

Religious Education: Unit Overview - Christianity

Christianity Overview

Year 1 Christianity – The Church Year

End of Unit Outcome:

The class will be introduced to the Christian faith and learn that the Christian Holy Book is The Bible and Christians may worship in a church. They will recognise the main features of a church and be able to talk about some events that may happen in a church. The class will be able to talk about the different colours that may be seen in a church throughout the year. They will know how the festivals of Harvest, Advent, Christingle and Christmas are celebrated.

Opportunities for writing, oracy and mathematics:

To write a prayer for Harvest.

To write simple explanations and opinions about stories.

British Values Link

Individual Liberty: the right to believe, act and express oneself freely.

We will be learning about what Sikhs believe. You may agree with some of what you learn but you may not agree with other parts. In Britain, we think everyone has the right to believe, act and express oneself freely. This is why it is so important that we learn about world religions because it enables us to better understand differences and also to celebrate aspects of life that other people value.

Tolerance of those of different faiths and beliefs.

Alongside people having the right to believe, act and express oneself freely, in Britain, we also think that we should respect and celebrate differences. Accepting differences is not enough, we should strive to understand differences so that we can understand how individual's personal identities are formed. Through learning about differences, we become better able to celebrate the diversity of Britain.

Resource:

Pictures of churches

Several different Bibles

Children's stories from The Bible

Christian Prayers and songs written for children

What knowledge must the children acquire in order to achieve the end of unit outcome?

- Know Christians believe in one God.
- Know that the Christian's Holy Book is The Bible.
- Know that The Bible and the teachings of Jesus show Christians how to be a Christian.
- Know that a Christian's House of Worship is a Church.
- Know that the person who leads a service is a vicar.
- Know the main features of a Church: alter, cross, candle, organ, font, lectern, pulpit, seating area, stain glass windows and bell tower.
- Know that throughout the year the Church is decorated in different colours: green, white, gold, purple, red
- Know the uses of a Church: worship, weddings, baptisms, funerals (Grave pointed out on walks to the church but not an emphasis on dying)

- Know when, how and why Christian festivals are celebrated: Harvest, Advent, Christmas.

| | Recap | New Knowledge: WHAT | HOW? I do, We do, You do |
|---|---|--|---|
| 1 | <p>Christians are people who believe in God and may go to church.</p> <p>Christmas is a Christian festival.</p> <p>St Mary's is one of our local churches</p> | <ul style="list-style-type: none"> • Know Christians believe in one God. • Christians believe Jesus is the son of God. <p>(1 week)</p> | <p>I do</p> <p>Show the children the church from the playground. Do any of the children go? Christians go to church and believe there is one God. Christians believe Jesus is God's son. Christmas is a Christian festival that celebrates the birth of Jesus. Explain the word son.</p> <p>We do</p> <p>Together draw a picture of St Mary's church. (photos?) Tower, weathervane, stain glass windows, large door, steeple, grave stones. Put names of children who go to church inside the church outline.</p> <p>You do</p> <p>Children to draw their own church inc. Features noted.</p> |
| 2 | <p>Christians believe in one ____.</p> <p>Christian might go to a _____</p> <p>The church er can see from the playground is called St. _____.</p> | <ul style="list-style-type: none"> • Know that the Christian's Holy Book is The Bible. • Know that The Bible and the teachings of Jesus show Christians how to be a Christian. <p>(1 or 2 weeks)</p> | <p>I do</p> <p>Show the children several Bibles – ones for adults, pocket ones, children's one etc. There is even online ones which is probably more relevant nowadays. Read some of the stories with messages. (The Good Samaritan) Jesus told Christian these stories. Christians believe God sent Jesus down to Earth to tell people about God and how to behave.</p> <p>We do</p> <p>Act out the story. What should the people do? Who did the right thing? The Bible tells Christians how to live a good life.</p> <p>You do</p> <p>Complete the sentence</p> <p>The story is telling the Christians to</p> |
| 3 | <p>Retell the Good Samaritan story orally. Go round the class and different children add a</p> | <ul style="list-style-type: none"> • Know that a Christian's House of Worship is a Church. • Know that the person who leads a service is a vicar. | <p>1 Week</p> <p>I do</p> |

| | | | |
|---|---|--|---|
| | <p>sentence retelling the story.</p> <p>A church might have _____</p> | <ul style="list-style-type: none"> Know the main features of a Church: alter, cross, candle, organ, font, and lectern, pulpit, seating area, stain glass windows and bell tower. <p>(2 weeks)</p> | <p>Show different external pictures of churches. Introduce the vocabulary needed when talking about a church.</p> <p>We do Together list similarities and differences. Use stem sentences to support. All of the churches have ... One of the churches has ...</p> <p>You do I can recognise a church because Or Give children pictures of buildings. Sort into churches and not.</p> <p>2 Week I do The person who leads the service is a vicar. Look at pictures of different vicars. (Find a wide variety!!) Learn the features of a church. Use pictures and labels to help match and sort as a class. Talk about what the objects are for very simply.</p> <p>We do Matching name and pictures as a class.</p> <p>You do I think the most important thing in a church is ____ because _____. (Last part GD.</p> |
| 4 | <p>Christmas is _____</p> | <ul style="list-style-type: none"> Know that throughout the year the Church is decorated in different colours: green, white, gold, purple, red <p>(2 weeks)</p> | <p>1 Week Visit St Mary's Church and meet Daniel Busk to see the features of a church but also see the Church Colours set out.</p> <p>2 Week I do</p> |

| | | | |
|---|---|---|---|
| | | | <p>Tell the class which colour is seen in a church at what time of year. Include any simple reasons.</p> <p>We do Match the colour to the time of Year with a partner.</p> <p>You do Complete The Church Calendar independently.</p> |
| 5 | <p>Christians believe _____</p> <p>What colours might a vicar wear in a church?</p> <p>Where else will these colours be seen in a church?</p> | <ul style="list-style-type: none"> Know the uses of a Church: worship, weddings, baptisms, funerals (Grave pointed out on walks to the church but not an emphasis on dying) Baptism and weddings are covered in more detail in Spring Term. <p>(2 weeks)</p> | <p>1 Week</p> <p>I do Churches are used for worship, weddings, baptisms and funerals. A brief explanation of each. (Baptism and weddings are covered next term in more detail) What is worship? There are many ways to worship. Prayer, singing, sermons, hearing stories</p> <p>We do Look at a prayer written for a child and a song Christian children may sing in church. Explain these are ways of worshipping. Some assembly songs would do nicely.</p> <p>You do Complete the sentences. I liked the prayer /song best because ...</p> <p>2 Week</p> <p>I do What are Weddings, Baptisms and Funerals? Who are they for? (A baptism is not just for babies.) What do they mean?</p> <p>We do Together write a simple sentence explaining what each is.</p> <p>You do I have been to a _____. I saw _____.</p> |

| | | | |
|---|---|---|--|
| | | | Give children 3 pictures of the different events and they write a sentence under each. (Miss out funerals if it is too much. A walk past the graves on the way to the church can be enough) |
| | <p>What is a wedding?</p> <p>Who might have a baptism?</p> <p>Recap on festivals covered in previous week</p> | <ul style="list-style-type: none"> • Know when, how and why Christian festivals are celebrated: Harvest, Advent, Christingle, Christmas, • Know what a church looks like at these times. <p>3 weeks</p> | <p>(3weeks – one for each festival) Examples for each stage are given.</p> <p>I do When, why and how are these festivals celebrated? Harvest, Advent, Christmas.</p> <p>We do Harvest - Advent - How and why are these festivals celebrated? Christmas Label and explain a Christingle</p> <p>You do Make cards showing symbols of the festivals. The festival is celebrated because ... Write a prayer for Harvest.</p> <p>A visit or two to the church would really help understanding and reinforce Church colours. Christingle work with Daniel Busk.</p> |
| 6 | | Assessment (1 weeks) | Churches are important buildings because ... Churches are important buildings but ... |

| | | |
|--|--|--------------------------|
| Year 1 Christianity A Christian Family | | |
| End of Unit Outcome: The class will learn what it means to belong to a Christian family including some events that might be part of their lives. They will learn about baptism, prayer, saying grace, celebrating Easter and marriage. | | |
| Opportunities for writing, oracy and mathematics: To write a prayer and promises for a wedding. | | |
| <p>British Values Link</p> <p>Individual Liberty: the right to believe, act and express oneself freely. <i>We will be learning about what Sikhs believe. You may agree with some of what you learn but you may not agree with other parts. In Britain, we think everyone has the right to believe, act and express oneself freely. This is why it is so important that we learn about world religions because it enables us to better understand differences and also to celebrate aspects of life that other people value.</i></p> <p>Tolerance of those of different faiths and beliefs. <i>Alongside people having the right to believe, act and express oneself freely, in Britain, we also think that we should respect and celebrate differences. Accepting differences is not enough, we should strive to understand differences so that we can understand how individual's personal identities are formed. Through learning about differences, we become better able to celebrate the diversity of Britain.</i></p> | <p>Resource:</p> <p>Prayers written for children Video clips of weddings The story of Good Friday and Easter Sunday</p> | |
| What knowledge must the children acquire in order to achieve the end of unit outcome? | | |
| <ul style="list-style-type: none"> • Know some Christians: go to church, read the Bible, Pray, say grace before meals • Know prayer is talking to God • Know Grace is saying thank you for the food that is about to be eaten • Know Baptism is welcoming a new baby into the Christian family • Know that water is sprinkled onto a person/baby during baptism • Know that the water represents cleansing • Know a wedding is two people getting married. • Know that when Christians get married in a church, the couple are making promises in front of God. • Know Christians celebrate Easter to remember when Jesus died. | | |
| Recap | New Knowledge: WHAT | HOW? I do, We do, You do |

| | | | |
|---|---|--|---|
| 1 | <p>Know Christians believe in one God.</p> <p>Know that the Christian's Holy Book is The Bible.</p> <p>Know that The Bible and The teachings of Jesus show Christians how to be a Christian.</p> <p>Know that throughout the year the Church is decorated in different colours: green, white, gold, purple, red</p> <p>Know the uses of a Church: worship, weddings, baptisms, funerals.</p> <p>Know when, how and why Christian festivals are celebrated: Harvest, Advent, Christmas, Lent, and Easter.</p> | (1 week) | |
| 2 | <p>Know that a Christian's House of Worship is a Church.</p> <p>Know that the person who leads a service is a vicar.</p> <p>What features might you see in a church? Draw as many as you can on a white board.</p> | <ul style="list-style-type: none"> • Know some Christians: go to church, read the Bible, Pray, say grace before meals • Know prayer is talking to God • Know Grace is saying thank you for the food that is about to be eaten <p>(1 week)</p> | <p>1 week</p> <p>I do</p> <p>Praying is talking to God. Christians say thank you to God or may ask for help. Prayer can be done anywhere. Grace is a special prayer to say thank you for food before a meal that is about to be eaten.</p> <p>We do</p> <p>Read/hear some prayers. What do the children think? Which do they like?</p> <p>You do</p> <p>Children write a prayer for a Christian person.</p> |
| 3 | | <ul style="list-style-type: none"> • Know Baptism is welcoming a new baby into the Christian family | <p>1 week</p> <p>Recreation of a Baptism at St Mary's</p> <p>2 week</p> |

| | | | |
|---|---|---|---|
| | | <ul style="list-style-type: none"> • Know that water is sprinkled onto a person/baby during baptism • Know that the water represents cleansing <p>(2 weeks)</p> | <p>I do Revise the Baptism</p> <p>We do Together draw pictures from the different stages of the baptism.</p> <p>You do What happens to the baby at a Baptism?</p> |
| 4 | Draw a church on your white board and talk about your picture to a partner. | <ul style="list-style-type: none"> • Know a wedding is two people getting married. • Know that when Christians get married in a church, the couple are making promises in front of God. <p>1 week</p> | <p>I do Christians often choose to get married in church because they believe important promise should be made in front of God.</p> <p>I, ___, take you ___, to be my wedded (husband/wife), to have and to hold from this day forward, for better for worse, for richer for poorer, in sickness and in health, to love and to cherish, 'til death do us part: according to God's holy ordinance, and thereto I pledge you my love and faithfulness.</p> <p>We do Together work out what the promises mean.</p> <p>You do Write your own promises for a wedding.</p> |
| | Draw three things you might see in a church. | <ul style="list-style-type: none"> • Know how Christians celebrate Easter to remember when Jesus died. <p>2 weeks</p> | <p>I do Watch a video or read about how a Christian family will celebrate Easter. (More details on the Easter Story in Year 2)</p> <p>We do Look at pictures of Jesus on the cross and how many Christians choose to wear a cross to show their faith.</p> <p>You do Draw and decorate a cross as a symbol of Christianity.</p> <p>I do</p> |

| | | | |
|--|--|------------------------------|--|
| | | | <p>Watch a video or read about how a Christian family will celebrate Easter. (More details on the Easter Story in Year 2)</p> <p>We do Look at the symbol of an egg as a sign of a fresh start and to remember when Jesus came back to life.</p> <p>You do Make egg shaped Easter cards to help remember the symbol of an egg to represent Easter.</p> |
| | | <p>Assessment 1 week</p> | <p>Baptism is important to Christians because ... Baptism is important to Christians but ...</p> |

Year 2 Christianity - Jesus

End of Unit Outcome:

To know more about Jesus' life: his birth, childhood and adult life. To know he was a kind man who helped the vulnerable people in society. To know some of the stories about Jesus and to understand why Christmas is an important festival to Christians.

Opportunities for writing, oracy and mathematics:

Retelling stories, sharing opinions and giving explanations.

British Values Link

Individual Liberty: the right to believe, act and express oneself freely.

We will be learning about what Sikhs believe. You may agree with some of what you learn but you may not agree with other parts. In Britain, we think everyone has the right to believe, act and express oneself freely. This is why it is so important that we learn about world religions because it enables us to better understand differences and also to celebrate aspects of life that other people value.

Tolerance of those of different faiths and beliefs.

Alongside people having the right to believe, act and express oneself freely, in Britain, we also think that we should respect and celebrate differences. Accepting differences is not enough, we should strive to understand differences so that we can understand how individual's personal identities are formed. Through learning about differences, we become better able to celebrate the diversity of Britain.

Resource:

Lots of different pictures of Jesus

Stories told by Jesus

The story of John The Baptist

What knowledge must the children acquire in order to achieve the end of unit outcome?

- Know that Jesus was a historical person.
- Know that he was a 1st century Jew.
- Know that Jesus spent his life teaching people about God.
- Know that Christians try to follow Jesus' teachings and good examples.
- Know The Bible contains stories about Jesus.
- Know some key events in Jesus's life (Birth, Jesus visits the temple, Baptism)
- Know that Jesus cared for the vulnerable members of society (women, children, the sick) Look for evidence in stories.
- Know John the Baptist spread the message about God.
- Know that forgiveness is giving up feelings of anger to people who have upset you.
- Know John the Baptist baptised people who wanted forgiveness.

- Know the story of John The Baptist baptising Jesus in a river
- Know that Christmas is celebrating Jesus' birth on 25th December.
- Know the Christmas story and the key characters.

| | Recap | New Knowledge: WHAT | HOW? I do, We do, You do |
|---|---|---|--|
| 1 | <p>Know a Christian is someone who believes in God and follows the teachings of The Bible</p> <p>Know some Christians: go to church, read the Bible, pray, say grace before meals</p> <p>Know prayer is talking to God</p> <p>Know Baptism is welcoming a new baby into the Christian family</p> <p>Know that water is sprinkled onto a person/baby during baptism</p> <p>Know that the water represents cleansing</p> <p>Know Christians celebrate Easter to remember when Jesus died.</p> | <p>(1 Weeks)</p> | <p>I do</p> |
| 2 | <p>Know that Jesus is believed by Christians to be the Son of God</p> | <ul style="list-style-type: none"> • Know that Jesus was a historical person. • Know that he was a 1st century Jew. • Know that Jesus spent his life teaching people about God. • Know that Christians try to follow Jesus' teachings and good examples. <p>(2 week)</p> | <p>I do</p> <p>Jesus was born a Jew over 2000 years ago. He was born to parents Mary and Joseph, but Christians believe he is the Son of God. Jesus spent his life teaching people about God and told stories to help Christians to know how to behave.</p> <p>We Do</p> |

| | | | |
|---|---|---|--|
| | | | <p>Share a story told by Jesus and discuss the message Jesus is giving the people. The Widow's Mite. Act out the story and make it understandable by using sweets.</p> <p>You do</p> <p>Who was Jesus more pleased with - The widow who gave her last coin or the rich man who gave a lot of money? Explain your answer.</p> <p>(Repeat next week plus recap)</p> |
| 3 | <p>Who was Jesus? In 1 minute, tell your partner all you can about Jesus.</p> | <ul style="list-style-type: none"> • Know The Bible contains stories about Jesus. • Know some key events in Jesus's life (Birth, Jesus visits the temple, Baptism) • Know that Jesus cared for the vulnerable members of society (women, children, the sick) Look for evidence in stories <p>(3 weeks)</p> | <p>3 weeks 3 stories</p> <p>I do</p> <p>Jesus was born to Mary and Joseph and born in a stable because there was no room in the inns. Jesus was born into a Jewish family and would visit the temple to worship. Tell the story of when Jesus was a young boy and he visited the temple.</p> <p>We do</p> <p>Why was Jesus angry? Can you think of a time when you were angry? How can you tell when people are angry?</p> <p>You do</p> <p>Draw a picture of what Jesus did in the temple. Underneath complete the sentence.</p> <p>Jesus was angry because ...</p> <p>I do</p> <p>Jesus cared for vulnerable people. Vulnerable means people who might struggle to look after themselves: Children, sick, elderly, poor. Here are two stories to show this.</p> <p>Share stories about Jesus.</p> <ol style="list-style-type: none"> 1. The Lost Sheep 2. Jesus Heals The sick |

| | | | |
|---|--|--|---|
| | | | <p>We do What is the story teaching the people? Who was vulnerable in the story?</p> <p>You do Retell the stories, act them out, or order the events.</p> |
| 4 | | <ul style="list-style-type: none"> • Know John the Baptist spread the message about God. • Know that forgiveness is • Know John the Baptist baptised people who wanted forgiveness. • Know the story of John The Baptist baptising Jesus in a river <p>(1week)</p> | <p>I do Tell the story of John The Baptist and the important job he did. Tell the children that Christians believe that when they are baptised, they are forgiven. What is forgiveness? Remind the children of the christening they learnt about in Year 1. This is the same act but in this story a river is used.</p> <p>We do Together think of times when the children have done something wrong and have needed to be forgiven.</p> <p>You do Create a story board retelling the story.</p> |
| | | <ul style="list-style-type: none"> • Know that Christmas is celebrating Jesus' birth on 25th December. • Know the Christmas story and the key characters. <p>(2 weeks)</p> | <p>I do (over 2 weeks) Tell the story of Jesus' birth. Jesus was born to Mary and Joseph and born in a stable because there was no room in the inns. Jesus was born into a Jewish family and would visit the temple to worship.</p> <p>We do Create a freeze or model of the nativity and photograph it.</p> <p>You do Label the photo of the scene.</p> <p>I do Talk about the visitors to Jesus – the kings and shepherds. Why did they want to see Jesus? What gifts did they bring?</p> |

| | | | |
|--|--|----------------------|--|
| | | | <p>We do Discuss possible gifts for a new baby. What wish would you give a new baby?</p> <p>You do If you had to take a gift to a new baby that cost nothing, what would you take and why?</p> |
| | | Assessment 1 week | <p>Christmas is important to Christians because ...</p> <p>Christmas is important to Christians but ...</p> <p>Christmas is important to Christians therefore ... (GD)</p> |

| | |
|--|---|
| Year 2 Christianity – Bible Stories | |
| End of Unit Outcome: To hear and retell more stories from The Bible about Jesus and also hear some of the stories that Jesus told. | |
| Opportunities for writing, oracy and mathematics: Temptation acrostic, drama to retell stories, | |
| British Values Link Individual Liberty: the right to believe, act and express oneself freely. | Resource: Several Bible stories: miracles, Easter story, Good Samaritan |

We will be learning about what Sikhs believe. You may agree with some of what you learn but you may not agree with other parts. In Britain, we think everyone has the right to believe, act and express oneself freely. This is why it is so important that we learn about world religions because it enables us to better understand differences and also to celebrate aspects of life that other people value.

Tolerance of those of different faiths and beliefs.

Alongside people having the right to believe, act and express oneself freely, in Britain, we also think that we should respect and celebrate differences. Accepting differences is not enough, we should strive to understand differences so that we can understand how individual's personal identities are formed. Through learning about differences, we become better able to celebrate the diversity of Britain.

What knowledge must the children acquire in order to achieve the end of unit outcome?

- Know the story of The Good Samaritan
- Know that a miracle is an extraordinary and unexplainable event.
- Know that the disciples are followers and close friends of Jesus.
- Know the story when Jesus calls Peter and Andrew
- Know the story of feeding the 5000
- Know the story of Jesus turning water into wine
- Know the story of when Jesus was tested in the wilderness
- Know how this story links to lent and Christians giving up something for Lent.
- Know the Easter story – The crucifixion, Jesus rising from the tomb, and Jesus ascends into heaven.

| | Recap | New Knowledge: WHAT | HOW? I do, We do, You do |
|---|--|---------------------|---|
| 1 | Know that Jesus was a historical person. Know that he was a 1 st century Jew. Know that Jesus is believed to be the Son of God Know that Jesus spent his life teaching people about God. Know that Christians try to follow Jesus' teachings and good examples. | (1 week) | I do Tell not ask the children about Jesus. Find some pictures of him and remind them: Jesus was a person in history and lived a long time ago. Christians believe he is the son of God. He spent his life telling people about God. The story about Jesus' life can be found in The Bible. Show a picture of John The Baptist who baptised Jesus in the river. Can the children remember the pretend Baptism they saw in Year 1? In church a font is used but |

| | | | |
|---|---|---|--|
| | <p>Know The Bible contains stories about Jesus. Know John the Baptist spread the message about God. Know the story of John The Baptist baptising Jesus in a river Know that Christmas is celebrating Jesus' birth on 25th December. Know the Christmas story and the key characters.</p> | | <p>John The Baptist used a river. Christmas which many of us have just celebrated is remembering the day Jesus was born. We do Complete sentences to assess knowledge. You do On white boards, write as much as you can about Jesus.</p> |
| 2 | <p>Why happens at a baptism or christening? Draw or write it on a white board.</p> | <ul style="list-style-type: none"> • Know the story of The Good Samaritan (1 week) | <p>I do Share the story of The Good Samaritan. Explain the meaning of the word Samaritan. We do Discuss with the children how people might feel in the story. What do they think about the story. Why do you think Jesus told the story? Hot Seating – Let a GD child sit on the Hot Seat and pretend to be The Good Samaritan. Other children ask him questions about his actions and feelings. You do In small groups act out the story. Take photos. OR Make up a modern-day story where some people pass by and others stop to help. Were some people in a rush to get to dinner and didn't stop to help a child who had fallen over?</p> |
| 3 | <p>Who was Jesus?</p> | <ul style="list-style-type: none"> • Know that a miracle is an extraordinary and unexplainable event. • Know that the disciples are followers and close friends of Jesus. | <p>I do Discuss what a miracle is and remind the children that the disciples were friends and followers of Jesus. We do</p> |

| | | | |
|---|--|---|---|
| | | <ul style="list-style-type: none"> • Know the story when Jesus calls Peter and Andrew • Know the story of Jesus turning water into wine • Know the story of feeding the 5000 <p>(1 week)</p> | <p>Share the stories of the miracles and give the children chance to talk and ask questions. Discuss how the stories give clues to what living at the time of Jesus was like.</p> <p>You do The story I liked best was because</p> |
| 4 | Name one of the miracles that Jesus performed? | <ul style="list-style-type: none"> • Know the story of when Jesus was tested in the wilderness • Know how this story links to lent and Christians giving up something for Lent. <p>(2 week)</p> | <p>I do Jesus is Tempted in the Wilderness – Mission Bible Class Scroll down to the lesson part. I like the tug of war to describe temptation.</p> <p>We do Make an acrostic using the word Temptation. What kind of things can we be tempted by?</p> <p>You do Make your own Temptation Acrostic</p> <p>I do Review the story of Jesus in the Wilderness and show how it is linked to Lent.</p> <p>We do Write a list of possible suggestions of things children could give up for Lent.</p> <p>You do</p> |
| | Recap the Easter story so far including Jesus in the Wilderness. | <ul style="list-style-type: none"> • Know the Easter story – The crucifixion, Jesus rising from the tomb, and Jesus ascends into heaven. <p>(3 weeks)</p> | <p>Week 1</p> <p>I do Read the story of Good Friday. To understand that Jesus died on the cross because the ruler disagreed with his beliefs.</p> <p>We do Order the events written on flash cards.</p> <p>You do Draw pictures to show the key events of Good Friday.</p> |

| | | | |
|--|--|--------------------------------|--|
| | | | <p>Week 2</p> <p>I do Read the story of Easter Sunday and understand that Christians believe that Jesus rose from the dead.</p> <p>We do Order the events written on flash cards.</p> <p>You do Draw pictures to show the key events of Easter Sunday.</p> <p>Week 3</p> <p>I do Read the story of Jesus ascending into Heaven. Show pictures of how heaven is represented. Explain that Christians believe in Heaven but it is not the belief of everyone.</p> <p>We do Explain that Christians believe in Heaven, but it is not the belief of everyone. Look at the pictures. What do you think Christians believe about Heaven?</p> <p>You do Draw pictures to show your interpretation of what Heaven is to a Christian.</p> |
| | | <p>Assessment (1 week)</p> | <p>Easter is important to Christians because ... Easter is important to Christians but ...</p> |

Year 3 Christianity – The Bible

End of Unit Outcome:

To understand the importance of the Bible to Christians and how it is structured. To know that it is a library of books written by many different authors. To understand that the Bible is a support to Christians to help them live a good life.

Opportunities for writing, oracy and mathematics:

To write a diary entry for one of the characters in an Old Testament story.

British Values Link

Individual Liberty: the right to believe, act and express oneself freely.

We will be learning about what Sikhs believe. You may agree with some of what you learn but you may not agree with other parts. In Britain, we think everyone has the right to believe, act and express oneself freely. This is why it is so important that we learn about world religions because it enables us to better understand differences and also to celebrate aspects of life that other people value.

Tolerance of those of different faiths and beliefs.

Alongside people having the right to believe, act and express oneself freely, in Britain, we also think that we should respect and celebrate differences. Accepting differences is not enough, we should strive to understand differences so that we can understand how individual's personal identities are formed. Through learning about differences, we become better able to celebrate the diversity of Britain.

Resource:

Several different Bibles and a class set.

What knowledge must the children acquire in order to achieve the end of unit outcome?

- Know The Bible includes messages and teachings for Christians
- Know that The Bible has two sections – The Old Testament and The New Testament
- Know that BC is Before Christ and AD is anno Domini (after Christ was born)
- Know that The Old Testament is the original Hebrew Bible and very important to Jews.
- Know that The New Testament was written by Christians shortly after Jesus' death.
- Know The Bible is a library of 66 books.
- Know the books are divided into chapters and each chapter is given a number.
- Know the Chapters are split into verses and each verse is given a number.
- Know how to use chapters and verses to find a particular verse in The Bible.
- Know The Bible contains different genres of writing – poetry, proverbs, laws, letters and stories.
- Know that The Bible contains four gospel writers giving good news about Jesus.
- Know that Christians read The Bible at home and in church.

- The Bible helps Christians think about their behaviour, being thankful, saying sorry, asking for forgiveness
- Know some Bible stories – The Creation story, The story of Moses, Jonah and The Whale

| | Recap | New Knowledge: WHAT | HOW? I do, We do, You do |
|---|---|--|---|
| 1 | <p>Know Christians believe in one God.</p> <p>Know that the Christian's Holy Book is The Bible.</p> <p>Know that The Bible and the teachings of Jesus show Christians how to be a Christian.</p> <p>Know that Jesus was a historical person.</p> <p>Know that he was a 1st century Jew.</p> <p>Know that Jesus is believed to be the Son of God</p> <p>Know that Jesus spent his life teaching people about God.</p> <p>Know that Christians try to follow Jesus' teachings and good examples.</p> <p>Know The Bible contains stories about Jesus.</p> <p>Know that Christmas is celebrating Jesus' birth on 25th December.</p> | <p>(1 weeks)</p> | <p>I do</p> <p>Do the children remember going to St Mary's Church? Does anyone in the class go to church? Christians are the group of people who may go to church.</p> <p>Look at the word Christian. - Christmas, Christ (discuss) The Holy Book for a Christian is The Bible. Show some. The Bible shows Christians through stories, prayers and other pieces of writing how to be a good Christian. Remind children about Jesus (see previous knowledge)</p> <p>We do</p> <p>Draw pictures to help remember some of the recap.</p> <p>You do</p> <p>Underneath a picture of Jesus, write 3 or more sentences about Christians or Jesus.</p> |
| 2 | <p>Who was Jesus?</p> <p>You have one minute to write as much as you can to answer using your white board.</p> | <ul style="list-style-type: none"> • Know The Bible includes messages and teachings for Christians • Know that The Bible has two sections – The Old Testament and The New Testament • Know that BC is Before Christ and AD is anno Domini (after Christ was born) | <p>Week 1</p> <p>I do</p> <p>Use the PowerPoint to introduce the new knowledge.</p> <p>We do</p> <p>Create a class information display using dual coding to remember the information</p> |

| | | | |
|---|---|--|---|
| | <p>The Bible is a book. Expand on this sentence.</p> | <ul style="list-style-type: none"> • Know that The Old Testament is the original Hebrew Bible and very important to Jews. • Know that The New Testament was written by Christians shortly after Jesus' death. • Know The Bible is a library of 66 books. • Know the books are divided into chapters and each chapter is given a number. • Know the Chapters are split into verses and each verse is given a number. • Know how to use chapters and verses to find a particular verse in The Bible.1 <p>(2 weeks)</p> | <p>You do Create 5 questions to use in a class quiz</p> <p>Week 2 I do Introduce the Books in the Bible and read some of the book names. Demonstrate the use of contents page and to note if it is the OT or NT</p> <p>We do Give the children a Book and see if they can find the right page for the start of the book using the contents. Show the children how to find a particular verse in the Bible by using the chapter and verses.</p> <p>You do Complete worksheet in pairs when independent.</p> |
| 3 | <p>Christians believe ...</p> | <ul style="list-style-type: none"> • Know The Bible contains different genres of writing – poetry, proverbs, laws, letters and stories. <p>(1 week)</p> | <p>I do Show the children examples of different types of writing found in the Bible: Letter, prophecy, stories, hymns, poetry, law etc</p> <p>We do Together identify the different genres? What clues did they find?</p> <p>You do Pick two of the examples and write down the message it is teaching Christians.</p> |
| 4 | <p>Discuss with your partner and try to remember 3 Bible stories.</p> <p>Think of 5 features found in a church.</p> | <ul style="list-style-type: none"> • Know that The Bible contains four gospel writers giving good news about Jesus. • Use the Gospels to find out about some of the Miracles Jesus performed. <p>(2 week)</p> | <p>Week 1 I do Introduce the 4 Gospel writers: Matthew, Mark, Luke and John.</p> <p>We do</p> |

| | | | |
|---|--|---|--|
| | | | <p>Create an information piece using key words and pictures to learn about the 4 writers and how their lives might affect what and how they write.</p> <p>You do Two teams compete on knowledge of the Gospel writers.</p> <p>Week 2 I do Read some of the stories about the miracles Jesus performed according to Christians.</p> <p>We do Show the children how to find them in The Bible and read them together so they can understand the old language.</p> <p>John 2:1-11 Matthew 14:13-21</p> <p>You so What do you think early Christians thought when they heard the stories about Miracles? I think seeing and hearing about the miracles Jesus performed made the Christians</p> |
| 5 | Who was John The Baptist? | <ul style="list-style-type: none"> • Know that Christians read The Bible at home and in church. • The Bible helps Christians think about their behaviour, being thankful, saying sorry, asking for forgiveness <p>(1 weeks)</p> | <p>I do Invite Daniel Beckett in from the Baptist Church to talk about the importance of the Bible to Christians.</p> <p>You do Ask DB about the importance of The Bible keeping the questions relevant and non-repetitive.</p> |
| 6 | When might you feel thankful? When might you forgive? | <ul style="list-style-type: none"> • Know some Bible stories – The Creation story, The story of Moses, Jonah and The Whale <p>(6 weeks)</p> | <p>Week 1 I do Read the Creation story using the actual words from the Bible.</p> |

| | | | |
|--|--|--|--|
| | | | <p>We do Look for patterns and join in when possible. Discuss meaning of unfamiliar words.</p> <p>You do Draw pictures to show an understanding of the actual words.</p> <p>IWeeks 2-5 I do 1. Read the story of Moses starting with him in the basket on the river Nile and him growing up and fleeing. Story on the PowerPoint. Burning Bush and returning to Egypt 2. 10 Plagues 3. 10 Commandments</p> <p>We do Recap on the story so far each week. Discuss the feelings of the different characters and the reasons for their decisions.</p> <p>You do Week 1. Complete sentence starters explaining the key events so far.</p> <p>Week 2. 10 Plagues Display the 10 Plagues. Explain why the last night before the Israelites left Egypt was called The Passover.</p> <p>Week 3 10 Commandments Create a pyramid of the commandments. The top pin is the one the children feel is most important. Compare</p> |
|--|--|--|--|

| | | | |
|---|--|--|---|
| | | | <p>each other's beliefs and discuss differences and possible reasons for differences.</p> <p>I do Read the story of David and Goliath or Daniel in The Lions' Den. Discuss the events of the story and how they fit with that time in history. Discuss the Christian belief that God will protect.</p> <p>We do Discuss the feelings of the characters at different points in the story.</p> <p>You do What message do you think Christians were meant to take from the story?</p> |
| 7 | | <ul style="list-style-type: none"> To know stories from The Bible | <p>I do</p> <p>Recap the stories that the children have heard so far and record the main characters on the board. The children will pick a character and plan a diary entry written by that person. They must include feelings and key events to show an understanding of the story.</p> <p>We do</p> <p>Help the children fill in a planning sheet.</p> <p>You do</p> <p>Write a diary entry for your chosen person.</p> |
| | | Assessment (1 week) | <p>The Old/New Testament is more interesting because ...</p> <p>The Old/New Testament is more interesting but ...</p> |

| | | | |
|--|--|--|--|
| | | | The Old/New Testament is more interesting therefore ... |
|--|--|--|--|

| | |
|---|---|
| Year 4 Christianity – Worship in Church | |
| <p>End of Unit Outcome: To be able to compare and understand the beliefs of different groups of Christians and to recall the key events of Holy Week and know how Christians celebrate and remember the different days. To know the different ways that Christians can pray and worship.</p> | |
| <p>Opportunities for writing, oracy and mathematics: Write a prayer for a Christian child to read.</p> | |
| <p>British Values Link Individual Liberty: the right to believe, act and express oneself freely. <i>We will be learning about what Sikhs believe. You may agree with some of what you learn but you may not agree with other parts. In Britain, we think everyone has the right to believe, act and express oneself freely. This is why it is so important that we learn about world religions because it enables us to better understand differences and also to celebrate aspects of life that other people value.</i> Tolerance of those of different faiths and beliefs.</p> | <p>Resource: Visits to both the Baptist and St Mary’s Church and talks from both vicars. A variety of prayers and hymns.</p> |

Alongside people having the right to believe, act and express oneself freely, in Britain, we also think that we should respect and celebrate differences. Accepting differences is not enough, we should strive to understand differences so that we can understand how individual's personal identities are formed. Through learning about differences, we become better able to celebrate the diversity of Britain.

What knowledge must the children acquire in order to achieve the end of unit outcome?

- Know that there is variety in Christianity by visiting St. Mary's and Godmanchester Baptist Church.
- Know the similarities and difference in structure and features between the two churches.
- Know how the different beliefs are reflected in different practices. (font or baptismal tank)
- Know the story of Holy Week – The week before Easter (Palm Sunday, Maundy Thursday, Last Supper, Good Friday, Holy Saturday)
- Know how, why and when Ascension Day is celebrated - Jesus' ascension into heaven Mark 16:9 -20
- Know how, why and when Pentecost is celebrated.
- Know different ways people can pray.
- Know some different prayers and look at what they tell you about Christian belief. (The Lord's Prayer plus at least 2 others)
- Know how the Holy Communion / Eucharist / Mass / Lord's Supper is celebrated in church and why it is important to many Christians.
- Know that there are many ways that Christians can worship – music, speech, reading from scriptures, prayers, sermons and holy ceremonies.

| | Recap | New Knowledge: WHAT | HOW? I do, We do, You do |
|---|--|---------------------|---|
| 1 | <p>Know that Jesus was a historical person.</p> <p>Know that he was a 1st century Jew.</p> <p>Know that Jesus is believed to be the Son of God</p> <p>Know that Jesus spent his life teaching people about God.</p> <p>Know that Christians try to follow Jesus' teachings and good examples.</p> <p>Know The Bible contains stories about Jesus.</p> | N/A | <p>We do:</p> <p>Together with the children, create a 'mind map' of the children's knowledge about the following aspects of Christianity ~ dual code the 'mind map', where possible, to support the children's learning:</p> <ul style="list-style-type: none"> • Jesus ~ who he was & what he dedicated his life to • The Bible ~ the Christian holy book; stories; teachings; chapters & verses • John the Baptist • Church as the Christian place of worship • Prayer & grace (before meals) • Baptism & the significance of water (represents cleansing) • Reflection, thankfulness & forgiveness |

| | | | |
|---|---|---|--|
| | <p>Know the story of John The Baptist baptising Jesus in a river</p> <p>Know a Christian is someone who believes in God and follows the teachings of The Bible</p> <p>Know some Christians: go to church, read the Bible, pray, say grace before meals</p> <p>Know prayer is talking to God</p> <p>Know Baptism is welcoming a new baby into the Christian family</p> <p>Know that water is sprinkled onto a person/baby during baptism</p> <p>Know that the water represents cleansing</p> <p>Know the books are divided into chapters and each chapter is given a number.</p> <p>Know the Chapters are split into verses and each verse is given a number.</p> <p>Know that Christians read The Bible at home and in church.</p> <p>The Bible helps Christians think about their behaviour, being thankful, saying sorry, asking for forgiveness.</p> | | <p>You do:</p> <p>Children to independently answer six questions based on the above knowledge & learning.</p> |
| 2 | A Christian is someone who | <ul style="list-style-type: none"> Know that there is variety in Christianity by visiting St. Mary's and Godmanchester Baptist Church. | Week 1: |

| | | | |
|--|--|---|--|
| | <p>Write as much as you can for this sentence starter.</p> | <ul style="list-style-type: none"> • Know the similarities and difference in structure and features between the two churches. • Know how the different beliefs are reflected in different practices. (font or baptismal) <p>(3 weeks)</p> | <p>Visit to Godmanchester Baptist Church and St Mary's Church (both classes together) Look for similarities and differences. Particularly point out the font and baptistry and understand the importance and beliefs behind them.</p> <p>Week 2: I do Recap on the church visits and discuss and record the similarities and differences. We do Using a Venn Diagram record the similarities and difference between the churches. You do Explain why there are differences between the churches, mentioning beliefs, history, uses and other reasons and how the different beliefs are reflected in different practices,</p> <p>Week 3: I do Remind the children the beliefs behind a christening. Tell the children what a baptism may look like at the Baptist Church and the differences behind the beliefs. Remember the story of John the Baptist baptising Jesus in the river. Which church is this most like and why? Explain why the Baptist Church has a Baptistry and not a font. We Do: Put key words up on the board that the children need to use to explain the above question. You do: St Mary's has a font because</p> |
|--|--|---|--|

| | | | |
|---|--|---|--|
| | | | <p>The Baptist Church has a Baptistry because ... Expect quite in-depth answers from Year 4.</p> |
| 3 | <p>The Bible is</p> <p>It is important to Christians because ...</p> <p>How is the Bible made up?</p> | <ul style="list-style-type: none"> • Know the story of Holy Week – The week before Easter (Palm Sunday, Maundy Thursday, Last Supper, Good Friday, Holy Saturday) • Know how, why and when Ascension Day is celebrated - Jesus' ascension into heaven Mark 16:9 -20 • Know how, why and when Pentecost is celebrated. <p>(3 weeks)</p> | <p>Week 1: I do Retell the story of Holy Week and the key events. We do Which events do the children think are most important in Holy Week and why? You do Select the one key event for each day of Holy Week and present in order.</p> <p>Week 2: I do Explain how and why Ascension Day is celebrated and why it is important to Christian belief.</p> <p>It shows that Jesus really had overcome death – he wasn't just resurrected to die again, but to live forever. Use the actual words from the Bible Mark 16:9 -20</p> <p>For many Christians, the fact that Jesus' followers witnessed him ascending into the clouds leaves no doubt that Jesus is alive and with God the Father in Heaven, and is no longer limited to living on Earth.</p> <p>The ascension demonstrates God's omnipotence.</p> <p>We do Read Mark 16:9 -20 from the Bible for the story. You do</p> |

| | | | |
|---|---|---|---|
| | | | <p>The ascension is important to Christians because</p> <p>Week 3: I do Explain how and why Pentecost is celebrated. Pentecost is regarded as the birthday of the Christian church, and the start of the church's mission to the world. Watch video clips showing Christians receiving the Holy Spirit and speaking in tongues. The Holy Spirit Comes (Day of Pentecost) - Bing video BBC - Religions - Christianity: Pentecost</p> <p>We do Look together at the symbols of Pentecost and explain each.</p> <p>You do Draw each symbol and give an explanation.</p> |
| 4 | <p>What kind of things might you see happening in a church?</p> | <ul style="list-style-type: none"> • Know different ways people can pray. • Know some different prayers and look at what they tell you about Christian belief. <p>(2 weeks)</p> | <p>I do Explain that Christians can pray in different ways. Show examples of prayers. 7 Prayers Straight From the Bible Prayers in the Bible Prayers to Help Us Speak to God - Beliefnet</p> <p>We do Read / listen to prayer to discover what they tell us about Christian beliefs.</p> <p>You do Write a prayer that would be suitable for a Christian child. Explain when it might be said. Show an understanding of Christian beliefs and values.</p> |
| 5 | <p>What is Holy Communion?</p> | <ul style="list-style-type: none"> • Know that there are many ways that Christians can worship | <p>I do</p> |

| | | | |
|---|-------------------------------------|--|---|
| | How is it connected to Jesus' life? | – music, speech, reading from scriptures, prayers, sermons and holy ceremonies (1 week) | Explain that Christians can worship in many ways. Explain what a sermon is, show examples of prayers and hymns and readings from the Bible. We do Read / listen to / sing some favourite Christian hymns and songs to discover what they tell us about Christian beliefs. You do Select a prayer or hymn and annotate it explaining what you can learn about Christian belief from the words. |
| 6 | | Assessment (1 week) | |

| | |
|---|--|
| Year 5 | |
| End of Unit Outcome: To understand how the Last supper is celebrated and remembered by the act of Holy Communion and the importance of the Lord's Prayer. To compare and understand the messages in different narratives of the birth of Jesus and what can be learned about Christian belief from prayers, hymns and artwork. To know about Christian life and practises for Christians around the world. | |
| Opportunities for writing, oracy and mathematics: Rewrite the Lord Prayer using modern day English. | |
| British Values Link Individual Liberty: the right to believe, act and express oneself freely. <i>We will be learning about what Christians believe. You may agree with some of what you learn but you may not agree with other parts. In Britain, we think everyone has the right to believe, act and express oneself freely. This is why it is so important that we learn about world religions because it enables us to better understand differences and also to celebrate aspects of life that other people value.</i> Tolerance of those of different faiths and beliefs. <i>Alongside people having the right to believe, act and express oneself freely, in Britain, we also think that we should respect and celebrate differences. Accepting differences is</i> | Resource: Information on Vellore in India Clips of Christians taking Holy Communion Christian prayers and hymns Artwork depicting Jesus Different narratives of Jesus' birth |

not enough, we should strive to understand differences so that we can understand how individual's personal identities are formed. Through learning about differences, we become better able to celebrate the diversity of Britain.

What knowledge must the children acquire in order to achieve the end of unit outcome?

- Know how Holy Communion/ Mass/Eucharist is celebrated in church and why it is important.
- Know how the Last Supper is celebrated in church and why it is important.
- Know the origin and meaning of the Lord's Prayer.
- Know how the Lord's Prayer is used in worship today.
- Know what a range of Christian hymns tell us about Christian beliefs.
- Know about the different ministries in the Church (bishop, priest, elder, organist etc.)
- Know what Christian life and practice is like in the Diocese of Vellore in Southern India.
- Know the two Biblical narratives of the birth of Jesus.
- Know the messages the different narratives of the birth of Jesus convey.
- Know how the two narratives of the birth of Jesus are seen as one story.
- Know that pieces of art portray Jesus different and how these differences send a message about different beliefs relating to him.

| | Recap | New Knowledge: WHAT | HOW? I do, We do, You do |
|---|---|---|--|
| 1 | Retell your partner the story of Holy week. / | <ul style="list-style-type: none"> • Know how Holy Communion/ Eucharist/Mass/Last Supper is celebrated in church and why it is important. • Know about the different ministries in the Church (bishop, priest, elder, organist etc.) <p>(2 weeks)</p> | <p>I do</p> <p>The <i>Eucharist</i>, which is also called the <i>Holy Communion</i>, <i>Mass</i>, the <i>Lord's Supper</i> or the <i>Divine Liturgy</i>, is a sacrament accepted by almost all Christians. Watch What is Holy Communion? - BBC Teach</p> <p>The Eucharist is a re-enactment of the Last Supper, the final meal that Jesus Christ shared with his disciples before his arrest, and eventual crucifixion. At the meal Jesus ate bread and wine and instructed his disciples to do the same in memory of him.</p> <p>The prayers and readings in a Eucharistic service remind those taking part of that final meal and of the solemn words and actions of someone standing at the edge of death.</p> |

| | | | |
|---|---|---|---|
| | | | <p>The people taking part drink a sip of wine (or grape juice) and eat a tiny piece of some form of bread, both of which have been consecrated.</p> <p>In the UK, Maundy Thursday of Holy Week is so named because it is recognised as the anniversary of the Last Supper and the beginning of the institution of the Eucharist.</p> <p>We do Label an image of bread and wine to explain what they symbolise and what their importance is</p> <p>You do Holy Communion is important to Christians because...</p> <p>I do A ministry is a way to serve your church and the community. A ministry could be thought of as a role within the church. These roles range from Readers to priests. Some of these roles are described as lay (member of the public) and others ordained (priest or minister)</p> <p>I do (Christian Believer) Discuss the ministries within St Mary’s Church, Godmanchester with Revd David Busk</p> <p>We do Question and Answers</p> <p>You do Children summarise their learning about the ministries in St Mary’s church, Godmanchester with a partner.</p> |
| 2 | List ways that Christians can worship – sermons, prayer, singing, Bible groups. | <ul style="list-style-type: none"> • Know the origin and meaning of the Lord’s Prayer. • Know how the Lord’s Prayer is used in worship today. <p>(1 week)</p> | <p>I do Watch and discuss Religious Studies KS2: Christian Prayer - BBC Teach</p> <p>We do</p> |

| | | | |
|---|---|---|--|
| | | | <p>Unpick the Lord's prayer translating elements and discussing elements of Old English.</p> <p>You do Children re-write the Lord's prayer using modern-day English.</p> |
| 3 | <p>Brain Dump In 5 minutes write down everything that you know about Jesus. Try to learn one new thing from a partner.</p> | <ul style="list-style-type: none"> • Know what a range of Christian hymns tell us about Christian beliefs. • Know that pieces of art portray Jesus differently and how these differences send a message about different beliefs relating to him. <p>(2 weeks)</p> | <p>I do Read and discuss The tradition of singing and music - Worship in Protestant Church - CCEA - GCSE Religious Studies Revision - CCEA - BBC Bitesize Listen to 'Amazing Grace' "Amazing Grace" was created by John Newton in 1779. The author of the hymn described himself as the "wretch" in the song. He was a slave trader, rebel, blasphemer, and all-around immoral man. He was as far from grace as anyone could ever be and lived a life full of hardship. God was able to get his attention after Newton's slave ship was nearly wrecked in a thunderstorm. As the vessel was taking on water and the crew was crying, Newton fell to his knees and started pleading for God's forgiveness. God's grace saved Newton. Newton became a pastor in Olney, England, where he wrote the song. Today, the song still inspires the world and is sung in churches everywhere.</p> <p>We do Discuss, 'What can Christians learn from Amazing Grace?'</p> <p>You do Children listen to 'How Great Thou Art' (with a copy of the lyrics) Children answer the question, What can Christians learn from How Great Thou Art?</p> <p>I do No physical description of Jesus is found in the Bible.</p> |

| | | | |
|---|---|---|--|
| | | | <p>Throughout history, Jesus has been depicted differently based on the beliefs and trends of the time.</p> <p>Use The most famous paintings of Jesus - Jesus.net to explore and discuss a range of images of Jesus</p> <p>We do</p> <p>Compare and contrast two different paintings of Jesus from different periods in history.</p> <p>You do</p> <p>Children compare and contrast two new different paintings from different periods in history.</p> |
| 4 | List all the major world religions you have studied so far at school and give two facts about each. | <ul style="list-style-type: none"> Know what Christian life and practice is like in the Diocese of Vellore in Southern India. <p>(1 week)</p> | <p>I do</p> <p>Look at the world map of major religions around the world. What do they notice?</p> <p>Detailed Maps Of The World's Religions - Vivid Maps</p> <p>Explain how Christianity is a world faith and therefore believers can be found across the world.</p> <p>Vellore is in Southern India and although mainly Hindu some people converted to Christianity.</p> <p>Christianity – Friends of Vellore UK</p> <p>We do</p> <p>What do you notice about major religions around the world. Is there anything surprising? Find out more about Christianity in Vellore.</p> <p>You do</p> <p>What does the badge of the Diocese of Vellore symbolise to Christians in Vellore.</p> |
| 5 | Who are the Gospel writers (Year 3 work). What can you remember about them? | <ul style="list-style-type: none"> Know the two Biblical narratives of the birth of Jesus. Know the messages the different narratives of the birth of Jesus convey. Know how the two narratives of the birth of Jesus are seen as one story. | <p>I do</p> <p>Read Matthew 1: 18-25</p> <p>Read Luke 2: 1-7</p> <p>Write/draw key parts of the narrative</p> <p>We do</p> <p>Using the notes from above, retell the two narratives</p> |

| | | | |
|---|--|-------------------------|---|
| | | (2 weeks) | <p>You do Story map Matthew 1: 18-25 and/or Luke 2: 1-7</p> <p>I do Recap Matthew 1: 18-25 and Luke 2: 1-7 Explain that the two narratives are seen as one story.</p> <p>We do Discuss similarities and differences in the narratives</p> <p>You do Venn Diagram comparing and contrasting the two narratives.</p> |
| 6 | | Assessment (2 weeks) | <p>Because, but, therefore... Christians follow the teachings of Jesus because... Christians follow the teachings of Jesus but... Christians follow the teachings of Jesus therefore...</p> |

| | |
|---|------------------|
| Year 6 | |
| End of Unit Outcome: To have an understanding of different Creation beliefs including both religious and scientific beliefs. To understand the similarities and how they affect the way people who believe in them live their lives. To be able to use their knowledge to structure an argument about the creation of the world. To look at the Easter story and discuss how events affect how Christians live their lives. | |
| Opportunities for writing, oracy and mathematics: Write a speech for the class debate on Creation beliefs. Take part in a class debate Hot seating – expressing beliefs as a Christian and asking questions | |
| British Values Link | Resource: |

| | |
|---|---|
| <p>Individual Liberty: the right to believe, act and express oneself freely. <i>We will be learning about what Hindus believe. You may agree with some of what you learn but you may not agree with other parts. In Britain, we think everyone has the right to believe, act and express oneself freely. This is why it is so important that we learn about world religions because it enables us to better understand differences and also to celebrate aspects of life that other people value.</i> Tolerance of those of different faiths and beliefs. <i>Alongside people having the right to believe, act and express oneself freely, in Britain, we also think that we should respect and celebrate differences. Accepting differences is not enough, we should strive to understand differences so that we can understand how individual's personal identities are formed. Through learning about differences, we become better able to celebrate the diversity of Britain.</i></p> | <p>Teacher information on Creationism, The Big Bang Theory and other Creation stories. Artwork and Music for The Creation The Easter Story Video clips for The holy spirit and artwork representing The Holy Spirit.</p> |
|---|---|

What knowledge must the children acquire in order to achieve the end of unit outcome?

- Know the Biblical Creation story.
- Know how the Biblical Creation story compares to scientific theories about the origins of the universe.
- Know that Biblical stories are written in a different and ancient genre, yet they still have relevance today.
- Know how the belief in God the creator influences Christian's views on the environment and climate justice.
- Know some teachings from the New Testament linked to living a Christian life (personal life, moral decisions and lifestyle choices, public life, life after death)
- Know stories linked to key points in the Christian calendar and how they relate to Christians' beliefs about God, Jesus and the Holy Spirit (Trinity)
- Know what a miracle is.
- Know what Christian mean when they refer to the Holy Spirit in their lives.

| | Recap | New Knowledge: WHAT | HOW? I do, We do, You do |
|---|---|---------------------|--|
| 1 | <p>Christians believe in one God and that Jesus is the Son of God The Church is the House of Worship for Christians, and The Bible is the holy book? What happens in a church? How do Christians worship?</p> | | <p>I do Recap Knowledge.</p> <p>You do Complete quiz</p> |

| | | | |
|--|--|---|--|
| | <p>Name 5 stories from The Bible and the key events in them.</p> | <ul style="list-style-type: none"> • Know how the Biblical Creation story compares to scientific theories about the origins of the universe. • Know the Biblical Creation story. • Know that Biblical stories are written in a different and ancient genre, yet they still have relevance today. • Know how the belief in God the creator influences Christian's views on the environment and climate justice. <p>(6 weeks)</p> | <p>Week 1 I do Look at the idea of natural and man-made objects and how this links to the idea of Creation stories. Read together the creation story using the actual Bibles. Note where it can be found in The Bible. We do Understand Biblical stories are written in a different and ancient genre, yet they still have relevance today. Class discussion. Look at different artwork or listen to Hyden's Creation. How does art represent Christian beliefs? You do Christians believe God created the universe because How does this belief affect how they live their day to day lives?</p> <p>Week 2 I do Introduce the theory of Creationism, We do Record the theory and think of other faiths that have similar beliefs. Consider the similarities and differences. Read books and stories and share findings. You do Share your own beliefs and discuss any questions you have. Remember to be respectful of all beliefs.</p> <p>Week 3 I do Introduce The Big Bang Theory using the PowerPoint. We do Record the main ideas behind the theory. You do</p> |
|--|--|---|--|

| | | | |
|---|--|--|---|
| | | | <p>Create a Venn Diagram showing the similarities and differences between the two theories.</p> <p>Week 4 I do Explain how some Christians reconcile their beliefs with the scientific theories. We do Hot Seating Select an GD child to take on the role of a Christian. The class ask them questions about their beliefs, and they answer as a Christian. Different children may give different responses. You do Complete the Because, But sentences ...</p> <p>Week 5 I do Introduce the concept of a debate and demonstrate the kind of language that is needed to put across their beliefs. We do Put together a well-constructed sentence for each belief. You do Put the children into teams and allow them a week to plan their argument and put it together. Write it up ready for the following week.</p> <p>Week 6 Class debate. Introduce rules of debating.</p> |
| 2 | Recap the Christian creation story and Creationism Theory. | <ul style="list-style-type: none"> Know some teachings from the New Testament linked to living a Christian life (personal life, moral decisions and lifestyle choices, public life, life after death) | <p>I do Watch a video showing how humans have an impact on their environment. As Christians believe God created</p> |

| | | | |
|---|---|--|---|
| | | (2 weeks) | <p>the world this means that they believe in taking care of it.</p> <p>We do Look at some extracts from the Bible and discuss what they tell you about Christian beliefs.</p> <p>You do Christians believe God created the universe therefore ...</p> |
| 3 | <p>What is Holy Communion? How is it linked to the life of Jesus?</p> | <ul style="list-style-type: none"> • Know stories linked to key points in the Christian calendar and how they relate to Christians' beliefs about God, Jesus and the Holy Spirit (Trinity) • Know what Christian mean when they refer to the Holy Spirit in their lives. <p>(2 week)</p> | <p>Week 1 I do Remind the children of the Easter Story.</p> <p>We do The Easter story teaches Christians about life after death, heaven, Jesus' sacrifice for people on Earth, trusting in God. How does this story affect the way christens live their lives? Pick an event from the story and discuss what message it teaches Christians.</p> <p>You do Link the events in Easter story to how Christians live their lives.</p> <p>Week 2 I do Introduce the Holy Spirit and what it means to Christians.</p> <p>We do Watch video clips that tell the story of when Christians felt the Holy spirit. Look at artwork and discuss what similarities each picture has and collect words to help describe the meaning of Holy Spirit. Possibly ask Daniel Beckett what it means to him. He may record his answer or that of other Christians.</p> <p>You do</p> |

| | | | |
|---|--|-------------------------|--|
| | | | <p>Write a speech for a Christian child explaining what the Holy Spirit is to them. Or Create a piece of artwork depicting the Holy Spirit and underneath write an explanation for your artwork.</p> |
| 4 | | Assessment (2 weeks) | <p>Christians believe God created the universe because... Christians believe God created the universe but... Christians believe God created the universe therefore...</p> |