



Sacred Heart Catholic Primary School - Medium Term Plan



Year group: Year 5	Unit: Creation and Covenant
Unit Enquiry Question: Who is Moses?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: covenant, Moses, Exodus, Sinai, Commandments, virtues, grace
Previous Learning: Know the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called. Know the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'. Know the story of Abraham and Isaac (Genesis 22:1-18), recognizing the importance of historical context in explaining the meaning of this story then and now. 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. Know some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God. Know links between prayers that show trust in God and the virtues of faith, hope, and love.	New Learning/Substantive Knowledge (I know): Know the Moses story, focusing on the two key events of the call and the covenant: the Burning Bush (Ex 3:1-15) and the Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17). Know the links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel (22:36-40). Know how to use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses. Know how to use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives. Know how to use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other. Know that a virtue is a positive habit that helps people live a good life.
Unit Assessment Questions: Reflect on Moses' theophany, where God revealed Himself in the burning bush. Discuss the words and imagery used in this revelation and what it teaches about God. Explain the significance of the Ten Commandments in the context of the Israelites being freed from slavery. How do these commandments contribute to the well-being of the people? Discuss the theological virtues of faith, hope, and love. How do these virtues flow from welcoming the love of God, and how do they relate to Jesus' summary of the law?	New Learning/Disciplinary Knowledge (I can): I can play with possibilities, asking questions about the Ten Commandments, such as "What does 'you shall not steal' mean?" or "What if there were eleven Commandments?" I can express a point of view about what are positive habits (virtues) and negative habits and how virtues might help me grow in goodness. I can discuss what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees. I can express a point of view and give reasons relating to the Church's teaching on the common good and love of neighbour. I can reflect on the words and images used to describe Moses' encounter with God. I can reflect on what makes me truly happy. I can discuss and dialogue with others about how rules can help people be happy (YCFK 110). I can reflect on my habits and where I could 'grow in virtue' to be a better neighbour.

Year group: Year 5	Unit: Prophecy and Promise
Unit Enquiry Question: What do the shepherds in the Bible teach us?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: Samuel, David, anointing, antiphon, psalm, Advent
Previous Learning: Know what a prophet is, drawing on Elijah and John the Baptist as examples. Know some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant. 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. Know the links between the words of Isaiah, the preaching of John the Baptist, and the season of Advent. Know that the feast of Christ the King marks the end of the Church's year and describe what is celebrated. Know the links between the ancestry of Jesus and the Jesse tree.	New Learning/Substantive Knowledge (I know): Know the scripture passages that speak of David's life, recognising the intended audience and the historical context. Know 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. Know and 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. Know that David is a model of prayer, referencing one of the psalms. Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember.
Unit Assessment Questions: What important qualities do the stories of David and Jesus share, especially considering their humble beginnings and roles as shepherds? How does the idea of Jesus being the "good shepherd" connect with the qualities of King David as a shepherd king in the Old Testament? Reflect on the covenant God makes with David, promising that one of his descendants will have an eternal throne. How does this connect to the universal kingship of Christ, and why is Jesus' birthplace and lineage significant in this context? Discuss the importance of the Rosary in the Catholic Church and how it is a prayerful reflection on the life of Christ, especially in the month of October dedicated to the Rosary.	New Learning/Disciplinary Knowledge (I can): I can play 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 judgment rather than God's in choosing a king? What is the possibility of those values being overlooked in today's communities? I can wonder about the imagery of the shepherd used in the scripture passages studied and explore how it helps me, as a reader, understand servant leadership. I can explore artistic representations of the O Antiphons, describe what they represent, and say which I prefer, giving reasons for my choice. I can reflect on my understanding of David and the idea of a leader as a shepherd. I can talk with others about their ideas about leadership, thinking about what it means to be a good shepherd today. I can consider how my own life and the future of the communities to which I belong could be transformed by offering my own life in service to others, as part of my preparation during Advent.

Year group: Year 5	Unit: Galilee to Jerusalem
Unit Enquiry Question: What are Moses' laws and Jesus' new law?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: Beatitude, sermon, petition, Transfiguration, Our Father, virtue
Previous Learning: Know what led some people to give Jesus the title 'Christ' (the anointed one) by connecting it with the Scripture studied. Know the connections between Jesus' speech to John the Baptist's followers and the signs that indicate he is the Messiah. Know the belief that Jesus reveals the type of Messiah he is by demonstrating that God's Kingdom includes those excluded by society, making relevant links to the studied Scripture. Know and describe the Sacrament of Reconciliation and the Sacrament of the Sick, using appropriate religious vocabulary. Know and make relevant connections between the belief that Jesus is the Messiah and the Nicene Creed (specifically Articles 2-4), and suggest reasons why Catholics recite this prayer. Know and describe the work of a person or organisation inspired by Jesus to assist those marginalised by societal attitudes to illness, making links with the virtues of faith, hope, and love.	New Learning/Substantive Knowledge (I know): Know that in the Beatitudes, Jesus tells his followers important messages about what constitutes a blessed life. Know and compare Matthew and Luke's accounts of the new law, or the great commandment, and make links between the new law, a parable, and Jesus' summary of the law, drawing lessons for Christian life today. Know and make simple links between the Beatitudes and the Ten Commandments. Know and describe, in sequence and detail, what the disciples see at the Transfiguration, acknowledging the importance of Moses and Elijah in the event. Know the links between the seven petitions (requests) of the Our Father and their meaning for Christians. Know and understand how the virtue of either hope or charity (love) links to Jesus' teachings in the Beatitudes.
Unit Assessment Questions: Explain what the Beatitudes teach us about having a good life according to Jesus. Compare the new law given by Jesus with the old law of Moses. How does Jesus go beyond the letter of the law? Reflect on the significance of the Transfiguration and why it is considered a mystery. How do Moses and Elijah connect to this event? Discuss the importance of calling God 'Father' in the Our Father prayer. How does this prayer invite Christians into a family relationship with God?	New Learning/Disciplinatory Knowledge (I can): I can express a point of view about Jesus' great commandment as a rule for life. I can imagine how Peter, James, or John felt at the Transfiguration and explain their thinking with reference to why this event is a mystery. I can explore how I and others interpret artists' meanings in response to paintings of the Transfiguration. I can reflect on the mystery of the Transfiguration. I can reflect on why Jesus invites us to call God 'Father.' I can reflect on the meaning of what I have learned about Jesus' great commandment for my own life. I can reflect on how the communities I am part of could be transformed if everyone chose to love their neighbour as themselves.

Year group: Year 5	Unit: Desert to Garden
Unit Enquiry Question: How can we turn away from sin and believe in the Gospel?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: Ash Wednesday, Lent, sin, deadly sin, fasting, prayer, conscience, death, judgement, heaven, hell
Previous Learning: Know the parable of the prodigal son, retelling it with increasing detail, and make simple connections with Christian beliefs about God’s mercy and forgiveness. Know the Judgement of Nations parable and make simple connections with the Christian belief that helping others is part of loving God. Know the events of Holy Week, correctly sequencing them, and describe some of the different reactions to Jesus during Holy Week, reflecting on how they speak to Christians today. Know the story of St Peter during Holy Week. Know the developing specialist vocabulary to name and describe the corporal works of mercy, making links with the Judgements of the Nations parable. Know the connections between belonging to the Church and living out the ‘Works of Mercy’ in support of those in need, for example, giving alms in Lent or praying for someone who is sad.	New Learning/Substantive Knowledge (I know): Know what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions. Know the links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and listen to God’s call to return to him. Describe some ways Christians act to answer that call in Lent, including the importance of prayer. Know how Catholics define sin, making links with the Ten Commandments and Jesus’ great commandment as guides for a good life. Know the specialist vocabulary to describe the term ‘conscience’. Know and simply describe Catholic beliefs in the “Last Thing”: death, judgement, heaven, and hell. Know that the words of St Paul (1 Corinthians 15:1-8, 20-25, 54-57) describe the Christian belief that through the Resurrection of Jesus, people can follow his path to heaven. Know that the Rosary is a prayerful reflection on the life of Christ and explain what the sorrowful mysteries remember.
Unit Assessment Questions: Can you explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions? How can you make links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and listen to God’s call to return to him? Describe some ways Christians act to answer that call in Lent, including the importance of prayer. Describe how Catholics define sin, making links with the Ten Commandments and Jesus’ great commandment as guides for a good life. How can you reflect on the meaning of St Paul's writing about love for your own life and understand how it provides a guide for leading a life turned towards God?	New Learning/Disciplinary Knowledge (I can): I can discuss if all points of view are equally valid when thinking about conscience. For example, is it ever okay to be cruel or unkind to another person? I can think about the temptations Jesus faces in the wilderness and ask ‘what if’ questions about the times I have faced temptations in my own life. I can consider how examining my conscience could help me recognize when I have acted to hurt myself or others and how I could change. I can reflect on the meaning of what I have learned for my own life.

Year group: Year 5	Unit: To the ends of the Earth
Unit Enquiry Question: What is the Sacrament of Confirmation?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: confirmation, discipleship, Holy Spirit, anoint, chrism, Bishop, baptismal grace
Previous Learning: Know the connections between Jn 20:1-10 and Peter's declaration of faith in Matt 16:13-20 and/or between Peter's three denials of Jesus and Jesus' three requests of Peter (Jn 21:15-17). Know the connections between Jesus' words to Peter as the rock (Matt 16:18), John's account of Peter, and the role of the Pope as Peter's successor. Know the term 'apostle' and explain why the Church is 'apostolic'. Know the words of the Apostles' Creed and understand that it summarises the central beliefs of Christians. Know how the one, holy, Catholic, and apostolic Church is structured. Know some ways in which the Church today (locally or globally) continues the work of Jesus. Know what is meant by the 'communion of saints' and recognize that the Church teaches Mary has a special place within this communion as Queen of Heaven.	New Learning/Substantive Knowledge (I know): Know that scripture speaks of the outpouring of gifts of the Holy Spirit on the Messiah in the Old Testament and the gospels. Make links with the Sacrament of Confirmation. Know and use specialist religious vocabulary to show knowledge and understanding of the religious actions and signs involved in the celebration of confirmation. Know the gifts of the Holy Spirit and describe some ways they help Christians be good disciples, making simple links with some of the fruits of the Spirit. Know, using the lives of Mary and another saint as examples, explain what the term 'discipleship' means. Know the names and signs under which the Holy Spirit appears and explain some simple links with scripture and the Sacrament of Confirmation. Know that the Rosary is a prayerful reflection on the life of Christ and explain what the glorious mysteries remember.
Unit Assessment Questions: Explain the meaning of the word 'confirmation' and how the Sacrament of Confirmation connects with the story of Pentecost. Mention the role of the bishop in administering confirmation. Describe the symbolism and significance of the oil of chrism in the Sacrament of Confirmation. Explain how being anointed with chrism relates to the name 'Christian.' Choose a saint, either St Clare of Assisi or St Francis of Assisi, and explain how their life reflects the gifts of the Holy Spirit. Discuss whether their emphasis was more on action or prayerful contemplation. Reflect on the importance of the Blessed Virgin Mary as a model for every Christian in her openness to the Holy Spirit. How can Mary's example inspire Christians in their faith journey?	New Learning/Disciplinary Knowledge (I can): I can say what I wonder about the Holy Spirit in the life of Jesus and the mystery of the Holy Trinity. I can express and explain a preference for an artistic representation of the Holy Spirit, listening to different points of view and giving reasons for my answers. I can consider the claim 'the Sacrament of Confirmation helps a Christian grow in virtue', expressing a point of view about this statement. I can reflect on the links between the words chrism and Christian and discuss what it means for Christians to be anointed for Christ today. I can reflect on how I can use my gifts to make a better world. I can consider the gifts and virtues Christians need to be disciples today.

Year group: Year 5	Unit: Dialogue and Encounter
Unit Enquiry Question: What sacred texts are in the Bible?	
Knowledge Lens Content: Dialogue, Encounter	Vocabulary: Old Testament, New Testament, Bible, Tanakh, Shema, Mezuzah
Previous Learning: Know about the life of St Paul and explain why he is an important figure for Christians. Know the links between Cor 13:1-7, 13 and the theological virtues. Know about a different liturgical rite within the Catholic Church. Know the reasons why different liturgical traditions arose in different parts of the world. Know some ways Christians in their local area work together for the benefit of the whole community (or the common good). Know the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today.	New Learning/Substantive Knowledge (I know): Know that the Bible came together over a period of more than a thousand years and contains sacred texts from Judaism, the four Gospels, and other early writings of the Church. Know that the Church teaches that Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible. Know that the Bible is translated from different languages into many languages. Know that the Tanakh uses different names for God that reveal aspects of his nature. Know and use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer.
Unit Assessment Questions: Explain why the Bible is referred to as a collection of "little books" and how the Church helps people understand its meaning beyond the written words. Describe the importance of the Old Testament for Christians, considering the covenant with Abraham and the fulfillment in Jesus Christ. Discuss the approach Christians take in reading the Old Testament in the light of Christ. Explore the significance of the Shema prayer in Judaism, considering its handwritten nature and its placement in a Mezuzah. Discuss how the Shema reflects the belief in one God in Jewish life. Discuss the concept that "All scripture is inspired by God" (2 Tim 3:16) and how it can be profitably used for teaching, refuting error, guiding lives, and teaching holiness. Reflect on the role of the Church in assisting Catholics with the interpretation of sacred texts.	New Learning/Disciplinary Knowledge (I can): I can ask, "How can Sacred Scripture be 'truth' if not everything in it is right?" (YOUCAT 15) and discuss how to read the Bible prayerfully and how the Church helps us understand Scripture. I can explore the place of Sacred Scripture in Jewish life today. I can discuss why the whole Bible is important for Christians, not just the New Testament. I can reflect on the books that matter to me in my life. I can talk to others about their sacred texts and why they matter. I can think and talk about ways of showing respect for sacred texts.