | Lesson 8**UNDERSTAND** | Lesson 9**UNDERSTAND** | Lesson 10**RESPOND** |
| **Learning Focus** | **BELIEVE/LIVE**Describe and explain the virtues of faith, hope and love making links between these virtues and the life of Abraham.  | **BELIEVE / CELEBRATE / LIVE**Consider how their own lives and the lives of others could be transformed by the virtues of faith, hope, and love. | **HEAR / CELEBRATE / LIVE**Reflect upon how the virtues of faith, hope and love help them to be a good neighbour, linking this to religious sources such as; The Ten Commandments.  | **RESPOND****Collective worship****Assessment – Knowledge capture** |
| **Recall and Retrieval**  | * Recap upon the meaning of Virtues
* The challenges and blessings Abraham experienced
 | * Recap upon the virtues shown by Abraham
 | * Recap on being a good neighbour
* Global neighbour (Cafod)
* Ten Commandments
* Catholic Social Teaching
 | * By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied,
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| **Sequence of knowledge throughout the lesson** | Key knowledge:Pupils will know:* Know, and reflect upon the challenges and blessings Abraham (and Joseph) experienced.
* How Abraham lived out the virtues of faith, hope and love.
* How we too can live this out
 | Key knowledge:Pupils will know:* How their own lives and the lives of their communities can be transformed by the virtues of faith, hope, and love. (RVE)
 | Key knowledge:Pupils will know:* how the virtues of faith, hope and love help them to be a good neighbour
 | Key knowledge:Pupils will know:* Know the core knowledge outlined throughout the unit.
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| **Key Skills/disciplinary knowledge** | U4.1.5. Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God.D4.1.1. Describing and explaining the virtues of faith, hope, and love making links between these virtues of a life of a person who has an example of faith made active in love.  | **R4.1.1. Considering** how their own lives and the lives of their communities could be transformed by the virtues of faith, hope, and love. (RVE) | R4.1.2. Reflecting on how the virtues of faith, hope and love help them to be a good neighbour. (RVE) | * R4.1.1. Considering how their own lives and the lives of their communities could be transformed by the virtues of faith, hope, and love. (RVE)
* R4.1.2. Reflecting on how the virtues of faith, hope and love help them to be a good neighbour. (RVE)
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| **Main teaching activity*****If the school has another short-term planning format, this does not need to be included.***  | 1. Explore and discuss the stories of Abraham that the children have heard so far, identifying when he showed the virtues of faith, hope and love. 2. Create a character description of Abraham focusing on describing when and how he showed each virtue.  | 1. Design a ‘Charter to Live’ By, based on our words and actions informed by their faith, hope, and love in God.2. Provide a series of scenarios. Pupils to respond to these through the lens of the virtues. | Explore the virtues through the lens of the 7 Catholic social teaching principles. Use them when writing about how we can all live a better life (poster, presentation, a blog) | 1. Complete a knowledge capture of the core learning outlined from the knowledge organiser. 2. Plan and prepare for class collective worship. |
| **Scaffolding** | Artwork of the stories of AbrahamProvide a range of religious sources. E.g. prayer, scripture, the Sacraments.  | Provide virtues definitions  | 7 Catholic social teaching principles – key definitions | The assessment task will be independent work. Children with any writing barriers can either type their responses or record them verbally. |
| **Challenge** | Link to other scripture where religious figures show these virtues in their lives – Jesus, St Paul, Mary Elizabeth, John the Baptist.  | Link to a variance of religious sources. E.g. prayer, scripture, the Sacraments. | Link to a variance of religious sources. E.g. prayer, scripture, the Sacraments. | Use their planning and evaluation skills to support others during the class prayer and liturgy session.  |
| **Key vocabulary and definition** | VirtuesFaith, hope, and loveReligious sources | Virtues | Virtues7 Catholic social teaching | Revisit and review all vocabulary from the unit of work. |
| **Resources** | Lesson PowerPointChildren’s biblesArtwork of the story of Abraham | Lesson PowerPoint<https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2019/05/Virtues-for-Catholic-Schools.pdf>  | <https://cafod.org.uk/pray/catholic-social-teaching> <https://cafod.org.uk/education/primary-teaching-resources/children-s-prayers/global-neighbours-prayer>  | Assessment resourcesPrayer and liturgy planning and evaluation resources |
| **Diversity Links** | Identify that other faiths live by similar sets of virtues – 5 Pillars of Islam. | Challenge of living out the virtues in different parts of society, and the wider world. | Global neighbour;<https://cafod.org.uk/education/primary-teaching-resources/children-s-prayers/global-neighbours-prayer>  |  |
| **Checking for understanding (summative assessment)**  | Know and explain the virtues of faith, love, and hope shown by Abraham Know how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God. | Know how their own lives and the lives of their communities could be transformed by the virtues of faith, hope, and love. | Know how the virtues of faith, hope and love help them to be a good neighbour, linking this to religious sources such as; The Ten Commandments. | Outcomes from the assessed task and responses during prayer and liturgy. |