



Nottingham Roman Catholic
Diocesan Education Service



Prophecy and
Promise

Branch 2

Y6 Planning for Advent 2

Version 1: September 2026

Branch 2: Prophecy and Promise

Advent Term (2) – 6 weeks

The Big Question: How do women today respond to God's call?

Understand

By the end of this unit of study, pupils will be able to:

- U6.2.1.** Show an understanding of any one of the following Old Testament scripture passages that show the importance of women in salvation history, recognising authorial intention and historical context:
- Genesis 18:1-15; 21:1-7: Sarah
 - Exodus 1:8-22; 2:1-10: Miriam
 - Judges 4:4-11; 5:7-15: Deborah
 - 1 Samuel 1:5, 9-11, 26-28: Hannah
 - Esther 2:4, 15-17; 3:1-6, 12-13; 4:1-4, 8a-17; 5:1-8; 7:1-6, 9-10; 8:3-12 (Purim): Esther
- U6.2.2.** Use theological language to explain what is meant by describing the women of the Old Testament as 'true protagonists of salvation history' (Pope John Paul II's address, General Audience, 27 March 1996), making relevant links with the stories of some key women from the Old Testament.
- U6.2.3.** Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises, making relevant links to Lk 1:26-56 and the accounts of the women of the Old Testament. Contrast Lk 1:26-56 with the authorial focus in Matthew's account (Matt 1:18-25).
- U6.2.4.** Use theological language to describe and explain the belief that Mary became the 'Mother of God'.
- U6.2.5.** Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah.
- U6.2.6.** Show understanding of the life of individual women today who are responding to God's call in their life, making relevant links to Mary's 'Yes' to God (Lk1:26-56), for example, describe and explain the role of women's religious orders in the Church today, with reference to at least one example of a Catholic women's religious order.

Discern

- D6.2.1.** Thinking about the role of women in the story of salvation, giving a response to this statement: 'Looking at the role of women in the story of salvation, women today do not play a large enough role in the life of the Church', supporting their answer with reasons, and discussing why people might give different answers.
- D6.2.2.** Exploring how they and others interpret their own and the composer's meaning, in response to a variety of sung settings of the Magnificat.

Respond

- R6.2.1.** Reflecting on their own experience, consider the women in their lives who have been important or significant.
- R6.2.2.** Comparing their own and others' experiences about the importance of Mary the mother of Jesus in their spiritual life.
- R6.2.3.** Considering what life or task God might be calling them to live or do and reflect on how their 'Yes' could transform their own lives and the lives of the community.

Prophecy and Promise – Y4 (Advent 2)					
	Session 1 UNDERSTAND	Session 2 UNDERSTAND	Session 3 UNDERSTAND	Session 4 UNDERSTAND	Session 5 UNDERSTAND/DISCERN
Learning Focus	HEAR / BELIEVE Recognise that Miriam is a significant woman in the Old Testament for salvation History. (Moses’ mother)	HEAR Recognise that Deborah is a significant woman in the Old Testament for salvation history.	HEAR Recognise that Esther is a significant woman in the Old Testament for salvation history.	HEAR / BELIEVE Understand why Mary is the fulfilment of the Old Testament promises and became the ‘Mother of God’ by her ‘yes’ to God’s plan.	CELEBRATE Understand that the Magnificat is the song of the Mother of God and the song of the Church.
Recall and Retrieval	The Old Testament – structure and meaning	Woman of the Bible – a brief recap on those we are familiar with	The meaning of salvation history: it traces a narrative within the Bible, from creation to the final fulfilment in the Second Coming of Christ, highlighting key figures and events like the covenants with Abraham, the Exodus, and Jesus’s life, death, and resurrection	Recap on our understanding of the importance and significance of Mary.	Prayers dedicated to Mary – recap.
Sequence of knowledge throughout the lesson	Key knowledge Pupils will know: - that women of the Old Testament are true protagonists of salvation history (<i>Pope John Paul II’s address, 1996</i>). - that Miriam is a significant woman in the Old Testament for salvation History.	Key knowledge Pupils will know: - that women of the Old Testament are true protagonists of salvation history (<i>Pope John Paul II’s address, 1996</i>). - that Deborah is a significant woman in the Old Testament for salvation History.	Key knowledge Pupils will know: - that women of the Old Testament are true protagonists of salvation history (<i>Pope John Paul II’s address, 1996</i>). - that Esther is a significant woman in the Old Testament for salvation History.	Key knowledge Pupils will know: that Mary is the fulfilment of the Old Testament promises and became the ‘Mother of God’ by her ‘yes’ to God’s plan.	Key knowledge Pupils will know: that the Magnificat is the song of the Mother of God and the song of the Church.
Key Skills/ disciplinary knowledge	U6.2.1. – Show an understanding of any one of the following Old Testament Scripture passages that show the importance of women in salvation history, recognising authorial intent and historical context: <i>Exodus 1:8-22, 2:1-10: Miriam</i> U6.2.2. – Use theological language to explain what is meant by describing the women of the Old Testament as ‘true protagonists of salvation history’ (<i>Pope John Paul II’s address, General Audience, 27 March 1996</i>), making relevant links with the stories of some key women from the Old Testament.	U6.2.1. – Show an understanding of any one of the following Old Testament Scripture passages that show the importance of women in salvation history, recognising authorial intent and historical context: <i>Judges 4:4-11, 5:7-15: Deborah</i> U6.2.2. – Use theological language to explain what is meant by describing the women of the Old Testament as ‘true protagonists of salvation history’ (<i>Pope John Paul II’s address, General Audience, 27 March 1996</i>), making relevant links with the stories of some key women from the Old Testament.	U6.2.1. – Show an understanding of any one of the following Old Testament Scripture passages that show the importance of women in salvation history, recognising authorial intent and historical context: <i>Esther 8:3-12: Esther</i> U6.2.2. – Use theological language to explain what is meant by describing the women of the Old Testament as ‘true protagonists of salvation history’ (<i>Pope John Paul II’s address, General Audience, 27 March 1996</i>), making relevant links with the stories of some key women from the Old Testament.	U6.2.3. – Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises, making relevant links to Luke 1:26-56 and the accounts of the women of the Old Testament. Contrast Luke 1:26-56 with the authorial focus in Matthew’s account (Matt 1:18-25). U6.2.4. – Use theological language to describe and explain the belief that Mary became the ‘Mother of God’.	U6.2.3. – Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises, making relevant links to Luke 1:26-56 and the accounts of the women of the Old Testament. Contrast Luke 1:26-56 with the authorial focus in Matthew’s account (Matt 1:18-25). U6.2.4. – Use theological language to describe and explain the belief that Mary became the ‘Mother of God’. U6.2.5. – Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah. D6.2.2. – Exploring how they and others interpret their own and the composer’s meaning, in response to a variety of sung settings of the Magnificat.
Main Teaching activity (if the school has another short-term planning format, this does not need to be included)	- Watch the video explaining that it’s John Paul II’s address- link to the topic to make it clear what the topic is. - Read Exodus 1:8-22 for context then Exodus 2:1-10. - Discuss Miriam’s role. - Pupils are going to begin the first part of a three-part double page spread on the key women in Salvation history. - Pupils to include who she was, her actions, why she is seen as a key woman in salvation history.	- Read Judges 4:4-11; 5:7-15 together - Then read the story on the website in the resources list so the story is clear for the pupils. - Through a hall activity/silent debate get the pupils to discuss the following questions: - Is it fair that Barak’s army was helped by God? - Was Barak trusting of God? - Should Sisera have been killed? - Is Deborah a good person? - Pupils to add on to their double page spread from the previous session. They must include: who Deborah was, her actions, why she is seen as a key woman in salvation history.	- Read Esther 8:3-12 together and discuss - Show the pupils the video linked in the resources - Pupils add to their double page spread from the previous session. They must include: who Esther was, her actions, why she is seen as a key woman in salvation history. - End with a class debate: pupils split into 3 groups based on who they think was the most important figure for salvation history- build reasons and argue for their ideas.	- Read Luke 1:26-56 and discuss how Mary might have been feeling as a class - Give the pupils time to work in pairs to write 3 questions they would ask Mary after she said ‘yes’ to God’s plan - Hot seat ‘Mary the Mother of God’ with the pupils’ questions - Put photos in the pupils’ books and they can write the 3 questions they would like to ask Mary - ensure you discuss ‘magpieing’ ideas. Could link to habits of discussion.	- Pupils listen to the Magnificat: can they pick out a special line- explore why they picked that line and what it means to them? - Look at the words: do they pick out different words, now they can see them? Explore the most significant words and what these mean to them. - Explain to the pupils that the Magnificat is Mary’s song, according to Luke’s Gospel. Working in pairs pupils will explore what we can learn about Mary from the song. - Share ideas.

Prophecy and Promise – Y4 (Advent 2)					
	Session 1 UNDERSTAND	Session 2 UNDERSTAND	Session 3 UNDERSTAND	Session 4 UNDERSTAND	Session 5 UNDERSTAND/DISCERN
Adaptive Teaching	- Provide a double-page spread template with clear headings: Who was she? What did she do? and why is she important in Salvation History? - Provide sentence starters such as ‘She helped Moses by...’ and ‘She is important because...’. - Use picture prompts to support recall of key events from the Scripture.	- Provide discussion cards with simplified versions of the debate questions and visual support. - Use a character profile template matching the previous lesson to ensure consistency. - Highlight key parts of Judges 4 and 5 to reduce reading demands. - Offer sentence stems such as ‘Deborah showed leadership when...’ and ‘I think Deborah was a good person because...’. - Provide a word bank - Use a scaffolded, note-taking sheet/app during the video with prompts linked to Esther's actions. - Provide a double-page spread template with the same headings used in previous lessons. - Offer key vocabulary. - Give pupils a sequencing activity of Esther's story before recording information independently. - Use sentence starters such as ‘Esther helped her people by...’ and ‘She is important in Salvation History because...’.	- Provide a sorting table with two columns: Links to Mary and Does Not Link to Mary to support the Scripture Detective activity. - Use a question-writing frame with prompts such as ‘Why did you...?’, ‘How did you feel when...?’ and ‘What did you think about...?’ - Offer sentence stems for hot-seating responses to support understanding of Mary's perspective. - Provide key Scripture extracts with important sections highlighted. - Use a vocabulary mat.	- Provide a copy of the Magnificat with key phrases highlighted and simplified explanations in the margins. - Use a comparison table for evaluating different musical versions with prompts such as ‘I liked...’ and ‘This version shows Mary as...’. - Offer a reflection frame for pupils to record their favourite line and explain its meaning. - Provide sentence starters such as ‘This line is important because...’ and ‘The Magnificat teaches us that Mary...’. - Use a paired discussion sheet with prompts to help pupils identify what the Magnificat reveals about Mary's character.	- Provide an artwork analysis frame with labelled sections for Colours, Facial Expressions, Body Language, and Message. - Use a comparison table to organise similarities and differences between the two artworks. - Offer sentence starters such as ‘The artist shows Mary as...’ and ‘I think Joseph is feeling...’. - Highlight key details in the images using teacher modelling before independent analysis. - Provide a vocabulary bank.
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/Explicit vocabulary instruction	Salvation history – Salvation history is the story of God and of mankind (or humankind). Salvation history is grounded in Christ and the cross. It’s an account of God’s promises before the coming of Jesus; and it’s an account of God fulfilling those promises in the life, death, and resurrection of Jesus, so that all of human history after his coming is marked by the redemption he accomplished. Old Testament – collection of bible stories about God. Protagonists – they are involved in and often central to the main event in the bible story.	Salvation history – Salvation history is the story of God and of mankind (or humankind). Salvation history is grounded in Christ and the cross. It’s an account of God’s promises before the coming of Jesus; and it’s an account of God fulfilling those promises in the life, death, and resurrection of Jesus, so that all of human history after his coming is marked by the redemption he accomplished. Old Testament – collection of bible stories about God. Protagonists – they are involved in and often central to the main event in the bible story.	Salvation history – Salvation history is the story of God and of mankind (or humankind). Salvation history is grounded in Christ and the cross. It’s an account of God’s promises before the coming of Jesus; and it’s an account of God fulfilling those promises in the life, death, and resurrection of Jesus, so that all of human history after his coming is marked by the redemption he accomplished. Old Testament – collection of bible stories about God. Protagonists – they are involved in and often central to the main event in the bible story.	Salvation history – Salvation history is the story of God and of mankind (or humankind). Salvation history is grounded in Christ and the cross. It’s an account of God’s promises before the coming of Jesus; and it’s an account of God fulfilling those promises in the life, death, and resurrection of Jesus, so that all of human history after his coming is marked by the redemption he accomplished. Old Testament – made up of bible stories about God.	Old Testament – made up of bible stories about God. Mary, Mother of God Magnificat – (Latin for <i>Magnify</i>) It is Mary’s hymn of praise to the Lord.
Resources	- Video explaining Pope John Paul II (27th March 1996) - Exodus 1:8-22; 2:1-10	Judges 4:4-11; 5:7-15	- Esther 8:3-12 (Purim) Esther story on Youtube (Ctrl and click for link)	Luke 1:26-56	Luke 1:46-55

Prophecy and Promise – Y4 (Advent 2)					
	Session 1 UNDERSTAND	Session 2 UNDERSTAND	Session 3 UNDERSTAND	Session 4 UNDERSTAND	Session 5 UNDERSTAND/DISCERN
Diversity Links	Cultural context and setting of the time, compared to today.			Cultural context and setting of the time, compared to today.	
Checking for understanding (summative assessment)	Do the pupils recognise - The literary forms found in the texts studied, including the use of metaphor, symbolic language, and poetry, and identify authorial intention. - That the Scripture’s meaning goes beyond the literal.	Do the pupils recognise - The literary forms found in the texts studied, including the use of metaphor, symbolic language, and poetry, and identify authorial intention. - That the Scripture’s meaning goes beyond the literal.	Do the pupils recognise - The literary forms found in the texts studied, including the use of metaphor, symbolic language, and poetry, and identify authorial intention. - That the Scripture’s meaning goes beyond the literal.	Do the pupils recognise The Christian belief that Mary is the fulfilment of the Old Testament promises and the Mother of God making relevant links to sources studied.	Do the pupils recognise The Christian belief that Mary is the fulfilment of the Old Testament promises and the Mother of God making relevant links to sources studied.

Prophecy and Promise – Y6 (Advent 2)					
	Session 6 UNDERSTAND	Session 7 UNDERSTAND	Session 8 UNDERSTAND/DISCERN	Session 9 and Session 10 RECALL AND RESPOND (DISCERN AND RESPOND)	
Learning Focus	HEAR Describe the differences between the Lucan and Matthean infancy narratives	LIVE Describe ways that women today are still responding to God’s call in their lives	BELIEVE Recognise the importance of the role of women in the story of salvation history and reflect on whether women play a large enough role in the life of the Church today.	BELIEVE ASSESSMENT (refer to assessment slide) Show an understanding of the role of women in the Old Testament story of salvation history.	RESPOND CELEBRATION OF THE WORD Plan a celebration of the word to celebrate and respond to the unit. Reflecting on their own experience, consider the women in their lives who have been important or significant.
Recall and Retrieval	Recap on the biblical accounts, found in the Gospels of Matthew and Luke, that describe the birth and early life of Jesus Christ	‘God’s call’ – discussion and reflection	Women’s role in the church today – reflect and discuss.	Recap upon the meaning of salvation history; It traces a narrative within the Bible, from creation to the final fulfilment in the Second Coming of Christ, highlighting key figures and events like the covenants with Abraham, the Exodus, and Jesus's life, death, and resurrection	
Sequence of knowledge throughout the lesson	Key knowledge Pupils will know: - the difference the Lucan and Matthean infancy narratives, emphasising their respective intensions, narrative approach, and Luke’s emphasis on the role of women in the story of salvation. - that artists depictions of key people from the bible is based on the words written in the bible	Key knowledge Pupils will know: that there are women today who are responding to God’s call in their life.	Key knowledge Pupils will know: the importance of the role of women in the story of salvation history and reflect on whether women play a large enough role in the life of the Church today.	Key knowledge Pupils will know: the impact the women in the Old Testament on salvation history	Key knowledge Pupils will know: - how to compare their own and others’ experiences about the importance of Mary the mother of Jesus in their spiritual life. - how to consider what life or task God might be calling them to live or do and reflect on how their ‘Yes’ could transform their own lives and the lives of the community.
Key Skills/ disciplinary knowledge	U6.2.6. – Show understanding of the life of individual women today who are responding to God’s call in their life, making relevant links to Mary’s ‘yes’ to God (Luke 1:26-56), for example, describe and explain the role of women’s religious orders in the Church today, with reference to at least one example of a Catholic women’s religious order.	U6.2.6. – Show understanding of the life of individual women today who are responding to God’s call in their life, making relevant links to Mary’s ‘yes’ to God (Luke 1:26-56), for example, describe and explain the role of women’s religious orders in the Church today, with reference to at least one example of a Catholic women’s religious order.	U6.2.6. – Show understanding of the life of individual women today who are responding to God’s call in their life, making relevant links to Mary’s ‘yes’ to God (Luke 1:26-56), for example, describe and explain the role of women’s religious orders in the Church today, with reference to at least one example of a Catholic women’s religious order. D6.2.1. – Thinking about the role of women in the story of salvation, give a response to this statement: ‘Looking at the role of women in the story of salvation, women today do not play a large enough role in the life of the Church’, supporting their answer with reasons, and discussing why people might give different answers.	D6.2.1. – Thinking about the role of women in the story of salvation, give a response to this statement: ‘Looking at the role of women in the story of salvation, women today do not play a large enough role in the life of the Church’, supporting their answer with reasons, and discussing why people might give different answers.	R6.2.1. – Reflecting on their own experience, consider the women in their lives who have been important or significant. R6.2.2. – Comparing their own and others’ experiences about the importance of Mary the mother of Jesus in their spiritual life. R6.2.3. - Considering what life or task God might be calling them to live or do and reflect on how their ‘Yes’ could transform their own lives and the lives of the community.
Main teaching activity If the school has another short-term planning format, this does not need to be included.	- Read Luke 1:26-56 - Matthew 1:18-25 - Compare art work: - The Dream of Saint Joseph- Anton Raphael Mengs and Annunciation Triptych by Robert Moore as two examples. Contrast the colours the artists use, the way they depict Joseph and Mary, their facial expressions and body language. - What does the way the artist depicts tell us about the artist perceives Mary/Joseph?	- Begin with the statement ‘There are women today who are fulfilling God’s work’- discuss this. - Give pupils a selection of current religious orders (Benedictines, Bridgettines, Sisters of the Blessed Virgin Mary) they can research these religious orders and present the information they gather in a PowerPoint, word document, poster, etc. - Re-discuss the statement that was looked at during the beginning of the session.	Give pupils time to reflect on their learning from the topic. Use boxing up from T4W so that pupils can plan their extended piece of writing. Discuss sections in the classroom.	ASSESSMENT (refer to assessment slide)	Create a class celebration of the word. Put the pupils in groups and give them different parts for which they are responsible. Pupils are to reflect on their own experience, considering the women in their lives who have been important or significant as the mission.

Prophecy and Promise – Y6 (Advent 2)					
	Session 6 UNDERSTAND	Session 7 UNDERSTAND	Session 8 UNDERSTAND/DISCERN	Session 9 and Session 10 RECALL AND RESPOND (DISCERN AND RESPOND)	
Adaptive Teaching	- Provide a comparison table with headings Luke (Mary) and Matthew (Joseph) to organise evidence from the Scripture passages. - Use a Scripture Detective sheet with prompts such as ‘What do we learn about Mary?’ and ‘What do we learn about Joseph?’ Offer sentence stems for the silent debate such as ‘I agree because...’, ‘The evidence suggests...’ and ‘Another viewpoint is...’. - Highlight key sections of Luke 1 and Matthew 1 to support retrieval of evidence. - Provide a vocabulary bank.	- Use mixed groups. - Provide a research template with sections such as Who are they? What do they do? and How do they serve God? - Offer fact sheets or selected information with key words highlighted. - Use a comparison chart to help pupils identify similarities between religious orders. - Provide sentence starters such as ‘This religious order helps others by...’ and ‘They are fulfilling God’s work because...’. - Offer a vocabulary mat.	- Provide a boxing-up template with clear sections and guiding questions for each paragraph. - Use a planning grid where pupils can record key facts, examples, and Scripture references before writing. - Offer sentence starters and connectives to support paragraph construction. - Provide a vocabulary bank containing key terminology from the unit. - Model one completed section of the plan and leave prompts for pupils to complete the remaining sections.	- Extended piece of writing. - Provide a writing frame with paragraph prompts linked directly to the success criteria. - Offer a checklist of key content, vocabulary, and Scripture references to include. - Use sentence stems such as ‘One important woman in Salvation History was...’ and ‘This teaches us that...’. - Allow pupils to refer to their boxing-up plan and previous notes throughout the task. - Break the writing process into manageable stages (introduction, main points, conclusion) with mini checkpoints.	- Provide a celebration of the word planning template with sections such as Gather, Word, Response, and Mission. - Use role cards to clarify responsibilities within each group. - Offer prayer-writing frames with prompts linked to women in Salvation History and significant women in pupils’ lives. - Provide sentence starters such as ‘We thank God for...’ and ‘This person is important because...’. - Use a reflection sheet with prompts to help pupils identify and record the qualities of significant women in their own lives.
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 /Explicit vocabulary instruction	Lucan – relating to St Luke’s gospel. Matthean – relating to St Matthew’s gospel. Old Testament – collection of bible stories about God.	Old Testament – collection of bible stories about God. Religious order - is an official community of men or women who profess solemn vows, live under a specific rule of life, and pursue a shared mission (or "charism").	Old Testament – collection of bible stories about God.	Old Testament – collection of bible stories about God.	Old Testament – collection of bible stories about God.
Resources	Luke 1:26-56 Matthew 1:18-25	Laptops/ipads for research		Laptops/ipads for research	
Diversity Links	Cultural context and setting of the time, compared to today		Cultural context and setting of the time, compared to today		
Checking for understanding (summative assessment)	Do the pupils recognise: The importance of women in salvation history, recognising authorial intention and historical context.	Do the pupils recognise: The role of women in the story of salvation	Do the pupils recognise: The role of women in the story of salvation	Do the pupils recognise: The impact women in the Old Testament had on salvation history	Do the pupils recognise: What life or task God might be calling them to live or do and reflect on how their ‘Yes’ could transform their own lives and the lives of the community.