# To know you More Clearly – Year 4

| | Creation & Covenant | Prophecy + Promise | Galilee to Jerusalem | Desert to Garden | To the ends of the Earth | Dialogue & Encounter |
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| **Understand** | • Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called. (RVE)<br>• Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'.<br>• 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.<br>• 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.<br>• Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God.<br>• Make links between prayers that show trust in God and the virtues of faith, hope, and love. | • Describe what a prophet is drawing on Elijah and John the Baptist as examples.<br>• Show some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant.<br>• 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.<br>• Make links with the words of Isaiah, the preaching of John the Baptist, and the season of Advent.<br>• Know that the feast of Christ the King marks the end of the Church's year and describe what is celebrated.<br>• Makes links with the ancestry of Jesus and the Jesse tree.St Luke. | • Show understanding of why some people gave Jesus the title 'Christ' (the anointed one) by making links with the Scripture studied.<br>• Make links between Jesus' speech to John the Baptist's followers and signs that he is the Messiah.<br>• 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.<br>• Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick.<br>• 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.<br>• 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. | • Retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness.<br>• Make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God.<br>• 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.<br>• Retell the story of St Peter during Holy Week.<br>• Correctly use developing specialist vocabulary to name and describe the corporal works of mercy, making links with the Judgements of the Nations parable.<br>• 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). | • 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).<br>• 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.<br>• Explain the term 'apostle' and explain why the Church is 'apostolic'.<br>• Encounter the words of the Apostles' Creed and know that it summarises the central beliefs of Christians.<br>• Explain how the one, holy, Catholic, and apostolic Church is structured.<br>• Describe some ways in which the Church today (locally or globally) continues the work of Jesus.<br>• 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.s). | • Describe some facts about the life of St Paul and explain why he is an important figure for Christians.<br>• Make links between Cor 13:1-7, 13 and the theological virtues.<br>• Recount some facts about a different liturgical rite within the Catholic Church.<br>• Recognise some reasons why different liturgical traditions arose in different parts of the world.<br>• Describe some ways Christians in their local area work together for the benefit of the whole community (or the common good). (RVE)<br>• Describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today. |
| **Discern** | • 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).<br>• Explaining why they think Abraham is seen as a model of prayer. | • 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.<br>• Talking about the type of king they think Jesus would be and give reasons for their answers.<br>• 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. | • 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.<br>• 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. | • 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.<br>• 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.<br>• Making connections between being a Christian and choosing to live out the 'Works of Mercy' | • Saying what they wonder about Peter's feelings when he entered the tomb and when he saw Jesus by the lake.<br>• Talking about why the Pope is described as 'the servant of the servants of God', making links with the ministry of Jesus.<br>• 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 | • 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.<br>• 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. (RVE)<br>• 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. |
| **Respond** | • Considering how their own lives and the lives of their communities could be transformed by the virtues of faith, hope, and love. (RVE)<br>• Reflecting on how the virtues of faith, hope and love help them to be a good neighbour. (RVE)<br>• Reflecting on the challenges and blessings Abraham (and Joseph) | • Reflecting on how Elijah and John the Baptist's words speak to people today.<br>• Reflecting on what it means to be a good leader and talk to others about their ideas. | • Reflecting on those that society excludes today and consider how they could show love for these people as Jesus did. (RVE)<br>• 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? | • 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. (RVE)<br>• Reflecting on what it is they need to change about themselves during Lent to be better people and discuss | • Reflecting on the story of Peter, share their ideas and listen to the ideas of others about what his life teaches Christians today.<br>• Thinking about the examples of apostleship in the Church today and discussing how they follow the example of Jesus.<br>• Reflecting on how Christian communities continue the work of | • Discussing the meaning of what they have learned for their own lives. (RVE)<br>• 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. (RVE) |

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| | experienced and how their faith played a part in how they reacted. | | | how focusing on one of the acts of mercy could help with this, for example, caring for the most vulnerable in their communities. (RVE)<br>• Considering how their own lives and the future of the communities to which they belong could be transformed by what they have learned about forgiveness. | Jesus in the community where they live. (RVE) | • Reflecting on what they can learn from the stories of families from different Christian traditions or who follow different liturgical traditions. (RVE) |