



Come and See

# Christ the King Catholic Voluntary Academy

## RE Unit Plan: Journeys



<b>Year: 3</b> <b>Topic: 4</b>	<b>Term: Lent 1</b> <b>Dates of unit: 2.5 weeks</b>	<b>Unit Title: <u>Journeys</u> (Local Church - Community - topic)</b> <b>Big Question: Is life a journey?</b>				<b>Catechism of the Catholic Church:</b> The whole liturgical life of the Church revolves around the Eucharistic sacrifice and the Sacraments. There are seven Sacraments in the Church: Baptism, Confirmation (or Chrismation), Eucharist, Penance, Anointing of the Sick, Holy Orders and Matrimony. (CCC1210) The feast of the Presentation of the Lord (2 February) marks a thanksgiving celebration for a first-born son.
<b>Prior Learning:</b> EYFS - study what celebrations/ festivals we have in Catholicism. Y1 - study the holy day for Christians (Sunday) and the special people who work as part of the parish community to run the masses. Y2 - study the different books in the Bible; that the Bible is like a library. Old and New Testament. Know that these are read each week during mass. <b>Children will not have been taught about the liturgical year before, so their prior knowledge here will be limited.</b>	<b>Useful background knowledge to draw upon:</b> <i>Be aware that there may well be children for whom the year has been difficult e.g. loss and bereavement.</i>  The Liturgical Year helps Christians to be close to the work of the Trinity, God the Father, Son and Holy Spirit, throughout the seasons of the year. It brings the Church family together as everyone shares in the celebrations. Following the celebrations Christians are sent out to love and serve God in the world.  Definitions of the types of worship (new P&L guidance 2023): 'Celebrations of the Word': anything that has scripture in it but does not follow the set structure from any liturgical books of the Church. This means that 'class liturgies' as they have been known for years, now need to be called 'celebrations of the word'. Lectio Divina and any	<b>Learning outcomes of this unit</b> Know and understand: <ul style="list-style-type: none"> <li>• a journey through a year - <b>Explore</b></li> <li>• the Christian family's journey with Jesus through the Church's year - <b>Reveal</b></li> </ul> <b>Acquire the skills of assimilation, celebration and application of the above - Respond</b>		<b>Misconceptions</b>  That seasons are to do with the weather - we are talking about <i>liturgical seasons</i> which are stretches of time focused around festivals in the Church's year.  That the end of the church's year is in December like the Gregorian calendar that we use for the weeks and months of the year - the church's year ends with the feast of Christ the King, just before Advent begins.		
		<b>EXPLORE</b> <b>HW task:</b> <i>Journey back through 2023 using the question prompts to aid discussion.</i>  <i>Knowledge organiser sent out in the year group parent curriculum information booklet.</i>	<b>Week 1</b> Reveal	<b>Week 2</b> Reveal	<b>Week 3</b> Reveal	
		<b>Learning Focus 1 &amp; 2 combined:</b> <u>Short write</u> <u>Can I describe and give some reasons for the actions of believers during liturgical seasons? AT1 (iii)</u>  Learn about the liturgical calendar and the things Catholics do during these times, giving reasons for why they do them e.g. they fast for 40 days and 40 nights during Lent because this is how long Jesus went out into the desert for when he was preparing for his fate. I do, we do, you structure. <b>COMPLETE THE FEEDBACK BOOK</b>	<b>Learning Focus 3:</b> <u>Liturgy planning lesson</u> <u>Can I planning a 'celebration of the word' in ordinary time and give a reason for my choices?</u>  Discuss what happens during ordinary time, referring to their knowledge organisers. Break off into small groups to plan sections of a class liturgy suitable for ordinary time.	<b>Learning Focus 5:</b> <b>FEEDBACK SESSION FROM LESSON 4</b> <u>Double page spread</u> <u>Can I give some reasons for actions outlined in the psalms? AT1 (iii)</u>  Learn about what psalms are and rewrite one for modern day Christians, giving reasons why believers should do the things the psalm includes.		

<p><b>Dates/liturgical events relevant to this topic:</b></p> <p><b>Scripture used in topic:</b>          Psalm 84 - <i>God's Story</i> 3 page 42          Psalm 118 - 19-20, 26-29 <i>God's Story</i> 3 page 43          Psalm 122: 1-9 - <i>God's Story</i> 3 page 42          Psalm 23:4 (22) <i>He guides me along the right paths for his name's sake. Even though I walk through the darkest valley, I will fear no evil, for you are with me; your rod and your staff, they comfort me.</i></p>	<p>assemblies with scripture passages would also fit into this title. It's basically anything where you can be a bit creative in the message/mission. 'Liturgy': They want this term to be reserved only for set structured acts of worship from the liturgical books of the church, e.g. Mass or any of the Sacraments we celebrate in school.</p>			<p><b>Learning Focus 4:</b>  <u>Double-page spread</u>  <u>Can I begin to make links between the Annunciation and Mary as a role model?</u>          AT1 (i)</p> <p>Revisit the story of the Annunciation and discuss how Mary is a role model for us.</p> <p>This lesson focuses on the feasts of Our Lady throughout the liturgical year; hammer this point home.          I do, we do, you do.  <b>COMPLETE THE FEEDBACK AND MARKING BOOK</b></p>	<p><b>Respond and Encounter:</b>          Three parts:</p> <ol style="list-style-type: none"> <li>1) Task - why is prayer important in our faith journey?</li> <li>2) Answer the big question showcasing your learning from the unit</li> <li>3) Liturgy - this was planned in an earlier lesson in the unit</li> </ol>	<p><i>Send out next unit's homework</i></p> <p><b>Begin new unit on:</b>  <b>January 29<sup>th</sup> 2024</b></p>	
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**Assessment information for this unit:**

**Working towards:**  
 Some children will be able to **ask and respond** to questions about their own and others' experiences and feelings about the events which mark the year or the season.  
 Some children will be able to **ask questions** about what they and others wonder about how we help one another on the journey through the year.  
 Some children will be able to **make a link** to show how feelings and beliefs affect how they and others behave in their life journey and what is important to them.  
 Some children will be able to use a developing religious vocabulary to **give a reason** why Catholics celebrate certain feasts of the year and the reasons for the actions and symbols used.

**Working at the standard:**

Some children will be able to **ask and respond** to questions about their own and others' experiences and feelings about the events which mark the year or the season.

Some children will be able to **ask questions** about what they and others wonder about how we help one another on the journey through the year.

Some children will be able to begin to **make links** to show how feelings and beliefs affect how they and others behave in their life journey and what is important to them.

Some children will be able to use a developing religious vocabulary to **give some reasons** why Catholics celebrate certain feasts of the year and the reasons for the actions and symbols used.

**Working at greater depth within the standard:**

Some children will be able to **ask and respond** to questions about their own and others' experiences and feelings about the events which mark the year or the season.

Some children will be able to **ask questions** about what they and others wonder about how we help one another on the journey through the year.

Some children will be able to begin to **make several links** to show how feelings and beliefs affect how they and others behave in their life journey and what is important to them.

Some children will be able to use a developing religious vocabulary to **give many reasons** why Catholics celebrate certain feasts of the year and the reasons for the actions and symbols used.