


# Year 5 Autumn 1



## Branch 1: Creation & Covenant

<b>Lens</b>  	<b>Knowledge Lens Content</b>	<b>Ways of Knowing</b>	<b>Expected Outcomes</b>
<b>Hear</b>	The Moses story, focusing on the two key events of the call and the covenant:  The Burning Bush (Ex 3:1-15)	<b>Understand</b>  	Retell the Moses story, focusing on the two key events of the call and the covenant (the Burning Bush (Ex 3:1-15); the Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)).
	The Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)		Make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel (22:36-40).
	Jesus' summary of the law (Matt 22:36-40)		Correctly 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.
<b>Believe</b>	A covenant is a binding agreement between God and human beings, which makes them his people.		Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.
	God made several covenants throughout history – with Noah, Abraham, Moses, and David.		
	God gives the Ten Commandments to help human beings live good and happy lives.		Know that a virtue is a positive habit that helps people live a good life. (RVE)
	That Jesus teaches that the most important commandments are to love God and to love other people.		
	Catholic Social Teaching helps us to see that loving our neighbour demands a commitment to social change and transformation: 'We profoundly belong together and are fundamentally dependent on one another'.		
<b>Celebrate</b>	That sin is the deliberate spoiling of our friendship with God and each other.	<b>Discern</b>  	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?
	We can develop habits that will help us accomplish what is good. These habits are called virtues.		
	Virtues are practical wisdom (prudence), justice, fortitude, and temperance (also known as the cardinal virtues). Through God's grace we can enjoy the theological virtues of faith, hope, and love		
<b>Live</b>	By the end of this unit of study, pupils will know:  Examples of acting with great love (e.g., Little Way week shows the importance of doing small things with great love).		Express a point of view about what are positive habits (virtues) and negative habits and how virtues might help them grow in goodness.

	What growing in virtue could mean in their school (e.g., Jesuit Pupil Profile, Virtues to Live By (Diocese of Leeds)).		Discuss what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees. Express a point of view and give reasons relating to the Church's teaching on the common good and love of neighbour.
<b>Dialogue</b>		<b>Respond</b>	Reflect on the words and images used to describe Moses' encounter with God.
			Reflecting on what makes them truly happy
<b>Encounter</b>			Discussing and dialoguing with others about how rules can help people be happy
			Reflecting on their habits and where they could 'grow in virtue' to be better neighbours

**Key vocabulary:**


Covenant Moses Exodus Sinai Commandments Virtues Grace

# Year 5 Autumn 2



## Branch 2: Prophecy and Promise





<b>Lens</b> 	<b>Knowledge Lens Content</b>	<b>Ways of Knowing</b>	<b>Expected Outcomes</b>
<b>Hear</b>	Scripture passages that speak of David's life and importance: 1 Samuel 16:1-13: anointing of David (a great king)	<b>Understand</b> 	Show an understanding of scripture passages that speak of David's life, recognising the intended audience and the historical context
	1 Samuel 17:1-11, 32-54: David and Goliath		Show an understanding of 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.
	2 Samuel 5:1-5: David becomes king		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.
	2 Samuel 7: 8-15 God's covenant with David		Recognise that David is a model of prayer, referencing one of the psalms
	1 Kings 2:1-4, 10-12: David's death Psalm 21:1-7, Psalm 23		Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember.
<b>Believe</b>	Pupils will know that the Church teaches that: There were great kings anointed and chosen in the Old Testament	<b>Discern</b> 	Recognise that David is a model of prayer, referencing one of the psalms
	God chooses in unexpected ways and especially values those the world overlooks. David, the shepherd was called by God to become a servant king.		Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember.
	David became a great king and united his people who loved him (see Psalm 21:1-7)		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 judgement rather than God's in choosing a king? What is the possibility of those values being overlooked in today's communities?
	For Christians, Jesus fulfils the promises made to David.		Wonder about the imagery of shepherd used in the scripture passages studied and explore how it helps them, as readers, understand servant leadership
	Psalms are part of the Church's treasury of prayers. In praying psalms David is a model of prayer.		Exploring artistic representations of the O Antiphons, describe what they represent, and say which they prefer, giving reasons for their choice.
<b>Celebrate</b>	Pupils will know: Some words of Psalm 23 to speak or sing	<b>Respond</b>	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 judgement rather than God's in choosing a king? What is the possibility of those values being overlooked in today's communities?
	The links between the O antiphons and the Evening Prayer of the Church (Vespers) for 17-23 December.		Wonder about the imagery of shepherd used in the scripture passages studied and explore how it helps them, as readers, understand servant leadership
	The verses of the hymn 'O Come, O Come Emmanuel' as expressions of beliefs about who Jesus is.  The joyful mysteries of the Rosary: the Annunciation, the Visitation, the Nativity of our Lord, the Presentation of the Child Jesus in the Temple, and the Finding of the Child Jesus in the Temple.		Exploring artistic representations of the O Antiphons, describe what they represent, and say which they prefer, giving reasons for their choice.
<b>Live</b>	Pupils will know: Psalms are an ancient way of prayer that are still prayed every day	<b>Respond</b>	Reflecting on your understanding of David and the idea of a leader as a shepherd.
	How the O Antiphons are expressed in art from around the world (e.g., illuminated manuscripts, sung versions of the O Antiphons).		Talking with others about their ideas about leadership, thinking about what it means to be a good shepherd today.
	How the O Antiphons are used by Christians to reflect on the significance of Jesus and his		Considering how their own lives and the future of the communities to which they belong could be transformed

	coming at Christmas (e.g., The O Antiphons, by Ansgar Holmberg C.S.J.).		by offering their own lives in service to others, as part of their preparation during Advent
<b>Dialogue</b>			
<b>Encounter</b>			
<b>Key vocabulary:</b> Samuel David anointing antiphon psalm Advent			

# Year 5 Spring 1



## Branch 3: Galilee to Jerusalem





<b>Lens</b>  	<b>Knowledge Lens Content</b>	<b>Ways of Knowing</b>	<b>Expected Outcomes</b>
<b>Hear</b>	<p>By the end of this unit of study, pupils will hear the following key texts:</p> <p>The Beatitudes from the Sermon on the Mount (Matt 5:1-12)</p> <p>Jesus summarises the law (the great commandment) (Matt 22:36-40, Lk 10:27)</p> <p>A parable about living out Jesus' law (e.g., The Good Samaritan (Lk 10:25-37))</p> <p>The Transfiguration (Matt 17:1-13)</p> <p>Our Father prayer (Matt 6:7-13)</p>	<b>Understand</b>  	<p>Recognise that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed.</p> <p>Compare Matthew and Luke's description of the new law, or great commandment and make links between the new law a parable and Jesus' summary of the law and lessons for Christian life today.</p> <p>Make simple links between the Beatitudes and the Ten Commandments.</p>
<b>Believe</b>  <b>r</b>	<p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <p>The Beatitudes show the loving face of Christ.</p> <p>The Beatitudes describe how faithful Christians should aim to live their lives.</p> <p>Christian hope and charity unfold from the Beatitudes as they show the path to a life in Christ.</p> <p>The Our Father is the perfect prayer given to us by Jesus himself. It is composed of seven petitions.</p> <p>At the Transfiguration Jesus revealed his divine glory.</p>		<p>Describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah.</p> <p>Make links between the seven petitions (requests) of the Our Father and their meaning for Christians.</p> <p>Show understanding of how the virtue of either hope or charity (love) links with Jesus' teaching in the Beatitudes.</p>
<b>Celebrate</b>	<p>By the end of this unit of study, pupils will know:</p> <p>A petition is a form of prayer.</p> <p>The Our Father is the perfect prayer given to us by Jesus.</p> <p>The theological virtues help Christians follow Jesus' great commandment.</p>	<b>Discern</b>  	<p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>Expressing a point of view about Jesus' great commandment as a rule for life.</p> <p>Imagining how Peter, James, or John felt at the Transfiguration. Explain their thinking with reference to why this event is a mystery.</p> <p>Exploring how they and others interpret artists' meanings, in response to paintings of the Transfiguration.</p>
<b>Live</b>	<p>By the end of this unit of study, pupils will know: That the virtues of faith, hope and love help Christians to live out the Beatitudes.</p> <p>Examples of some artists who have imagined the Transfiguration.</p>	<b>Respond</b>  	<p>Reflect on the mystery of the Transfiguration.</p> <p>Reflect on why Jesus invites us to call God 'Father'</p> <p>Reflect on the meaning of what they have learned about Jesus' great commandment for their own lives.</p>
<b>Dialogue</b>			<p>Reflect on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves.</p>
<b>Encounter</b>			

**Key vocabulary:** Beatitude sermon petition Transfiguration Our Father virtue

# Year 5 Spring 2



## Branch 4: Desert to Garden

<b>Lens</b> 	<b>Knowledge Lens Content</b>	<b>Ways of Knowing</b>	<b>Expected Outcomes</b>
<b>Hear</b>	By the end of this unit of study, pupils will hear the following key texts:	<b>Understand</b> 	Explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions.
	A selection of Ash Wednesday readings e.g., Joel 2:12-18, Psalm 50:3-6, 12-14, 17, 2 Cor 5:20-6, Matt 6:1-6, 16-18		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.
	Temptation in the Wilderness (Matt 4:1-11)		Describe how Catholics define sin, making links with the Ten Commandments and Jesus' great commandment as guides for a good life.
	The Resurrection of the Dead Paul (1 Corinthians 15:1-8, 20-25, 54-57)		Use specialist vocabulary to describe the term 'conscience'. (RVE)
<b>Believe</b>	Ash Wednesday marks the beginning of the season of Lent and is the first of the forty days of Lent leading up to Easter. The forty days refer to the time Jesus spent in the desert during which he was tempted.		Simply describe Catholic beliefs in the last things, death, judgement, heaven, and hell.
	A sin is a word, deed, or intention by which a person deliberately chooses to turn away from God.		Recognise 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.
	Sin separates people from love and from good. All sins are damaging but some are so deadly they break our friendship with God.		Know that the Rosary is a prayerful reflection on the life of Christ and explain what the sorrowful mysteries remember
	Conscience is an 'inner voice' that guides the choices people make. God speaks to people through their conscience.	<b>Discern</b> 	By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
	The Last Things are death, judgement, heaven, purgatory, and hell.		Discussing 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?
	Prayer is turning the heart towards God		Thinking about the temptations Jesus faces in the wilderness, ask 'what if' questions about the times they have faced temptations in their own lives.
<b>Celebrate</b>	By the end of this unit of study, pupils will know:	<b>Respond</b> 	Considering how examining their conscience could help them recognise when they have acted to hurt themselves or others and how they could change.
	What the ashes on Ash Wednesday symbolise.		Reflecting on the meaning of what they have learned for their own lives.
	A simple examen and/or act of contrition.		
The Sorrowful Mysteries of the Rosary.			
<b>Live</b>	Prayer is a way of sharing with God everything that is in a person's heart, what makes them happy and what is troubling them		
	What Christians express by prayer postures e.g., kneeling, standing, sitting, joined hands.		
<b>Dialogue</b>			
<b>Encounter</b>			

**Key vocabulary:** Ash Wednesday lent sin deadly sin fasting prayer conscience death judgement heaven hell

# Year 5 Summer 1



## Branch 5: To the Ends of the Earth





<b>Lens</b>  	<b>Knowledge Lens Content</b>	<b>Ways of Knowing</b>	<b>Expected Outcomes</b>	
<b>Hear</b>	By the end of this unit of study, pupils will hear the following key texts:	<b>Understand</b>  	Identify 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.	
	Scriptural echoes of the Sacrament of Confirmation (Is 11:2, 61:1, Lk 4:16, Mt 3:13-17)		Use specialist religious vocabulary to show knowledge and understanding of the religious actions and signs involved in the celebration of confirmation.	
	Pentecost (Acts 2:1-8, 14-18)		Describe 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.	
	The gifts of the Spirit Paul (1 Cor 12:4-11) Baptism in the Spirit (Acts 8:14-16)		Using the lives of Mary and another saint as examples, explain what the term 'discipleship' means.	
<b>Believe</b>	By the end of this unit of study, pupils will know that the Church teaches that: 'Without the Holy Spirit, we cannot understand Jesus'. (YC 114)	<b>Discern</b>  	Describe the names and signs under which the Holy Spirit appears and explain some simple links with scripture and the Sacrament of Confirmation.	
	The Sacrament of Confirmation completes baptismal grace, enriches those receiving the sacrament with the strength of the Holy Spirit who helps them be true witnesses of Christ in word and deed.		Know that the Rosary is a prayerful reflection on the life of Christ and explain what the glorious mysteries remember.	
	The effects of confirmation are an increase in the gifts of the Holy Spirit, a closer bond with Jesus and the Church and a desire to spread the Gospel. These are experienced as the gifts and fruits of the Holy Spirit. Mary is an example of discipleship		Saying what they wonder about the Holy Spirit in the life of Jesus and mystery of the Holy Trinity.	
<b>Celebrate</b>	The actions, signs, prayers, and symbols of the Catholic rite of Confirmation.		<b>Respond</b>  	Expressing and explaining a preference for an artistic representation of the Holy Spirit, listening to different points of view and giving reasons for their answers.
	The Rosary is a prayerful reflection on the life of Christ and the glorious mysteries remember what followed the Resurrection.			Consider the claim 'the Sacrament of Confirmation helps a Christian grow in virtue', expressing a point of view about this statement.
	'Come Holy Spirit, fill the hearts of your faithful' prayer.			Reflect on the links between the words chrism and Christian and discuss what it means for Christians to be anointed for Christ today. Reflect on how they can use their gifts to make a better world.
<b>Live</b>	Some examples of artistic symbolic representation of the Holy Spirit. An example of a saint whose life was transformed by encountering Jesus and who went on to transform the lives of others.	Consider the gifts and virtues Christians need to be disciples today.		
<b>Dialogue</b>				
<b>Encounter</b>				

**Key vocabulary:** Confirmation discipleship Holy Spirit anoint chrism Bishop baptismal grace

# Year 5 Summer 2



## Branch 6: Dialogue and Encounter

<b>Lens</b> 	<b>Knowledge Lens Content</b>	<b>Ways of Knowing</b>	<b>Expected Outcomes</b>
<b>Dialogue</b>	By the end of this unit of study, pupils will know that the Church teaches:	<b>Understand</b> 	By the end of this unit of study, pupils will be able to:
	The many different writers of the Bible were inspired by the Holy Spirit.		Explain 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.
	What Christians call the Old Testament originates in Hebrew scriptures		Know that the Church teaches that Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible.
	The Old Testament is important for Christians because it speaks of God’s covenant with Abraham and is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.		Know that the Bible is translated from different languages into many languages.
	By the end of this unit of study, pupils will know:		Recognise that the Tanakh uses different names for God that reveal aspects of his nature.
	The Bible was originally written in Hebrew, Aramaic, and Greek which were the languages of the writers.		Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer.
	God’s covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.		
<b>Encounter</b>	By the end of this unit of study, pupils will have encountered the following:	<b>Discern</b> 	By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
	That the Tanakh (or Hebrew Bible) uses different names for God, to express different aspects of His nature (see e.g., <a href="https://bjc.org.au/knowledge-centre/Jewish-prayer-names-for-god/">https://bjc.org.au/knowledge-centre/Jewish-prayer-names-for-god/</a> ).	Asking ‘How can Sacred Scripture be “truth” if not everything in it is right?’ (YOUCAT 15) and discussing how to read the Bible prayerfully and how the Church helps us understand Scripture.	
	That the Shema prayer is the basic creed of Judaism. It encapsulates the intrinsic unity of the world and its Creator.	Exploring the place of Sacred Scripture in Jewish life today	
	Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer (‘Hear Oh Israel – the Lord our God, the Lord is One’).	Discussing why the whole Bible is important for Christians, not just the New Testament. (RVE)	
	A mezuzah as it contains the Shema prayer and on the box is the letter ‘Shin’ or sometimes the whole word ‘Shaddai’ meaning mighty, (i.e., God is strong/almighty/powerful) on the mezuzah case	<b>Respond</b> 	Reflect on the books that matter to them in their lives. (RVE)
		Talk to others about their sacred texts and why they matter.	
			Think and talk about ways of showing respect for sacred texts.

**Key vocabulary:** Old Testament New Testemant Bible Tanakh Shema Mezuzah