

Y7 learning intentions: Advent 1

Our Advent unit: Creation and Covenant

What should students know / understand by the end of each lesson?

	Lesson 1	Lesson 2	Lesson 3
Week 1		<ul style="list-style-type: none"> How do humans know about God? 	<ul style="list-style-type: none"> How should we read the Bible?
Week 2	<ul style="list-style-type: none"> What does Genesis 1 teach about Creation? 	<ul style="list-style-type: none"> <i>Why is our chapel the most important part of the school?</i> 	
Week 3	<ul style="list-style-type: none"> What does Genesis 2 teach about creation? 	<ul style="list-style-type: none"> What do Catholics believe about scientific theories about creation? 	<ul style="list-style-type: none"> What makes humans different to the rest of creation?
Week 4	<ul style="list-style-type: none"> What spoiled God's creation? 	<ul style="list-style-type: none"> How do Catholics interpret Genesis 3? 	
Week 5	<ul style="list-style-type: none"> What is our responsibility to others? 	<ul style="list-style-type: none"> What is our responsibility to the world? 	<ul style="list-style-type: none"> What is the role of prayer?
Week 6	<ul style="list-style-type: none"> Option 1: What can we do to protect creation? 	<ul style="list-style-type: none"> Option 2: What can we learn from Sr Dorothy Stang? 	
Week 7	<ul style="list-style-type: none"> Option 3: Can art help Catholics to understand creation? 	<ul style="list-style-type: none"> <i>RSHE: Baseline assessment.</i> 	<ul style="list-style-type: none"> <i>RSHE: Who Am I?</i>

What is needed to master the knowledge?



Understand

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

- U7.1.1. Describe Catholic Social Teaching as the Church's advocacy, based on our shared humanity, for human persons, human communities and our common home in the light of the Gospel and in response to the signs of the times. (DC 33-36,84)
- U7.1.2. Identify the four core principles of Catholic Social Teaching: dignity of the human person, common good, subsidiarity, and solidarity (DC 84)
- U7.1.3. Explain what is meant by speaking Recognise what is meant by speaking of God as the creator and origin of all being (Acts 17:28)
- U7.1.4. Recognise that when human beings speak about God that "words always fall short of the mystery of God" and describe how the Church understands mystery.
- U7.1.5. Define what Catholic means by "revelation"
- U7.1.6. Recognise the different ways God reveals Godself and describe the difference between general and special revelation
- U7.1.7. Describe what is meant by calling Genesis creation accounts 'symbolic stories' as a literary form, with reference to the first three chapters of Genesis.
- U7.1.8. Describe the differences between the two different creation narratives in Genesis 1 and 2, with reference to the two different authorial voices
- U7.1.9. Explain why the role of the human author is important in arriving at an understanding of the literal sense of scripture.
- U7.1.10. Describe the difference between the literal and "literalist" sense of scripture (see The Interpretation of the Bible in the Church, p. 82)
- U7.1.11. Make relevant connections between the first three chapters of Genesis and Catholic beliefs about God (creatio ex nihilo, transcendent, immanent), human beings (imago Dei, the dignity of the human person, the fall and its consequences) and creation (goodness)
- U7.1.12. Make relevant connections between Genesis 1:1-2:25 accounts and the responsibility human beings have for the stewardship of the earth, with reference to selected excerpts from Laudato Si' 66-78
- U7.1.13. Explain the demands of stewardship with reference to the four core principles of Catholic Social Teaching
- U7.1.14. Explain why, when he speaks of stewardship, Pope Francis makes a connection between "the cry of the earth and the cry of the poor" (LS 49)
- U7.1.15. Demonstrate Recognise an understanding the differences between the creationist and scientific views about the origins of the universe
- U7.1.16. Describe how scientific explanations of the origins of the universe challenge creationist interpretations of Genesis



Discern

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

- D7.1.1. Consider the view that the Genesis accounts of creation are incompatible with scientific explanations for the origins of human beings and the universe, and construct a Catholic response to this.



Respond

During this unit of study, pupils will be invited to:

- R7.1.1. Reflect on their own response to the Catholic belief that the world is made by God and that human beings have a responsibility for it

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Understand

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

- U7.1.17. Identify what Catholics mean by "prayer", as a response of the heart to God (CCC 2559). (YC469)
- U7.1.18. Explain how one of the rites or prayer traditions is a faithful Christian response to the demands of stewardship.

Ethical option exemplar: Environmental Ethics

- U7.1.19. Explore one key ethical issue concerning the environment. e.g. Pollution, climate change, damage to eco systems, Development vs Sustainable development.
- U7.1.20. Make relevant connection between the issue studied and Catholic sources and beliefs about creation and stewardship
- U7.1.21. Explain how Catholics as individuals or groups are influenced by these sources and beliefs in addressing the issue studied.

Lived religion exemplar: Live Simply Award

- U7.1.22. Investigate the CAFOD Live Simply Award, as an example of a response to Catholic sources and beliefs about stewardship and human dignity
- U7.1.23. Explain the ongoing influence of the Live Simply Award on individuals or groups in relation to stewardship and human dignity
- U7.1.24. Lived religion exemplar: Work of a person who was committed to the Church's teaching on stewardship
- U7.1.25. Investigate the work of Sr Dorothy Stang, as an example of a person who was committed to Catholic teaching on stewardship and human dignity
- U7.1.26. Explain the ongoing influence of the life and work of Sr Dorothy Stang on individuals or groups in relation to stewardship and human dignity



Discern

Ethical option exemplar: Environmental Ethics

- D7.1.2. Consider the view pollution is a necessary consequence of development and construct a Catholic response to this view, with reference to LS and other relevant teaching.
- D7.1.3. Consider the view that the concept of dominion in Genesis means domination and construct a Catholic response to this view, with reference to LS and other relevant teaching.
- D7.1.4. Consider the view that human beings are simply advanced animals and construct a Catholic response to this view with reference to Catholic sources and teaching about Creation.
- D7.1.5. Consider the view that individual efforts make no difference to addressing environmental issues, with reference LS 219 and other relevant teaching.

Artistic expression exemplar

- D7.1.6. Offer an interpretation of a relevant work of art, making links with Catholic sources and beliefs about creation.
- D7.1.7. Compare the relevant art work studied to another relevant artwork. Discuss what they think the makers could have intended to communicate. Compare and contrast how each work effectively conveys Catholic beliefs about creation.



Respond

During this unit of study, pupils will be invited to (for example):

- R7.1.2. Ethical issues exemplar: Consider how they could show solidarity with all creatures and respond to the call to care for our common home.
- R7.1.3. Artistic expression exemplar: Consider how their response to the artwork might inspire them to think or act differently towards creation.
- R7.1.4. Lived religion exemplar: Reflect on the life of Sr Dorothy Stang and consider how they might be inspired by her.

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