**Galilee to Jerusalem**

*Year 7 Scheme of Work*

This document provides a scheme of work for the Year 7 branch: Galilee to Jerusalem. The set of 14 lessons cover all the expected outcomes listed on the Religious Education Directory 2023 for this unit of study (links detailing this are provided for each lesson).

All the resources listed are available at [www.magisterresources.com](http://www.magisterresources.com) for you to download and use instantly. You can find the entire scheme of work, or select individual resources to suit your needs.

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| **Lesson Title** | **Learning Objectives** | **Resources Included** | **RED Link** |
| **1. Final Revelation** | 1. Familiarise yourself with the keywords for this unit
2. Explain why Jesus is described as the Final Revelation of God
3. Explore what implications this has for belief in God
 | * Lesson PowerPoint
* Keyword List

*A list of 10 keywords and their definitions with memorisation ideas below.** Keyword flash cards

*Ready to use flash cards with the keyword on one side and definition on the other. These can be used to play Articulate, Snap or for pupils to test themselves on for homework.* * Topic Overview

*An A3 sheet outlining the 14 lessons, and providing space for a pupil summary and record of keywords used each lesson.*  | U7.3.1 |

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| **2. The Incarnation**  | 1. What is the incarnation?
2. Why did the Word become flesh?
3. Write an extended answer about the Incarnation
 | * Lesson PowerPoint
* Diamond 9

*9 quotes taken from the Catechism, Bible and Nicene Creed about the incarnation. Pupils arrange them into most to least helpful at explaining the incarnation.* * Record It: Incarnation

*Worksheet providing space for pupils to document the four reasons why God became flesh.** Sentence Starters

*Information sheet providing guidance to help pupils answer a long-answer question about the Catholic Church’s teaching on the incarnation.*  | U7.3.1 |
| **3. True God, True Man** | 1. Explain why the Church teaches that Jesus was true God
2. Explain why the Church teaches that Jesus was true man
3. Is it possible to be fully human and without sin?
 | * Lesson PowerPoint
* Quote It

*A Catechism quote set out with space for pupils’ to annotate its meaning as a starter activity.* * Find It: Bible Passages

*Four Bible passages with examples of Jesus’ humanity and four Bible passages with examples of Jesus’ divinity. These are in large text, designed as a group activity.** Record It: Bible Passages

*Worksheet with space for pupils to summarise the Bible passages of Jesus’ humanity and divinity* | U7.3.2D7.3.1 |
| **4. Arian Heresy** | 1. Explain what Arius claimed about Jesus
2. Understand why the Catholic Church rejected his view
3. Justify the importance of the Nicene Creed
 | * Lesson PowerPoint
* Mix & Match It: Heresy

*A sheet outlining three of Arius’ heretical beliefs and the reasons why the Catholic Church rejected them, for pupils to match up.*  | U7.3.1U7.3.2 |
| **5. Jesus’ Titles** | 1. How were the titles of Jesus used in the Old Testament?
2. Why does the Church describe Jesus as Christ, Lord & Son of God?
3. Where are these titles used in Scripture?
 | * Lesson PowerPoint
* Find It: Jesus’ Titles

*6 A4 sheets documenting the meaning of each of Jesus’ titles and how each is used in Scripture.* * Record It: Jesus’ Titles

*A worksheet with space for pupils to record the meaning of each title, where it is used in the Old and New Testaments and what it reveals about Jesus. Differentiated version included. The answers are provided on a PowerPoint slide as part of Lesson 5: Jesus’ Titles.*  | U7.3.3.U7.3.4 |
| **6. Son of God?** | 1. Reflect on the ways you pray and how you address Jesus
2. Consider the view that Jesus was just a nice man
3. What would a Catholic say?
 | * Lesson PowerPoint
* Catholic Prayer

*An information page with ideas about how, when, where, why and to whom Catholics pray.** Differentiated Task

*An A5 sheet with sentence starters and prompts to help pupils consider the question of whether Jesus was just a nice man, or the Son of God.* | R7.3.2D7.3.2 |

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| **7. The Trinity** | 1. What does the Church not teach about the Trinity?
2. What does the Church teach about the Trinity?
3. What does Scripture say about the Trinity?
 | * Lesson PowerPoint
* Mix & Match It: Trinity

*Pupils match up three common analogies of the Trinity, with the reasons why each are heretical.* * Design It: Scutum Fidei

*The individual parts of the Scutum Fidei for pupils to rearrange into the original symbol, with four accompanying Bible quotes to annotate.* * Design It: Blank Scutum Fidei

*The blank outline of the Scutum Fidei for pupils to correctly label. This can be used as a differentiated version or alternative task.* | U7.3.5 |
| **8. Artistic Interpretation** | 1. Offer an interpretation of the Scutum Fidei and Rublev's artwork
2. Discuss the artists' aims and how effectively they convey Catholic beliefs about the Trinity
3. Consider the claim that Trinitarian artwork is more distorting than helpful
 | * Lesson PowerPoint
* Artwork

*Double-sided A4 sheet with the Scutum Fidei on one side, and Rublev’s The Trinity on the other. Both have accompanying annotation questions.** Record It: Trinity Artwork

*Space for pupils to evaluate how each artwork communicates Catholic teaching about the Trinity. Differentiated version included, with some headings filled in.* | D7.3.3D7.3.4 |

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| **9. Trinitarian Prayer** | 1. Describe the meaning of the phrase 'lex orandi, lex credendi'
2. Give examples to show the Trinitarian nature of prayer
3. Reflect on the ways you pray and the titles you use to address God
 | * Lesson PowerPoint
* Mix & Match It: Trinitarian Prayer

*A selection of 6 quotes taken from prayers about the Trinity, with their corresponding explanations for pupils to match up.*  | U7.3.6R7.3.2 |
| **10. Jesus’ Example** | 1. Explain why the Church teaches that Jesus is a model of perfect human living
2. Make links to the Catholic Social Teaching of human dignity
3. Consider how you can respond to the call of service
 | * Lesson PowerPoint
* Concept Map: Jesus’ Example

*Worksheet with space for pupils to explain four Biblical examples of why Jesus was the perfect model of human living. Differentiated version included.* * Back to Back: Jesus’ Example

*Pupils work in pairs, sitting back to back. Person A and Person B have different missing words on their sheets. Person A reads out their text slowly, as Person B listens and fills in the gaps on their sheet - then they swap.* | U7.3.7R7.3.1 |
| **11. Elizabeth Prout** | 1. Investigate the work of Elizabeth Prout
2. Assess the extent to which her life was modelled on Jesus' example
3. Is there such a thing as a truly selfless act?
 | * Lesson PowerPoint
* Hymn Lyrics: Starter

*A5 sheet with a hymn in honour of Elizabeth Prout for pupils to analyse as a starter activity.* * Find It: Elizabeth Prout

*An A4 information sheet about the life and work of Elizabeth Prout. Differentiated version included.* | D7.3.5D7.3.6 |
| **12. Missionaries of Charity***\*this lesson includes an IT research activity, in which pupils will need access to the internet.*  | 1. Know who Mother Teresa was
2. Explore the work of the Missionaries of Charity today
3. Reflect on how you could support this work
 | * Lesson PowerPoint
* Record It: Missionaries of Charity

*A double-sided A4 worksheet with questions and space for pupils to answer, using information from a video clip and internet research task. Differentiated version and teacher answer sheet included.*  | R7.3.4 |
| **13. What can you do?** | 1. What difference can a child make?
2. Examine your own outwardly virtuous behaviour
3. Reflect on whether it is self-serving or selfless
 | * Lesson PowerPoint
* Record It: Your Difference

*A worksheet for pupils to consider the difference they can make in the world through selfless acts of charity and kindness.*  | R7.3.3 |
| **15. Revision** | 1. What can you remember?
2. Complete a series of revision activities
 | * Lesson PowerPoint
* Play It: Snakes & Ladders

*An A3 Snakes and Ladders board game, ready to print, with revision questions from this branch. You will need to provide dice for pupils to play.*  | n/a |