

Christianity Why do people believe in God? What do I believe and value? Year 6 or Year 5/6 on a rolling programme		
Key focus areas of enquiry : A Beliefs, teachings and sources E Meaning purpose and truth		
Background Story/ Information This unit is based on the book, " I am David" by Anne Holm- It is the story of a young boy's spiritual. Parts of the story are used to encourage the children to reflect on their own beliefs.		
Cross Curricular Links PSHE, History , Drama, Dance		Key Vocabulary God
Skills Interpretation, Communication		Attitudes Self Awareness, Respe
Key Questions What makes me afraid?? What do I value /believe in? What do I believe about God? What		
Learning Objectives To be introduced to the book and the character, David To reflect on the experiences that made David afraid To reflect on times when children have been afraid and what this felt like.	Possible Teaching/Learning Activities Lesson 1 Read to the children Pages 5-12 in " I am David". Discuss with the children David's experiences of Fear e.g.: <ul style="list-style-type: none"> • How does David feel? • How do you know he is frightened? • What makes him Frightened? • How does he react? • What happens when he opens the bundle? Why is David sick? • What happens when he stops running and tries to sleep? In pairs discuss: <ul style="list-style-type: none"> • What are we frightened of? When have we 	Learning C I can desc frightens l I can expr communica fears and r between m experience others.

	<p>been frightened?</p> <ul style="list-style-type: none"> • How do people look and act when they are frightened- (Could be explored through drama and dance) • How do people cope with fear in different ways e.g by being aggressive, by hiding away, by showing courage, by laughing etc. • How do you cope with fear? • Was it hard to talk about a time when you were really frightened? • How did you feel listening to your partner? 	
<p>Create a picture to express fear</p>	<p>In pairs make a picture using colour and abstract shape and or words (terrified, petrified, afraid,frozen with terror etc,) to represent fear or write a poem about your fearful experiences. ☺</p>	
<p>Reflect on David's experiences on leaving the ship</p>	<p>Lesson 2</p> <p>Read from page 27-" but there was no one else to disturb---- to end of chapter. Briefly explain that David has now reached Italy having stowed away in the dark hold of a ship. For the first time since his escape he wakes and looks around him , amazed by what he sees- emphasise the contrast between David's life up until this point with what he now sees and experiences.</p> <p>Use " I wonder why questions" in response to the extract e.g.</p> <p>I wonder why:</p> <p>David is so surprised by the scene</p> <p>What the camp might have been like</p> <p>Why the camp is described as " grey" Is it possible to tell when people are grey/depressed/sad.</p> <p>David feels as he does when he sees beauty for the first time.</p>	<p>I can describe feelings on ship and cope with his problems and experiences</p>
<p>Create a picture/collage/ power point to represent</p>	<p>Show a power point of places/ objects of beauty and talk about feelings aroused by being exposed to beauty. Consider the phrase " beauty is in the eye of the beholder" and think about how some</p>	<p>I can express my feelings through communication means to me</p>

<p>"Beauty"</p> <p>Reflect on David's reactions and attitudes and their own ability to trust others.</p> <p>Reflect on what is of value to them and why.</p> <p>Reflect on their own abilities and strengths.</p> <p>Reflect on David's response to the loss of his compass.</p> <p>Reflect on David's growing awareness of the reality of God for</p>	<p>aspects of beauty appeal to some and not others e.g. in a work of art In pairs create an abstract representation of beauty☺</p> <p>Lesson 3 Read Page 35- to page 38 and discuss with the children David's inability to trust anyone and the reasons for this. Discuss with the children who /what they trust and how trust grows between people . How do we know who to trust?</p> <p>Ask the children to consider what material possessions they might wish to save from a fire and why.</p> <p>Consider the phrase, " prize learning". And the idea that we are always learning from many different people and sources. How do we learn from:</p> <ul style="list-style-type: none"> • Our own mistakes • People who are important to us • Internet ----- etc . <p>David's prize learning is his ability to speak several languages. What is your prize learning? Children could create a collage _" my prize learning" ☺</p> <p>Lesson 4 Read pages 54-57. Why was it important to David that he did not loose his compass? (life -line, gives him direction/guidance, comforts him, removes the need to approach people for help) What was his reaction when he found he had lost it? (fear , panic, dismay , turns to God)</p> <p>Consider why David turned to God.. Do you consider this to be : Sensible- could David find comfort and</p>	<p>I can suggest how David behaves as</p> <p>I can raise questions and answers to questions of value.</p> <p>I can suggest how David was afraid of his compass</p> <p>I can suggest how David might turn to God of great strength</p>
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<p>him and his growing understanding of what God is like.</p> <p>Reflect on David's reactions to Psalm 23</p> <p>Learn how metaphors are used to describe God and the human situation.</p> <p>Create an illuminated manuscript with words of psalm 23, or words chosen by the children</p> <p>Reflect on the meaning of true friendship Reflect on the significance of the psalm for Christians</p>	<p>friendship/ direction for his life? Not so sensible but an act of desperation for someone in real trouble. Use columns to record your ideas ☺ People in real trouble often turn to God , why do you think this is?</p> <p>Lesson 5 Read Psalm 23- This is where David gets his idea about God - " God of the green pastures"- or show Psalm movie from www.interviewwithgod.com</p> <p>Explain to the class that this is a song of praise attributed to king David in Israel around one thousand years before the birth of Jesus. The psalm is used in Christian and Jewish worship to reflect on all that God has done.</p> <p>In pairs consider the meaning of each verse and rewrite into a modern setting How does the psalm help David to understand more about God and about his relationship with God. ☺ Consider how the psalm might help Christians today☺ Or you might like to look at a website showing some examples of illuminated manuscripts and the children could produce an illuminated manuscript of the psalm or their favourite verse with the reasons for their choice. Or create a display of illuminated words that the children suggest as bringing comfort, reassurance, inspiration to them. ☺</p> <p>David comes to regard God as his friend- who do the children consider their friends? What qualities of friendship was David thinking of when he came to describe God as his friend? ☺</p> <p>Lesson 6 David's journey takes him into the mountains and his life is saved by a dog that he befriends. (page</p>	<p>crisis. I can begin to understand why people turn to a religion like God. I can begin to understand how people believe that there is something out there in the world.</p> <p>I can use a new vocabulary to understand the relevance of David and his story today. I can begin to understand the idea of God and how God can bring comfort and reassurance to Christians. I can describe words that comfort me</p> <p>I can describe why some people have close friends</p>
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<p>Reflect and learn about the sacrifices of others.</p>	<p>183-187) Discuss with the children the following questions:</p> <ul style="list-style-type: none"> • Why was David caught as he wandered along the road? • Why does he care now about being caught and why does he cry? • What did David pray for? • Who does he put first? • How does he escape? • How does the dog help him? • David says that he knows that "he can have something for nothing after all" - what does he mean? • Has David really given the dog nothing?- what has he given him? <p>Draw out the idea that the dog dies saving David's life- his instinct to protect David led to his death.</p> <p>Sometimes people choose to make sacrifices on behalf of others- to give up something that they want in order to help others, sometimes even giving up their own lives for the sake of others. Can the children think of people that have deliberately given up something for their benefit?- or do they know of the personal sacrifices of others?</p> <p>Have the children ever had to give up something for another person?</p> <p>Use some news items to identify how sacrifices are made everyday by people for others. ☺</p>	<p>I can describe when I read the dog's sacrifice.</p>
<p>Learn about the Christian belief in Jesus death as sacrifice for all people taking upon himself the wrongdoing of the world.</p>	<p>Draw out the idea that the dog dies saving David's life- his instinct to protect David led to his death.</p> <p>Sometimes people choose to make sacrifices on behalf of others- to give up something that they want in order to help others, sometimes even giving up their own lives for the sake of others. Can the children think of people that have deliberately given up something for their benefit?- or do they know of the personal sacrifices of others?</p> <p>Have the children ever had to give up something for another person?</p> <p>Use some news items to identify how sacrifices are made everyday by people for others. ☺</p>	<p>I can describe how I have made sacrifices for others.</p>
<p>Reflect on the ways in</p>	<p>Can the children think of people that have deliberately given up something for their benefit?- or do they know of the personal sacrifices of others?</p> <p>Have the children ever had to give up something for another person?</p> <p>Use some news items to identify how sacrifices are made everyday by people for others. ☺</p> <p>Show an extract from The Lion, The Witch, and the Wardrobe - Aslan's death to further explore the idea of sacrificial love-</p> <p>Link to the Christian belief that Jesus made the supreme sacrifice for all people when he died on the cross.</p> <p>Show a number of images of Jesus crucifixion and get the children to write questions that they have about this on post it notes around these images ☺</p>	<p>I can identify examples of modern life.</p> <p>I can raise questions about the death of Jesus.</p>

<p>which David has been changed by his journey.</p> <p>Reflect on the unique and special person they are</p>	<p>Lesson 7</p> <p>Read the closing pages of the story- page 187 to the end. Talk to the children about what they have learnt about the character of David and about</p> <ul style="list-style-type: none"> • how he has changed on his journey. • what he discovered about God • the meaning of his experiences? <p>Use an extended writing activity to explore these ideas ☺</p> <p>Lesson 8</p> <p>Introduce the children to the idea of making an identi- kit picture or a small box of special things that they see as representing the unique person they are. ☺</p> <p>Include information about:</p> <ul style="list-style-type: none"> • Physical appearance • Age and places where they have lived • People and things that are important to them • Likes/dislikes • Hopes and dreams for the future • Beliefs and values • Interests and hobbies • personality and special qualities 	<p>I can describe in which David's values have changed on his journey</p> <p>I can create a picture of myself - the essence of who I am</p>
<p>Assessment Opportunities ☺ Describe and make links between the story of "I am David" and your own life. Make links between David's experiences and my own. Describe my own beliefs and understanding, values and commitments.</p>		