



Nottingham Roman Catholic
Diocesan Education Service



Creation and
Covenant

Branch 1

Y4 Planning for Advent 1

Version 1: September 2026

Branch 1: Creation and Covenant
Advent Term (1) – 6 weeks
Big Question – Why is Abraham seen as a model of prayer?

Understand

- U4.1.1.** Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called. (RVE)
- U4.1.2.** Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'.
- U4.1.3.** 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.
- U4.1.4.** 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.
- U4.1.5.** Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God.
- U4.1.6.** Make links between prayers that show trust in God and the virtues of faith, hope, and love.

Discern

- D4.1.1.** 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).
- D4.1.2.** Explaining why they think Abraham is seen as a model of prayer.

Respond

- R4.1.1.** Considering how their own lives and the lives of their communities could be transformed by the virtues of faith, hope, and love. (RVE)
- R4.1.2.** Reflecting on how the virtues of faith, hope and love help them to be a good neighbour. (RVE)
- R4.1.3.** Reflecting on the challenges and blessings Abraham (and Joseph) experienced and how their faith played a part in how they reacted.

Creation and Covenant – Year 4 (Advent 1)						
	Session 1 UNDERSTAND	Session 2 UNDERSTAND	Session 3 UNDERSTAND/RESPOND	Session 4 UNDERSTAND	Session 5 UNDERSTAND	Session 6 DISCERN
Learning Focus	HEAR Know the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called.	HEAR Know the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term ‘covenant’.	HEAR/BELIEVE Reflect on the blessings Abraham experienced and how their faith played a part in how they reacted.	HEAR / BELIEVE Know 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.	HEAR Know that God’s covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.	LIVE Know that Abraham is seen as a model of prayer, making links between prayers that show trust in God and the virtues of faith, hope, and love.
Recall and Retrieval	Know Abraham is one of the most important figures in religious history because Jews, Christians, and Muslims trace their belief in one God back to him.	- Know who Abraham is - Know the meaning of ‘covenant’.	Recap on the meaning of the term ‘blessing’.	Describe why people needed to be reminded of God’s covenant.	- Familiarity with the Old and New Testament. - Judaism	Recap on some familiar prayers.
Sequence of knowledge throughout the lesson	Key knowledge Pupils will know: - the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called. - how to retell the story of Abraham, linking this to the cultural and religious context out of which he was called.	Key knowledge Pupils will know: - what is meant by ‘covenant’. - the story of Abraham, ensuring it is accurate in sequence and detail.	Key knowledge Pupils will know: - the story of Abraham and Sarah (Gen 18: 1-15). - that faith is believing in God and trusting what God reveals and following God’s purpose to live a good life.	Key knowledge Pupils will know: - the story of Abraham and Isaac (Genesis 22:1-18). - the importance of historical context in explaining the meaning of this story then and now.	Key knowledge: Pupils will know: that God’s covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.	Key knowledge Pupils will know: that Abraham is seen as a model of prayer, making links between prayers that show trust in God and the virtues of faith, hope, and love.
Key skills/disciplinary knowledge	U4.1.3. 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.	U4.1.2. Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term ‘covenant’.	U4.1.4. 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.	U4.1.3. 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.	U4.1.4. 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.	U4.1.5. Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God.
Main teaching activity <i>(if the school has another short-term planning format, this does not need to be included)</i>	- Begin to create a whole class story map of Abraham (and Joseph). ‘Turn and talk’ activities and whole class discussion.	- Complete the whole class story map of Abraham (and Joseph). - Retell the story of Abraham through role-play, writing and / or picture. - Make links to covenant.	- Visio Divina – Using artwork of the story reflect on: - The reaction of Abraham to the appearance of the three men and how this showed his faith. - The reaction of Abraham and Sarah to the blessing that God had bestowed on them.	- Extended writing task to retell the story of Abraham and Isaac (Genesis 22:1-18) - Make links to the meaning of the story, then and now.	Through pictures and / or text, describe how we can live out the message within God’s covenant with Abraham.	Provide a selection of prayers that show trust in God and invite the pupils to make links between these, and the virtues of faith, hope, and love.
Adaptive teaching	- Provide key words / sentence ‘hooks’, and starters. - Pupils act out the story first before mapping to embed knowledge of the events.	- Provide key words / sentence ‘hooks’, and starters. - One group freeze frame. - One group conscious alley. - Third group retell as modern day.	- Artwork provided. Key words and names displayed. - Stem sentences with potential widget images. - Abraham received the following blessings.... - God made numerous promises to Abraham such as: ‘He showed faith and obedience to God by...’ ‘Abraham never lost hope by.....’	- Provide key words / sentence ‘hooks’, and starters. - Storyboard style template for pupils with SEND.	- Have word mats available on tables with key words. Provide key words / sentence ‘hooks’, and starters. - Mix up the way of presenting through ppt on Canva slides. - Mixed ability pairs. - Dictation could be used to support those with literacy barriers.	- Variance of prayers / text. - Pictorial prayers. - Have widgets to match the prayers-use adult support or speak screen to help read them; if necessary, enlarge a grid of faith, hope and love and post-it links.

Creation and Covenant – Year 4 (Advent 1)						
	Session 1 UNDERSTAND	Session 2 UNDERSTAND	Session 3 UNDERSTAND/RESPOND	Session 4 UNDERSTAND	Session 5 UNDERSTAND	Session 6 DISCERN
Go Deeper	(Teacher to encourage pupils to select an option from the Go Deeper suggestions below) 1  Can you link your learning to a story or teaching from the Bible? → Name a story, parable, miracle, or teaching of Jesus. 2  Can you explain why this is important? → Tell me more, give a reason, or explain your thinking. 3  How does this link to what Christians believe or do? → Beliefs, Prayers, Sacraments, or Church seasons. 4  How can you live this out? → What would this look like in your life, at school or at home? 5  What does this teach us about how to treat others? → Kindness, forgiveness, respect, fairness, love. 6  What question does this learning make you ask? → A “wonder” question about God, Jesus, or faith. 7  Which Catholic Social Teaching principle does this link to and why? → Dignity of the Human Person, Family and Community, Solidarity and the Common Good, Dignity of Work, Rights and Responsibility, Option for the Poor and Vulnerable, Stewardship/ Care for Creation.					
Key vocabulary and definition	Abraham - Abraham is revered as a father of faith and a model of obedience to God. His story, as recounted in the Old Testament, highlights his unwavering trust in God's promises and his willingness to obey, even in the face of great hardship.	Covenant - A covenant is a sacred, binding agreement, often a solemn promise fortified by an oath, between God and humanity.	Sarah - Sarah is a central figure, especially in the Old Testament narratives of the Patriarchs. She is the wife of Abraham, the mother of Isaac, and the ancestress of the Jewish people. Abraham and Sarah's story is found in the book of Genesis, where they are depicted as central figures in the story of God's covenant with Abraham.	Isaac - Isaac is a pivotal figure, especially in the book of Genesis. He's the son of Abraham and Sarah, born miraculously after years of waiting, fulfilling God's promise to them.	Old and New Testaments Old Testament" and "New Testament" refer to the two main divisions of the Christian Bible. The Old Testament primarily focuses on the history of the Israelites, their laws, and prophets, spanning from creation to the Babylonian exile. The New Testament, on the other hand, centres on the life, teachings, death, and resurrection of Jesus Christ, as well as the early Church.	Virtues - These are habitual dispositions, or strong moral qualities, that guide a person toward good actions and a life of holiness. They are not simply good personality traits, but rather graces and habits that empower individuals to consistently choose what is right and pleasing to God.
Resources	Lesson PowerPoint. Pupils's Bibles. Activity sheet on first page with a box – <i>What I already know about Abraham.</i>	Lesson PowerPoint. Pupils's Bibles.	Lesson PowerPoint. Children's Bibles. Abraham and Sarah artwork.	Lesson PowerPoint. Children's Bibles.	Lesson PowerPoint. Children's Bibles. https://youtu.be/aBPANcV67nk?si=dSMG5Ewmime5y_qo	Lesson PowerPoint. https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2019/05/Virtues-for-Catholic-Schools.pdf
Diversity links	Cultural and religious context.		Different representation of Sarah in artwork from a variety of artists from different parts of the world.	Historical context in explaining the meaning of this story then and now.	Explore the phrase 'many nations' Relevance today.	Prayer from different cultures – in various languages.
Checking for understanding (summative assessment)	Do the pupils recognise: The historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called?	Do the pupils recognise: The story of Abraham and shows some understanding of the term 'covenant'?	Reflect on the blessing of Abraham and describe how their faith played a part in how they reacted.	Do the pupils recognise: - 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? - Can they retell the story of Abraham ensuring it is accurate and in detail?	Do the pupils 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? - Some links between Judaism and Christianity?	Do the pupils recognise: - some prayers which show trust in God? - Can they make links to the virtues of faith, hope and love?

Creation and Covenant – Year 4 (Advent 1)				
	Session 7 UNDERSTAND/DISCERN	Session 8 UNDERSTAND	Session 9 and Session 10 RECALL AND RESPOND (DISCERN AND RESPOND)	
Learning focus	BELIEVE/LIVE Describe and explain the virtues of faith, hope and love making links between these virtues and the life of Abraham.	BELIEVE / CELEBRATE / LIVE Consider how their own lives and the lives of others could be transformed by the virtues of faith, hope, and love.	ASSESSMENT (refer to assessment slide) Reflect upon how the virtues of faith, hope and love help them to be a good neighbour, linking this to religious sources, such as the Ten Commandments. Why is Abraham seen as a model of prayer?	RESPOND Prayer and liturgy. Assessment – Knowledge capture.
Recall and retrieval	- Recap upon the meaning of Virtues. - The challenges and blessings Abraham experienced.	Recap upon the virtues shown by Abraham.	- Recap on being a good neighbour. - Global neighbour (Cafod). - Ten Commandments. - Catholic Social Teaching.	By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied.
Sequence of knowledge throughout the lesson	Key knowledge Pupils will know: - and reflect upon the challenges and blessings Abraham (and Joseph) experienced. - how Abraham lived out the virtues of faith, hope and love. - how we too can live this out.	Key knowledge Pupils will know: how their own lives and the lives of their communities can be transformed by the virtues of faith, hope, and love. (RVE)	Key knowledge Pupils will know: how the virtues of faith, hope and love help them to be a good neighbour.	Key knowledge Pupils will know: the core knowledge outlined throughout the unit.
Key skills/disciplinary knowledge	U4.1.5. Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God. D4.1.1. Describing and explaining the virtues of faith, hope, and love making links between these virtues of a life of a person who has an example of faith made active in love.	R4.1.1. Considering how their own lives and the lives of their communities could be transformed by the virtues of faith, hope, and love. (RVE)	R4.1.2. Reflecting on how the virtues of faith, hope and love help them to be a good neighbour. (RVE) Can you retell the story of Abraham? Can you explain what a covenant is? Describe God's covenant with Abraham.	R4.1.1. Considering how their own lives and the lives of their communities could be transformed by the virtues of faith, hope, and love. (RVE) R4.1.2. Reflecting on how the virtues of faith, hope and love help them to be a good neighbour. (RVE)
Main teaching activity <i>If the school has another short-term planning format, this does not need to be included.</i>	- Explore and discuss the stories of Abraham that the pupils have heard so far, identifying when he showed the virtues of faith, hope and love. - Create a character description of Abraham focusing on describing when and how he showed each virtue.	- Design a 'Charter to Live By', based on our words and actions informed by their faith, hope, and love in God. - Provide a series of scenarios. Pupils respond to these through the lens of the virtues.	- Can you retell the story of Abraham? - Can you explain what a covenant is? - Describe God's covenant with Abraham. - Give reasons why the virtues of faith, hope and love can make you a good neighbour.	- Complete a knowledge capture of the core learning outlined from the knowledge organiser. - Plan and prepare for class collective worship.
Adaptive teaching	- Artwork of the stories of Abraham - During input- BUY ONE GET ONE FREE'- I share one, then you do one. - Stem sentences for character profile sheet. - Provide a range of religious sources. E.g. prayer, scripture, the Sacraments. - Image sheet with faith, hope and love Widgets- finish of the sentences and then add one of your own.	- Provide virtues definitions. - WAGOLL of a class charter with I will statements. - Images of the key scenarios then stem sentences: - I would respond out of love by..... - I would show faith by.... - I would hope that....	- Catholic social teaching principles – key definitions. - Leaflet template- TOP TIPS- How to be a good neighbour and follow the Catholic Social teachings!	- The assessment task will be independent work. - Pupils with any writing barriers can either type their responses or record them verbally.

Creation and Covenant – Year 4 (Advent 1)				
	Session 7 UNDERSTAND/DISCERN	Session 8 UNDERSTAND	Session 9 and Session 10 RECALL AND RESPOND (DISCERN AND RESPOND)	
Go Deeper	(Teacher to encourage pupils to select an option from the Go Deeper suggestions below) 1  Can you link your learning to a story or teaching from the Bible? → Name a story, parable, miracle, or teaching of Jesus. 2  Can you explain why this is important? → Tell me more, give a reason, or explain your thinking. 3  How does this link to what Christians believe or do? → Beliefs, Prayers, Sacraments, or Church seasons. 4  How can you live this out? → What would this look like in your life, at school or at home? 5  What does this teach us about how to treat others? → Kindness, forgiveness, respect, fairness, love. 6  What question does this learning make you ask? → A “wonder” question about God, Jesus, or faith. 7  Which Catholic Social Teaching principle does this link to and why? →Dignity of the Human Person, Family and Community, Solidarity and the Common Good, Dignity of Work, Rights and Responsibility, Option for the Poor and Vulnerable, Stewardship/ Care for Creation.			
Key vocabulary and definition	Religious sources - The primary sources for Catholic religious teachings are Scripture (the Bible), Tradition (the teachings passed down from the apostles), and the Magisterium (the teaching authority of the Pope and bishops). These three sources are considered equal and vital for understanding and transmitting the Catholic faith.	Virtues - These are habitual dispositions, or strong moral qualities, that guide a person toward good actions and a life of holiness. They are not simply good personality traits, but rather graces and habits that empower individuals to consistently choose what is right and pleasing to God.	Themes of Catholic Social Teaching (CST) are: Life and <u>Dignity of the Human Person</u> (Dignity of Work and the Rights of Workers); The <u>Common Good</u> ; Call to Family, Community, and Participation; Rights and Responsibilities; Preferential Option for the Poor and Vulnerable; <u>Solidarity</u> , and <u>Subsidiarity</u> . <i>There is no formal definition, but rather a body of understanding about agreed CST principles. Those underlined above are the 4 founding principles of CST.</i>	Revisit and review all vocabulary from the unit of work.
Resources	Lesson PowerPoint. Children’s Bibles. Artwork of the story of Abraham.	Lesson PowerPoint. https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2019/05/Virtues-for-Catholic-Schools.pdf	https://cafod.org.uk/pray/catholic-social-teaching https://cafod.org.uk/education/primary-teaching-resources/pupils-s-prayers/global-neighbours-prayer	Assessment resources. Prayer and liturgy planning and evaluation resources.
Diversity Links	Identify that other faiths live by similar sets of virtues – 5 Pillars of Islam.	Challenge of living out the virtues in various parts of society, and the wider world.	Global neighbour. https://cafod.org.uk/education/primary-teaching-resources/pupils-s-prayers/global-neighbours-prayer	
Checking for understanding (summative assessment)	Do the pupils recognise: - The virtues of faith, love, and hope shown by Abraham? - How the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God?	Do the pupils recognise: How their own lives and the lives of their communities could be transformed by the virtues of faith, hope, and love?	Do the pupils recognise: How the virtues of faith, hope and love help them to be a good neighbour, linking this to religious sources such as the Ten Commandments?	Outcomes from the assessed task and responses during prayer and liturgy.