





Year 4 Autumn 1



Branch 1: Creation & Covenant





| Lens  | Knowledge Lens Content | Ways of Knowing | Expected Outcomes |
|---|---|--|--|
| Hear | <p>The story of Abraham, focusing on the these key texts:</p> <ul style="list-style-type: none"> • The call of Abram (Gen 12:1-5) • The Abrahamic covenant (Gen 15:1-6) • Abraham and Sarah (Gen 18:1-15) • Abraham and Isaac (Gen 22:1-18) <p>(Optional) The story of Joseph, focusing on the following key texts: Gen: 37:2-35, 41:1-42, 44:1-17, 33-34, 45:1-5, 16-20</p> | Understand  | Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called. |
| | <p>By the end of this unit of study, pupils will know some facts about:</p> <ul style="list-style-type: none"> -The historical, cultural, and religious context out of which Abraham was called. -The importance of understanding historical context to appreciate the literal sense of biblical stories. | | <p>Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'.</p> <p>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.</p> |
| Believe | <p>By the end of this unit of study, students will know that the Church teaches that:</p> <ul style="list-style-type: none"> -God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity -Faith is believing in God, trusting what God reveals, and following God's loving purpose to live a good life. -Through living out virtues of faith, hope, and love (sometimes referred to as charity), Christians are drawn into a closer relationship with the Holy Trinity. -Abraham is a model of how to pray. | | <p>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.</p> <p>Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God.</p> <p>Make links between prayers that show trust in God and the virtues of faith, hope, and love.</p> |
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| Celebrate | <p>By the end of this unit of study, pupils will know:</p> <p>Age-appropriate extracts from prayers of faith in God from the Catholic tradition. (For example, Ps 40:1, the St Therese prayer, 'May today there be peace within', St John Henry Newman's 'Mission of my Life', Bl Charles de Foucauld's 'Prayer of Abandonment'.)</p> | Discern  | <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>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).</p> |
| Live | <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> -The virtues of faith, hope, and love. -The life and work 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 | Respond  | <p>Explaining why they think Abraham is seen as a model of prayer.</p> |
| | | | <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <ul style="list-style-type: none"> Considering how their own lives and the lives of their communities could be transformed by the virtues of faith, hope, and love. Reflecting on how the virtues of faith, hope and love help them to be a good neighbour. Reflecting on the challenges and blessings Abraham (and Joseph) experienced and how their faith played a part in how they reacted. |

Key vocabulary: Covenant, Abraham, Sarah, Isaac, Joseph, forgiveness, virtue, faith, hope, love.

Year 4 Autumn 2



Branch 2: Prophecy & Promise





| Lens  | Knowledge Lens Content | Ways of Knowing | Expected Outcomes |
|---|---|--|--|
| Hear | The miracle of the flour and the oil (1 Kings 17:7-14) Elijah's encounter with God: the journey 1 Kings 19:4-8, The meeting: 1 Kings 19:9-15 The preaching of John the Baptist (Matt 3:1-12 and Mk 1:1-8) Isaiah 40:3 (contained within the gospel accounts) The ancestry of Jesus (Matt 1:1-17) | Understand  | By the end of this unit of study, pupils will be able to: Show some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant. |
| | By the end of this unit of study, pupils will know some facts about: The importance of understanding historical context to appreciate the literal sense of biblical stories. What is meant by 'prophecy'. | | 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. |
| Believe | By the end of this unit of study, pupils will know that the Church teaches that: For Christians, the prophets awaken an expectation of the coming of the Messiah in people's hearts. John the Baptist is sent to prepare the way for Jesus. In the Advent liturgies, Christians pray for the second coming of Jesus alongside preparing for Christmas. Advent is a time of preparation for Jesus' incarnation at Christmas and for the second coming as King of the Universe. | | Make links with 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. Makes links with the ancestry of Jesus and the Jesse tree. |
| Celebrate | By the end of this unit of study, pupils will know: The Feast of Christ the King. The Jesse tree. 'He will come again in glory' from the Nicene Creed. | Discern  | 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: Responding to a variety of artistic ways in which the Jesse tree is portrayed. Suggest reasons for the artist's choices and give reasons for their personal preference. |
| Live | By the end of this unit of study, pupils will know: -How Christians prepare for the coming of Christ during Advent. -How Christians use the Jesse tree during Advent, identifying its meaning and representation in art around the world, connecting to God's plan for salvation. -How some artists have depicted Jesus Christ as King. |  | Talking about the type of king they think Jesus would be and give reasons for their answers. |
| | | | Responding to a variety of artistic ways in Christ the King portrayed. Suggest reasons for the artist's choices, give reasons for their personal preference and compare their ideas with others. |
| | | Respond | During this unit of study, pupils will be invited to respond to their learning, for example by: Reflecting on how Elijah and John the Baptist's words speak to people today. Reflecting on what it means to be a good leader and talk to others about their ideas. |

Key vocabulary: Advent prophet Elijah John the Baptist Jesse Tree Christ the King

Year 4 Spring 1



Branch 3: Galilee to Jerusalem





| Lens  | Knowledge Lens Content | Ways of Knowing | Expected Outcomes |
|---|---|--|--|
| Hear | By the end of this unit of study, pupils will hear the following key texts: Peter's mother-in-law and casting out devils (Matt 8:14-17) | Understand  | By the end of this unit of study, pupils will be able to: |
| | Cure of the woman with a haemorrhage. The official's daughter raised to life (Matt 9:18-26) or Cure of two blind men and cure of a demoniac (Matt 9:27-34) | | Show understanding of why some people gave Jesus the title 'Christ' (the anointed one) by making links with the Scripture studied. Make links between Jesus' speech to John the Baptist's followers and signs that he is the Messiah. |
| | The Baptist's question (Matt 11:1-15) | | Show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society, making relevant links to the Scripture studied. |
| | Jesus walks on the water and, with him, Peter (Matt 14:22-33) | | Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick. |
| | Peter's profession of faith (Matt 16:13-26) | | Make relevant links between the belief in that Jesus is the Messiah and the Nicene Creed (specifically Articles 2-4) and suggest why Catholics say this prayer. |
| | By the end of this unit of study, pupils will know some facts about: The importance of understanding historical context and cultural values at the time of the gospels. | | Describe the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness making links with the virtues of faith, hope, and love. |
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| Believe | By the end of this unit of study, students will know that the Church teaches that: Jesus is the Messiah/Christ but in a way that subverted the expectations of those of his own day: Jesus comes as a suffering servant, not a triumphant king. | Discern  | 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: |
| | Jesus is fully God and fully human. We call this belief the incarnation. | | Thinking about and discussing answers to Jesus' question, 'Who do you say I am?', consider the response of Peter and the response of Christians today. |
| | Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society. | | |
| | Jesus showed compassionate healing in mind and body through his ministry and continues to do so through His Body, the Church, especially in the sacraments, such as the Sacrament of Reconciliation and the Anointing of the Sick. | | Considering the claim 'The miracles that Jesus worked were signs that the Kingdom of God was beginning. They expressed his love for humankind and reaffirmed his mission' (YOUCAT 91), expressing a point of view, supported by relevant reasons, in response to this statement. |
| Celebrate | By the end of this unit of study, pupils will know: Why Catholics pray the Creed at Mass. How Catholics experience God's forgiveness in the Sacrament of Reconciliation and through it are reconciled with their community and how the Anointing of the Sick brings God's strength to help those who are sick. | | |
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| Live | By the end of this unit of study, pupils will know: How the work of a person or organisation who has been inspired by Jesus, work with those marginalised by societal attitudes to illness (e.g., St Francis Leprosy Guild, St Damien of Molokai, Ruth Pfau, Catholics for AIDS prevention and Support (CAPS), Sr Julie Driscoll and the House of Ruth). | Respond  | Reflecting on those that society excludes today and consider how they could show love for these people as Jesus did |
| | | | Considering how Jesus serves others and discussing how Christians can follow this example today. What could this mean for their lives and the lives of their local communities? |

Key vocabulary: Messiah Christ incarnation kingdom Sacrament of the Sick Nicene Creed marginalised

Year 4 Spring 2



Branch 4: Desert to Garden





|  Lens | Knowledge Lens Content | Ways of Knowing | Expected Outcomes |
|--|---|--|---|
| Hear | <p>By the end of this unit of study, pupils will hear the following key texts:</p> <p>The lost son (the prodigal) and the dutiful son (Lk 15:11-32)</p> <p>The Judgement of the Nations (sheep and goats) (Matt 25:31-46)</p> <p>The events of Holy Week from the gospel of Matthew</p> <p>Entry into Jerusalem (Matt 21:1-11), Judas' betrayal (Matt 26:14), the Passover and Peter's denial foretold (Matt 26:17-35) Jesus prays (Matt 26:36-46) the betrayal and arrest of Jesus (Matt 26:47-56), Peter's denials (Matt 26:69-75), Pilate questions Jesus (Matt 27:11-14), the Crucifixion (Matt 27:32-44), the death of Jesus (Matt 27:45-56) and the Burial of Jesus (Matt 27:57-61)*</p> <p>*Pupils should have an overview of the events of Holy Week. Please see teachers notes for additional information.</p> | Understand  | <p>By the end of this unit of study, pupils will be able to:</p> <p>Retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness.</p> <p>Make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God.</p> <p>Correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today.</p> <p>Retell the story of St Peter during Holy Week.</p> <p>Correctly use developing specialist vocabulary to name and describe the corporal works of mercy, making links with the Judgements of the Nations parable.</p> <p>Make simple 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).</p> |
| Believe | <p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <p>God loves everyone. He can and wants to forgive people's sins.</p> <p>When people love God, they want to help others as the virtues of faith, hope, and love have their foundations in God who is love.</p> <p>Lent is a time for Christians to make a new start by loving God with their whole heart and expressing this love through good works.</p> | Discern  | <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>Considering why St Peter might have turned away from Jesus and how that made him feel making connections with when they have let people down or broken a promise.</p> <p>Expressing a point of view about the difference between the people who are like sheep and the people who are like goats in the Judgement of Nations.</p> <p>Making connections between being a Christian and choosing to live out the 'Works of Mercy'.</p> |
| Celebrate | <p>By the end of this unit of study, pupils will know:</p> <p>The works of mercy show Christians how to treat other people.</p> <p>That Lent is a time to live out the works of mercy (for example, by praying for someone who is sad, practising patience, fasting, or giving time or money to those in need).</p> <p>Holy Week begins on Palm Sunday & marks the annual celebration of Jesus' passion, death, and resurrection.</p> | | |
| Live | <p>By the end of this unit of study, pupils will know:</p> <p>The corporal and spiritual acts of mercy. How the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty (e.g., St Damien of Molokai, Ruth Pfau, National Justice and Peace Network, CAFOD).</p> | Respond  | <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Reflecting on how the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty and the inspiration they offer for their life.</p> <p>Reflecting on what it is they need to change about themselves during Lent to be better people and discuss how focusing on one of the acts of mercy could help with this, for example, caring for the most vulnerable in their communities.</p> <p>Considering how their own lives & the future of the communities to which they belong could be transformed by what they have learned about forgiveness.</p> |

Key vocabulary: Lent Holy week parable sin forgiveness mercy

Year 4 Summer 1



Branch 5: To the Ends of the Earth





| Lens  | Knowledge Lens Content | Ways of Knowing | Expected Outcomes |
|---|--|--|---|
| Hear | By the end of this unit of study, pupils will hear the following key texts: The empty tomb (Jn 20:1-10) | Understand  | Make links 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). |
| | The appearance on the shore of Tiberius (Jn 21:1-19) | | Find 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. |
| | The Apostles' Creed | | Explain the term 'apostle' and explain why the Church is 'apostolic'. |
| Believe | By the end of this unit of study, pupils will know that the Church teaches that: | | Encounter the words of the Apostles' Creed and know that it summarises the central beliefs of Christians. |
| | The Pope is the successor to Peter. | | Explain how the one, holy, Catholic, and apostolic Church is structured. |
| | The Church is the People of God. | | Describe some ways in which the Church today (locally or globally) continues the work of Jesus. |
| | The Church is apostolic. | Describe what is meant by the 'communion of saints' and recognise that the Church teaches Mary has a special place within this communion as Queen of Heaven. | |
| Celebrate | By the end of this unit of study, pupils will know: | Discern  | 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 Apostles' Creed summarises Christian beliefs. | | Saying what they wonder about Peter's feelings when he entered the tomb and when he saw Jesus by the lake. |
| | That May is the special month of Mary. | | Talking about why the Pope is described as 'the servant of the servants of God', making links with the ministry of Jesus. |
| | Some Marian prayers or hymns, e.g., Hail Mary, the Angelus, the Rosary, the Magnificat, Ave Maria. | | Saying why they like either an artistic representation of Mary or a prayer or hymn, giving reasons for their answer. Listen to the responses of others. |
| | | | |
| Live | By the end of this unit of study, pupils will know: | Respond  | During this unit of study, pupils will be invited to respond to their learning, for example by: |
| | Some artistic depictions of the Blessed Virgin Mary as Mother of the Church or as Queen of Heaven from different times and places. | | Reflecting on the story of Peter, share their ideas and listen to the ideas of others about what his life teaches Christians today. |
| | Some ways in which the Church today (locally or globally) continues the work of Jesus. | | Thinking about the examples of apostleship in the Church today and discussing how they follow the example of Jesus. Reflecting on how Christian communities continue the work of Jesus in the community where they live. |

Key vocabulary: Church Pope apostles apostolic Creed people of God communion of Saints Mary, Mother of the Church and Queen of Heaven

Year 4 Summer 2



Branch 6: Dialogue and Encounter

| Lens  | Knowledge Lens Content | Ways of Knowing | Expected Outcomes |
|--|---|--|--|
| Dialogue | By the end of this unit of study, pupils will hear the following key texts: | Understand  | By the end of this unit of study, pupils will be able to: |
| | The road to Damascus (Acts 9:3-9, 17-19) | | Describe some facts about the life of St Paul and explain why he is an important figure for Christians. |
| | The first letter to the Corinthians (1 Cor 13:1-7,13) | | Make links between Cor 13:1-7, 13 and the theological virtues. |
| | Teachers should choose additional texts about the mission of St Paul, for example,: | | Recount some facts about a different liturgical rite within the Catholic Church. |
| | Paul's speech before the Council of the Areopagus (Acts 17:22-26, 28-29) | | Recognise some reasons why different liturgical traditions arose in different parts of the world. |
| | Galatians 1:11-24 | | Describe some ways Christians in their local area work together for the benefit of the whole community (or the common good). |
| | 2 Cor 11:22-23 | | Describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today. |
| | Galatians 3:27-28 | Discern  | 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: |
| | By the end of this unit of study, pupils will know: | | Looking at how a range of artists show St Paul's encounter with Jesus and discuss which one they prefer, giving relevant reasons for their opinion. |
| | There are different traditions in the Liturgy of the Church* | | Exploring some examples of art or music from a different Catholic community, for example, icons of the Coptic Church, and asking questions about what they have noticed. |
| Some simple facts about a different liturgical tradition in the Church, for example, some prayers or artistic traditions, reflecting a community in their local area where possible. | | Listening to the stories and experiences of others from different Christian communities in the class and the wider community and asking questions about their beliefs, worship, or life. | |
| Encounter | Know some facts about the five pillars of Islam. | Respond  | During this unit of study, pupils will be invited to respond to their learning, for example by: |
| | Understand some ways Muslims in Britain today live out their beliefs. | | Discussing the meaning of what they have learned for their own lives. |
| | | | Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could change the way they live and the relationships in their local communities. |
| | | | Reflecting on what they can learn from the stories of families from different Christian traditions or who follow different liturgical traditions. |

Key vocabulary: Damascus Liturgy rite Christian Islam Five Pillars of Islam
 Shahada, Salah, Sawm, Zakat and Hajj Common good