



St Teresa's Catholic Primary School - Medium Term Plan



Year group: Year 6		Unit: Creation and Covenant	
Unit Enquiry Question: What is the second account of the Creation story?			
Knowledge Lens Content: Hear, Believe, Celebrate, Live.		Vocabulary: Creation, Fall, Eden, evolution, baptism, salvation	
Previous Learning: 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.		New Learning/Substantive Knowledge (I know): Know the literary forms found in the texts studied includes recognising the use of metaphor, symbolic language, and poetry. Know the Church’s teaching on the purpose of the second Creation story and the purpose of scientific accounts, referencing Laudato Si’ 66-67. Make links with the term ‘stewardship’. Know the Christian belief of the first sin or ‘original sin’ by making links with the second story of Creation. Know some Christian beliefs about the Sacrament of Baptism. Know how to use theological vocabulary to describe and explain the belief that sin damages the relationship with God, the relationship with others, and relationships with the created world, making relevant links with the second account of Creation and Laudato Si’ 66. Know that in Christian belief, a new covenant is made in Jesus, and through him, the relationship with God can be restored, making links with John (1:1-5, 16-18) and the Nicene Creed. Know about the work of a Christian or Catholic scientist who has contributed to the scientific understanding of the beginnings of the universe (e.g., Mendel, Lemaitre, Blundell), recognising that many scientists are Christians and they do not see any conflict between their faith and science.	
Unit Assessment Questions: Why is the second account of Creation often misunderstood, and what is aetiology in the context of Bible stories? Can you explain how God is portrayed in the second Creation account, especially in relation to creating Adam and Eve? What is the significance of the Tree of Knowledge of Good and Evil in the second Creation story, and how does it affect Adam and Eve?		New Learning/Disciplinary Knowledge (I can): I can articulate reasons which might lead to judgments different from my own, in response to the claim: ‘belief in Creation is compatible with scientific accounts of the beginnings of the universe and the theory of evolution’, offering reasoned arguments for my own judgment. I can express a point of view about what the story of the Fall says about human beings and suffering, giving reasons why I think this way. I can consider the ways in which my life and the life of my communities could be transformed by taking seriously the belief in the innate dignity and equality of all human beings. I can reflect on the evidence in the world that human beings have not always lived as God has wanted and the effects of this on human beings and the environment.	

How does the second Creation account highlight the importance of human relationships, and what can we learn about God's generosity in this story?	I can reflect on the ways in which the discoveries of science can lead to a deeper appreciation of the greatness of God and God's love for all Creation.
Year group: Year 6	Unit: Prophecy and Promise
Unit Enquiry Question: Who are the important women in the Old Testament?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: salvation history, fulfilment, Old Testament, Lucan, Matthean, protagonists, Mary, Mother of God, Magnificat, religious order
<p>Previous Learning:</p> <p>Know the scripture passages that speak of David's life, recognising the intended audience and the historical context.</p> <p>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.</p> <p>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.</p> <p>Know that David is a model of prayer, referencing one of the psalms.</p> <p>Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember.</p>	<p>New Learning/Substantive Knowledge (I know):</p> <p>Know the significance of one Old Testament scripture passage portraying the importance of women in salvation history, considering authorial intention and historical context. Examples include: Sarah, Miriam, Deborah, Hannah, Esther</p> <p>Know the concept of describing the women of the Old Testament as 'true protagonists of salvation history' using theological language, making connections with key women from the Old Testament.</p> <p>Know the Christian belief that Mary fulfils Old Testament promises, drawing links to Lk 1:26-56 and comparing the authorial focus in Matthew's account (Matt 1:18-25).</p> <p>Know the belief that Mary became the 'Mother of God' using theological language.</p> <p>Know how and why the Magnificat prayer sets radical expectations of the Messiah.</p> <p>Know the lives of contemporary women responding to God's call, making connections to Mary's 'Yes' to God (Lk 1:26-56). Provide examples, such as describing and explaining the role of women's religious orders in the Church today.</p>
<p>Unit Assessment Questions:</p> <p>Explain why women in the Old Testament were important, considering the challenges they faced in a world where men were usually seen as more important.</p> <p>Compare how the angel told Mary about Jesus and how it told Joseph. Explain why Mary is special and how her story is essential in the Bible.</p>	<p>New Learning/Disciplinary Knowledge (I can):</p> <p>I can think about the role of women in the story of salvation and provide a response to the 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." I can support my answer with reasons and discuss why people might give different answers.</p> <p>I can explore how I and others interpret my own and the composer's meaning in response to a variety of sung settings of the Magnificat.</p> <p>I can reflect on my own experiences and consider the women in my life who have been important or significant.</p>

<p>Think about the special prayer Mary said called the Magnificat. Why is it important, and why did some people not like it at times?</p> <p>Think about why Mary is called the 'Mother of God.' How does this make her special, and how does it connect to all Christians?</p>	<p>I can compare my own experiences with others regarding the importance of Mary, the mother of Jesus, in our spiritual lives.</p> <p>I can consider what life or task God might be calling me to live or do and reflect on how my 'Yes' could transform my own life and the lives of the community.</p>
Year group: Year 6	Unit: Galilee to Jerusalem
Unit Enquiry Question: How does the gospel of St John reveal the divine nature of Jesus?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: Cana, Bethesda, Lazarus, sacraments
<p>Previous Learning:</p> <p>Know that in the Beatitudes, Jesus tells his followers important messages about what constitutes a blessed life.</p> <p>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.</p> <p>Know and make simple links between the Beatitudes and the Ten Commandments.</p> <p>Know and describe, in sequence and detail, what the disciples see at the Transfiguration, acknowledging the importance of Moses and Elijah in the event.</p> <p>Know the links between the seven petitions (requests) of the Our Father and their meaning for Christians.</p> <p>Know and understand how the virtue of either hope or charity (love) links to Jesus' teachings in the Beatitudes.</p>	<p>New Learning/Substantive Knowledge (I know):</p> <p>Know the scripture passages studied, identifying the authorial intention and recognising that the scripture has both a literal and a deeper spiritual meaning.</p> <p>Know specialist theological vocabulary to make links between each of the miraculous signs and Christian beliefs about Jesus, including some of the sacraments, and how these reveal he is truly God and truly human.</p> <p>Know specialist religious vocabulary to make links between one of the 'I am' statements and Christian beliefs about Jesus.</p> <p>Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church.</p> <p>Know the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations.</p> <p>Know some ways their local parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons for this.</p>
<p>Unit Assessment Questions:</p> <p>Can you explain why Jesus turning water into wine at the Wedding at Cana is considered a significant sign, and how it relates to the Eucharist?</p>	<p>New Learning/Disciplinary Knowledge (I can):</p> <p>I can give reasons why the Church teaches sacraments are 'meeting points where God himself is present' (YCfK 64) and discuss why others might disagree.</p>

<p>How do Jesus' words demonstrate power in the healing of the official's son, and how does it connect with the prologue in John's gospel?</p> <p>Why is the healing of the man born blind a profound miracle, and how does it symbolize spiritual transformation and healing?</p> <p>Discuss the significance of Jesus raising Lazarus from the dead and its implications for understanding Jesus as the way to eternal life.</p>	<p>I can look at different artistic representations of at least one of the signs in St John's gospel and discuss the artists' use of symbolic representation. I can express and share a personal preference, giving reasons for my choice and listen to contrary points of view.</p> <p>I can reflect on how the seven signs in John's gospel speak to me literally and spiritually.</p> <p>I can consider how stories from scripture speak to people in different ways.</p>
Year group: Year 6	Unit: Desert to Garden
Unit Enquiry Question: What is the significance of Holy Week, in the gospel of St John?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: Bethany, anoint, discourse, Pilate, Crucifixion, Holy Week, Stations of the Cross
<p>Previous Learning:</p> <p>Know what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions.</p> <p>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.</p> <p>Know how Catholics define sin, making links with the Ten Commandments and Jesus' great commandment as guides for a good life.</p> <p>Know the specialist vocabulary to describe the term 'conscience'.</p> <p>Know and simply describe Catholic beliefs in the "Last Thing": death, judgement, heaven, and hell.</p> <p>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.</p> <p>Know that the Rosary is a prayerful reflection on the life of Christ and explain what the sorrowful mysteries remember.</p>	<p>New Learning/Substantive Knowledge (I know):</p> <p>Know the account of Holy Week in the gospel of John.</p> <p>Know and understand how one of the texts reveals deeper meanings about Jesus as Messiah and describe the beliefs revealed.</p> <p>Know the links between the account of Jesus' washing his disciples' feet, what happens at Mass on Holy Thursday, and Christian beliefs about Jesus' actions.</p> <p>Know ways Jesus shows his love for all people by his actions on Holy Thursday and Good Friday.</p> <p>Know the links between the Christian belief in the Crucifixion and the Stations of the Cross as a prayerful reflection on Christ's journey to the cross.</p>
<p>Unit Assessment Questions:</p> <p>Explain why Mary anointed Jesus' feet with expensive oil, considering what this act symbolised and its connection to Jesus' kingship and burial.</p>	<p>New Learning/Disciplinary Knowledge (I can):</p> <p>I can consider the statement 'Jesus had a fair trial', comparing and contrasting different points of view about this statement drawing on John's gospel as a source of evidence.</p>

<p>Describe the significance of Jesus washing his disciples' feet, including the symbolism of water and the expectations set for Christian leadership.</p> <p>Compare St John's account of the Last Supper with other gospels, pointing out differences and explaining the importance of Jesus' new commandment about love of neighbour.</p> <p>Reflect on the arrest of Jesus in the gospel of John, considering its dramatic timing, the portrayal of Jesus as the Paschal lamb, and its connections to Old Testament events.</p>	<p>I can explore how I and others interpret our own and the maker's meaning, in response to a variety of creative and artistic expressions and link these with a scriptural passage studied.</p> <p>I can prayerfully reflect on what Jesus teaches about true discipleship.</p> <p>I can consider how love of neighbour could transform my life and the lives of the communities I am part of, describing the actions I could take to begin this transformation.</p> <p>I can reflect on Lent as a time to begin this transformation.</p>
Year group: Year 6	Unit: To the ends of the Earth
Unit Enquiry Question: How does the gospel of St John link with other parts of the Bible?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: Adam, Mary Magdala, Resurrection, martyr, witness, saint, charity
<p>Previous Learning:</p> <p>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.</p> <p>Know and use specialist religious vocabulary to show knowledge and understanding of the religious actions and signs involved in the celebration of confirmation.</p> <p>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.</p> <p>Know, using the lives of Mary and another saint as examples, explain what the term 'discipleship' means.</p> <p>Know the names and signs under which the Holy Spirit appears and explain some simple links with scripture and the Sacrament of Confirmation.</p> <p>Know that the Rosary is a prayerful reflection on the life of Christ and explain what the glorious mysteries remember.</p>	<p>New Learning/Substantive Knowledge (I know):</p> <p>Know and understand the scripture passages studied, identifying literary forms and authorial intention.</p> <p>Know and use specialist theological and religious vocabulary to describe and explain links between at least one of the scripture passages studied and religious beliefs.</p> <p>Know Christian beliefs about the Resurrection of Christ and the revelation of the Father, Son, and Spirit.</p> <p>Know why Jesus is called the 'new Adam,' making links between scripture texts from the new and old testaments.</p> <p>Know and explain, with examples, the different ways in which Christians bear witness to their beliefs now and in the past, making links with the life of a saint.</p> <p>Know how one charity studied witnesses its Christian faith through its work.</p>

<p>Unit Assessment Questions:</p> <p>Why does St John talk about Adam when telling the Resurrection story? How are Jesus and Adam similar in this story?</p> <p>Why is the garden important in the Resurrection story? How do light and dark pictures help tell the story, and what does it remind you of in the Genesis story?</p> <p>Why does Thomas want to touch Jesus to believe? How does St John show that choosing to believe in Jesus is essential?</p> <p>Why is it important for Christians to tell others about Jesus rising from the dead? How can praying, reading the Bible, and taking part in sacraments help with this? Can you think of someone who showed this in their life?</p>	<p>New Learning/Disciplinary Knowledge (I can):</p> <p>I can consider 'There were many other signs that Jesus worked, and the disciples saw, but they are not recorded in this book,' and give some reasons why some people find it difficult to believe things they have not seen.</p> <p>I can play with possibilities and wonder about why people of religious faith sometimes choose prison, persecution, or even death rather than give up their faith.</p> <p>I can consider what beliefs matter most to me.</p> <p>I can compare my own and others' experiences, feelings, and things that matter to me and understand the ways in which this may lead to different beliefs and different choices about how to live my life.</p> <p>I can reflect on how the work of charities can support people facing injustice or persecution.</p>
<p>Year group: Year 6</p>	<p>Unit: Dialogue and Encounter</p>
<p>Unit Enquiry Question: How can people share their spiritual riches?</p>	
<p>Knowledge Lens Content: Dialogue, Encounter</p>	<p>Vocabulary: dialogue, worldview, Catholic Social Teaching</p>
<p>Previous Learning:</p> <p>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.</p> <p>Know that the Church teaches that Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible.</p> <p>Know that the Bible is translated from different languages into many languages.</p> <p>Know that the Tanakh uses different names for God that reveal aspects of his nature.</p> <p>Know and use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer.</p>	<p>New Learning/Substantive Knowledge (I know):</p> <p>Know the meaning of 'the common good' and the principles of Catholic Social Teaching in an age-appropriate way.</p> <p>Know some ways Christians work together with people of different worldviews to promote the common good.</p> <p>Know the term 'worldviews' and understand its meaning, giving simple examples.</p> <p>Know links and simple connections between some Dharmic beliefs, practices, and ways of life, making connections between them.</p>
<p>Unit Assessment Questions:</p>	<p>New Learning/Disciplinary Knowledge (I can):</p>

What does it mean to be a good neighbour in the context of the "dialogue of life"? Provide examples from your own experiences or observations.

How can Christians and people of different beliefs collaborate for justice and freedom, according to the "dialogue of action"? Share your thoughts on the importance of working together for common goals.

Explore a Dharmic faith pathway, such as Hinduism, Jainism, Buddhism, or Sikhism. Describe key beliefs or practices from this faith and explain how it contributes to the diversity of spiritual riches.

Choose a figure like St. Francis of Assisi, Katharine Drexel, Ruth Pfau, Mateo Ricci, or the Trappist monks of the Monastery Notre-Dame de l'Atlas of Tibhirine. Explain how their life and work reflect the principles of Catholic social teaching and demonstrate dialogue in action.

I can reflect on the statement 'Everyone should be concerned to create and support institutions that improve the conditions of human life' (CCC 1926), considering how this challenges people to change.

I can discuss the term 'common good' and explore why charities with different worldviews work to promote the same goals.

I can explore some examples of creative expressions of faith from a Dharmic pathway.

I can listen to the stories and experiences of those who follow a Dharmic pathway in the class or the wider community, asking questions about their laws, beliefs, worship, or life.

I can consider how engaging in dialogue with those who hold different beliefs could transform my own life and the future of the communities.

I can identify ways I could act differently because of my learning about Catholic Social Teaching dialogue.

