

**English Year 7 – Term 3 – Bible Stories – Unit Intent** – In this Unit students will gain crucial knowledge of some of the key and most influential stories of the Bible in order to be able to understand how every writer we study throughout KS3 and KS4 was influenced in some way by the stories and teachings of the Bible, as well as how this has shaped different societies and beliefs throughout history. This will feed on from what students learnt in Terms 1 and 2 about the religious beliefs of the Greeks and Romans and how these beliefs shaped their society and Literature. This will feed forward to every text that is studied across KS3 and KS4, as all will have been directly, or indirectly, inspired and influenced by the stories from the Bible.

|   | <b><u>Lesson Intent</u></b><br>(i.e. how does support learning in the next lesson/future lesson/exam prep, etc)  | <b><u>Vocabulary – Daily Retrieval/Teach for memory</u></b>                         | <b><u>Activities/Assessment (to including the metacognitive/learning verb</u></b>   | <b><u>Homework/Literacy Map</u></b> |
|---|--|---|---|-------------------------------------|
| <p><u>Week 1: KG/s and Overview</u></p> <p><b>Lesson 1</b> – To <b>summarise</b> the story of the Garden of Eden and <b>explain</b> the concept of ‘Original Sin’</p> | <p><b>Lesson 1</b> – This lesson intends to make students aware of the story of the Garden of Eden to develop their understanding of the concept of Paradise and how the concept of Original Sin has influenced subsequent Literature and societies.</p> <p>Feeds on from the study of Greek Roman and Viking Mythology and society, as well as the religious aspects of Arthurian Legend.</p> <p>Feeds forward to next lesson by students studying the tale of two of Adam and Eve’s children.</p> <p>Feeds forward to texts such as ‘Macbeth’ and ‘The Crucible’ in Year 8, which explore the concept of</p> | <p><b>Lesson 1</b> -</p> <p><b>New:</b> Paradise</p> <p><b>Retrieve:</b> Honour</p> | <p><b>Lesson 1</b> -</p> <p>1.) Vocabulary and prior knowledge daily retrieval slides.</p> <p>2.) Introduce students to the figure of Lucifer/Satan and his fall from heaven (look at Bible passage). Read story of The Garden of Eden and <b>summarise</b> the main points of the story. Draw out the concept of Original Sin from the story and the significance of Eve being to blame and how this has influenced the view of women in</p> |                                     |

Vocab Bank

|   |  |  |  |  |
|---|--|--|--|--|
|   | <p>sinning, as well as the Dystopian texts in Years 8 and 9, and texts such as 'The Yellow Wallpaper', which focus on the oppression of women.</p>   |  | <p>subsequent societies. Students write an <b>explanation</b> of what Original Sin in.</p>   |  |
| <p><b>Lesson 2</b> – To <b>compare</b> how the moral concept of sacrifice is presented in two Bible stories</p> | <p><b>Lesson 2</b> –This lesson intends to make students explore the concept of sacrifice through the stories of Cane and Abel and Abraham and Isaac. Students will be able to compare the moral lessons of these two stories and how the concept of sacrifice links to subsequent texts.</p> <p>Feeds on from the study of Greek Roman and Viking Mythology and society, as well as the religious aspects of Arthurian Legend.</p> <p>Feeds forward to next lesson where students will explore further moral concepts through studying the 10 Commandments.</p> <p>Feeds forward to the study of sacrifice in 'Macbeth' and</p> | <p><b>Lesson 2</b> -<br/><b>New:</b> Sacrifice<br/><b>Retrieve:</b> Morality</p> | <p><b>Lesson 2</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Asks students to explore why sacrifice is an important concept in Literature and identify texts/film/tv shows that have sacrifice in them. Read the story of Cane and Abel and <b>identify</b> the moral message of the sacrifice and the tale. Then read the story of Abraham and Isaac and do the same. Write a brief <b>comparison</b> of the similarities and</li> </ol> |  |

Vocab Bank

|  |  |  |   |  |
|--|--|--|---|--|
|  | <p>'The Crucible', as well as 'An Inspector Calls', 'Romeo and Juliet' and 'A Christmas Carol' at GCSE.</p>  |  | <p>differences between the moral message of the tales and sacrifices in the stories.</p>  |  |
| <p><b>Lesson 3</b> – To <b>summarise</b> who Moses is and his significance in the Bible and to <b>explain</b> how the 10 Commandments have influenced our laws</p> | <p><b>Lesson 3</b> – This lesson intends to make students aware of who Moses was in the Bible and why he is significant and learn what the 10 Commandments are and how these affect past societies and our society today.</p> <p>Feeds on from the study of Greek Roman and Viking Mythology and society, as well as the religious aspects of Arthurian Legend.</p> <p>Feeds forward to next lesson where students will focus on the story of Jesus' birth and the concept of the Holy Trinity.</p> <p>Feeds forward to the study of morality and breaking the law in texts such as 'Macbeth', 'The Crucible', 'Animal Farm', 'Lord of the Flies' and all GCSE Literature texts.</p> | <p><b>Lesson 3</b> -<br/> <b>New:</b> Omnipotent/<br/> Omniscient/<br/> Omnipresent<br/> <b>Retrieve:</b> Legality</p> | <p><b>Lesson 3</b> -</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Watch video clip to learn about who Moses was and some of the significant things he did according to the Bible. Students write a <b>summary</b> of this. Introduce students to the 10 Commandments and students link these to current and past laws. Do they think these Commandments are still relevant today? Students write an <b>explanation</b> of how the 10 Commandments have influenced the laws of our society.</li> </ol> |  |

Vocab Bank

|  |   |   |   |  |
|--|---|---|---|--|
| <p><b>Lesson 4</b> – To <b>summarise</b> the significance of the Nativity story and <b>explain</b> the concept of the Holy Trinity</p> | <p><b>Lesson 4</b> – This lesson intends to reinforce students’ knowledge of the Nativity story and the challenges Jesus paced politically from birth. It will also introduce students to the concept of the Holy Trinity and how this is explored in works of Literature.<br/> <b>Feeds on from the study of Greek Roman and Viking Mythology and society, as well as the religious aspects of Arthurian Legend.</b><br/> <b>Feeds forward the study of ‘A Christmas Carol’ and the way the Spirits can be a manifestation of the Holy Trinity. It also allows students to focus on how the Holy Trinity can be seen in other texts.</b></p> | <p><b>Lesson 4 -</b><br/> <b>New:</b> Messiah/Magi<br/> <b>Retrieve:</b> Majesty</p>        | <p><b>Lesson 4 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students recall what they already know about the Nativity story, most likely from Primary school. Why is the birth of Jesus such a significant event for Christians? Read the Nativity story and <b>summarise</b> the main points of the story. Introduce students to the Holy Trinity and how this links to Jesus’ birth and why it is important to Christians. Students write an <b>explanation</b> of what the Holy Trinity is.</li> </ol> | <p>Reading Journal and Vocabulary Retrieval.</p> |
| <p><u>Week 2: KG/s and Overview</u><br/> <b>Lesson 5</b> – To <b>identify</b> the moral message of the Good Samaritan and</p>          | <p><b>Lesson 5</b> – In this lesson students will learn what a parable is in preparation for their writing assessment and read a parable to use as a model for their own.</p>   | <p><b>Lesson 5 -</b><br/> <b>New:</b> Symbolism/Samaritan<br/> <b>Retrieve:</b> Parable</p> | <p><b>Lesson 5 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Introduce students to what a parable is and</li> </ol>  |  |

Vocab Bank

|   |   |   |   |  |
|---|---|---|---|--|
| <p><b>analyse</b> its significance today</p>  | <p>Students will identify the moral messages of both parable and link this message to our society today.</p> <p>Feeds on from the study of Greek Roman and Viking Mythology and society, as well as the religious aspects of Arthurian Legend.</p> <p>Feeds forward to next lessons where students will study a further parable.</p> <p>Feeds forward to the writing assessment later on in the week and the moral aspect of a parable feeds into the moral messages students can identify in future texts, such as 'Macbeth', 'The Crucible', 'Animal Farm', 'Lord of the Flies', as well as 'An Inspector Calls' and 'A Christmas Carol' at GCSE.</p> |   | <p>why they can be found in religious texts. Students discuss whether parables can be relevant to our life today. Students read the Parable of the Good Samaritan and <b>identify</b> the moral message. Students then write an <b>analysis</b> of how this moral message is still relevant or used in our society today.</p> |  |
| <p><b>Lesson 6</b> – To <b>identify</b> the moral message of the Prodigal son and <b>analyse</b> its significance today</p> | <p><b>Lesson 6</b> – In this lesson students will continue to develop their understanding of what a parable is in preparation for their writing assessment and read a parable to use as a model for their own. Students will identify the moral messages</p>  | <p><b>Lesson 6 - New:</b><br/>Prodigal/Redemption/Atonement</p> | <p><b>Lesson 6</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students revise what a parable is from last lesson. Students read the parable of the Prodigal son and</li> </ol>  |  |

Vocab Bank

|   |  |   |   |  |
|---|--|---|---|--|
|   | <p>of both parable and link this message to our society today. Feeds on from the study of Greek Roman and Viking Mythology and society, as well as the religious aspects of Arthurian Legend.</p> <p>Feeds forward to next lesson where students will use their knowledge of parables to begin planning their own. Feeds forward to the writing assessment later on in the week and the moral aspect of a parable feeds into the moral messages students can identify in future texts, such as 'Macbeth', 'The Crucible', 'Animal Farm', 'Lord of the Flies', as well as 'An Inspector Calls' and 'A Christmas Carol' at GCSE.</p> |   | <p>identify the moral message of the parable. Discuss the concept of Redemption and how this is a relevant concept to our society and fiction today. Students write an analysis of how the concept of Redemption is one that is relevant today and how this concept is presented in any modern fiction.</p> |  |
| <p><b>Lesson 7</b> – To explain the differences between sentence structures</p> | <p><b>Lesson 7</b> – In this lesson students will revise how to write and correctly punctuate a simple, complex and compound sentence and then identify the use of these in the parables they have studied. They will use this information to begin planning their parable.</p>  | <p><b>Lesson 7 -</b><br/> <b>New:</b><br/> Simple/Compound/<br/> Complex<br/> <b>Retrieve:</b> Apostrophe</p> | <p><b>Lesson 7 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Revise the difference between simple, complex and compound sentences and how to correctly use a comma in</li> </ol>   | <p>Reading Journal and Vocabulary Retrieval.</p> |

Vocab Bank

|   |  |   |   |  |
|---|--|---|---|--|
|   | <p>This feeds on from previous writing assessments, such as the Roman Stock characters narrative assessment.</p> <p>Feeds forward to next lesson where students continue to plan their assessment.</p> <p>Feeds forward to future reading assessments, such as students writing their own narrative or pieces of non-Fiction, as well as the Narrative and Transactional sections of the GCSE Language exam.</p> |   | <p>complex sentences, as well as alternative forms of punctuation, such as the semi colon. Students re-read the two parables and identify the use of the different sentence structures used.</p> <p>Introduce students to the assessment: Write your own short parable. This can be set in the past, or modern day, and must contain a moral message.</p> |  |
| <p><u>Week 3: KG/s and Overview</u></p> <p><b>Lesson 8</b> – To explain figurative language and relate to your own work</p> | <p><b>Lesson 8</b> – In this lesson students will revise what figurative language is and techniques they can use to have figurative language in their assessment. They will be able to pick examples of figurative language out of the parables they have studied and use this to help them prepare for their own assessment.</p> <p>This feeds on from previous writing assessments, such as</p>                | <p><b>Lesson 8</b> -<br/> <b>New:</b> Figurative<br/> <b>Retrieve:</b><br/> Metaphor/Simile/<br/> Personification</p> | <p><b>Lesson 8</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Revise with students what figurative language is and the techniques they can use to have figurative language in their assessment. Re-read the two parables they have studied and pick out any</li> </ol>          |  |

Vocab Bank

|  |   |  |  |  |
|--|---|--|--|--|
|  | <p>the Roman Stock characters narrative assessment.</p> <p>Feeds forward to next lessons where students will continue planning their assessment.</p> <p>Feeds forward to future reading assessments, such as students writing their own narrative or pieces of non-Fiction, as well as the Narrative and Transactional sections of the GCSE Language exam.</p>  |  | <p>examples of figurative language, or whether figurative language could have been used to illustrate their point.</p> <p>Apply this knowledge to the planning of their own assessment.</p>  |  |
| <p><b>Lesson 9</b> – To explain how writers use language devices to express their message and relate it to your own work</p> | <p><b>Lesson 9</b> – In this lessons students will be introduced to what an allegory is and how this links to parables. Students will explore how symbolism is used in parables to convey their moral message and apply this to their own assessment.</p> <p>This feeds on from previous writing assessments, such as the Roman Stock characters narrative assessment.</p> <p>Feeds forward to next lesson where students will complete their assessment.</p> <p>Feeds forward to future reading assessments, such as</p> | <p><b>Lesson 9</b> -</p> <p><b>New:</b> Allegory</p> <p><b>Retrieve:</b> Symbolism</p> | <p><b>Lesson 9</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Introduce students to what an allegory is and discuss how this links to a parable. Revise symbolism and read through both parables to identify how symbolism is used to convey the moral message. Students apply this to their final planning of their parable. Teacher</li> </ol> |  |

Vocab Bank



|   |  |                    |   |  |
|---|--|--------------------|---|--|
|   | students writing their own narrative or pieces of non-Fiction, as well as the Narrative and Transactional sections of the GCSE Language exam. Also feeds forward to the study of allegories in different texts, such as 'Animal Farm'.   |                    | models how their parable might begin.   |  |
| <b>Lesson 10</b> – To complete the assessment | <p><b>Lesson 10</b> – In this lesson students will assimilate all of their previous knowledge in this Unit to write their own parable using the techniques they have learnt.</p> <p>This feeds on from previous writing assessments, such as the Roman Stock characters narrative assessment.</p> <p>Feeds forward to next lesson where students will continue their study of the story of Jesus and his death and resurrection.</p> <p>Feeds forward to future reading assessments, such as students writing their own narrative or pieces of non-Fiction, as well as the Narrative and Transactional sections of the GCSE Language exam.</p> | <b>Lesson 10 -</b> | <p><b>Lesson 10 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students have the whole lesson to complete their assessment where they write their parable.</li> </ol> |  |

Vocab Bank

|   |   |  |  |  |
|---|---|--|--|--|
| <p><b>Lesson 11</b> – To <b>summarise</b> the story of The Last Supper and <b>analyse</b> its significance</p>  | <p><b>Lesson 11</b> – In this lesson students will explore the significance of the story of the Last Supper and how this and the concept of betrayal has influenced subsequent Literature.</p> <p>Feeds on from the study of Greek Roman and Viking Mythology and society, as well as the religious aspects of Arthurian Legend.</p> <p>Feeds forward to next lesson where students will study Jesus’ Crucifixion and Resurrection.</p> <p>This feeds forward to texts such as ‘Macbeth’, ‘The Crucible’, ‘Animal Farm’, ‘Lord of the Flies’, ‘Of Mice and Men’ and GCSE texts such as ‘An Inspector Calls’ and ‘Romeo and Juliet’, which explore themes of betrayal.</p> | <p><b>Lesson 11 -</b><br/> <b>New:</b> Betrayal<br/> <b>Retrieve:</b> Duplicious</p>             | <p><b>Lesson 11</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Introduce students to the concept of betrayal and students identify texts or film/tv shows that explore this concept. Students read the story of the Last Supper and Judas’ betrayal and <b>summarise</b> they key points and messages of the story. Students write an <b>analysis</b> on the significance of this story and its effect of subsequent texts.</li> </ol> | <p>Reading Journal and Vocabulary Retrieval.</p> |
| <p><u>Week 4: KG/s and Overview</u><br/> <b>Lesson 12</b> – To <b>summarise</b> the story of the Crucifixion and the Resurrection and <b>analyse</b> its significance</p> | <p><b>Lesson 12</b> – In this lesson students will explore the story of Jesus’ crucifixion and resurrection and how this builds upon previous concepts we have studied, such as sacrifice, atonement and redemption and how</p>   | <p><b>Lesson 12 -</b><br/> <b>New:</b> Resurrection/Saviour<br/> <b>Retrieve:</b> Punishment</p> | <p><b>Lesson 12 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Recap the story of Jesus that we have learnt so far. Ensure students understand</li> </ol>  |  |

Vocab Bank

|  |  |  |   |  |
|--|--|--|---|--|
|  | <p>these influenced subsequent texts.</p> <p>Feeds on from the study of Greek Roman and Viking Mythology and society, as well as the religious aspects of Arthurian Legend.</p> <p>Feeds forward to the study of these concepts in the key texts such as 'Macbeth', 'The Crucible', 'Animal Farm', 'Romantic Poetry', 'Lord of the Flies' and all of the GCSE set texts.</p> |  | <p>why Jesus was killed and the purpose of his death. Students read the story of the crucifixion and Jesus' resurrection and summarise the main points and moral messages. Students write an analysis of the moral messages and concepts that the story of Jesus teaches the reader and how this influenced subsequent texts.</p> |  |
|--|--|--|---|--|

Vocab Bank