

Christianity -Who was Jesus? Year 5 or Year 5/6 on a two year rolling programme	
Key Areas of Enquiry A-Beliefs, teachings and sources F- Values and Commitments	
Background Story/ Information Children will learn about some aspects of Jesus' life as told in the gospel stories. They will make links between Christian beliefs about the significance of Jesus and key gospel sources.	
Cross Curricular Links Literacy Drama Art Technology	Key Vocabulary Leader, healer, comforter, protector, baptism, temptation, miracles, parables, Kingdom of God, Gospel,
Skills Investigation Interpretation Communication	Attitudes Self-awareness Open-mindedness
Key Questions What do the Gospel writers tell us about the life of Jesus? What do I find significant in the life of Jesus? Assessment opportunities are indicated by a ☺ throughout the document	

	<p>Refer to 'Thinking Caps' unit 7 lesson 2.</p> <p>Children to use Bible references to research key moments in Jesus' life.</p> <p>Choose ONE of the following as a possible way of recording this</p> <ul style="list-style-type: none"> # Individually/ in pairs as a story board # Each child to choose one area and write/draw about it then produce a class biography. # Freeze framing - record with a digital camera. <p>What does this information tell us about what sort of person Jesus was/ why Christians think he is significant? ☺</p>	<p>the Gospels.</p> <p>I can explain how Gospel sources are used to provide answers to the question and identity of Jesus</p>	
<p>To learn about/ discuss the issues associated with temptation.</p>	<p style="text-align: center;"><i>Lesson 3 ~Temptation</i></p> <p>In small groups children to create a role play demonstrating a situation where they are tempted - eg cheating, lying or stealing. Some groups to give in to the temptation others to resist. Discuss.</p> <p>Choose ONE of the following activities.</p> <p style="text-align: center;">*</p> <p>Children to write/ draw about a time they have been tempted to do something wrong. How did they feel afterwards if they were caught?</p> <p style="text-align: center;">*</p>	<p>I can make links between my actions and the consequences of them.</p>	
<p>To find out more about what Jesus was like and make further links about</p>	<p>Read the story of Jesus in the wilderness (Luke 4:1-13). Discuss what else this tells us about what Jesus was like. Refer to the significance of</p>	<p>I can describe how and why Christian beliefs about Jesus arise from</p>	

<p>how and why Christian beliefs about Jesus arise from the Gospels.</p>	<p>Christians giving things up during Lent ~ what kind of person do you have to be?</p> <p style="text-align: center;">*</p> <p>Look at the painting 'Christ in the Wilderness' by Ivan Nikolaevich Kramskoy (see Jesus through Art). Ask the following questions -</p> <p>How would you describe his face?</p> <p>What time of day do you think it is?</p> <p>How long has Jesus been sitting there?</p> <p>What do you think he is thinking about?</p> <p style="text-align: center;">*</p> <p>Rewrite the temptation story as a script for 2 voices (Jesus/Devil) and a narrator. Perform in any of the following ways - as a choral piece, as a drama, as a mime while others read, as a tape recording.</p> <p style="text-align: center;">*</p> <p>Read the story 'Paper Money' from The Children from Amen Corner by Rod Broome (ISBN 1-85175-114-9) discuss the story.</p>	<p>the Gospels.</p> <p>I can understand and reflect on the way in which some choices and decisions have moral and religious implications.</p>	<p>Jesus through Art - Margaret Cooling with Diane Walker and Jane Taylor RMEP ISBN 1 85175 119 X</p> <p>The Children from Amen Corner by Rod Broome (ISBN 1-85175-114-9)</p>
<p>To find out more about what Jesus was like and make further links about how and why Christian beliefs about Jesus arise from the Gospels.</p>	<p style="text-align: center;">Lesson 4 ~Miracles</p> <p>Define the word miracle ~ 'a remarkable and welcome event that seems impossible to explain by means of the known laws of nature which is therefore attributed to a supernatural agency' [Oxford Paperback Dictionary]</p>	<p>I can make links between Christian beliefs about the significance of Jesus and key Gospel sources</p> <p>I can describe how and</p>	

	<p>Look at a picture of a stormy sea with a boat on it. How would you feel if you were on that boat? 'Thought shower' some ideas/key words. Read the story of the Calming of the Storm (Mark 4 v35-41) Discuss the story.</p> <p>How do Christians interpret this story? (Jesus very strong/powerful, have faith in God) Write/draw some examples.</p> <p>Hot seat one of the disciples on the boat - children to ask questions and 'hot seater' to answer in their role. OR Imagine you are a newspaper reporter what headline would you write for this miracle</p> <p style="text-align: center;">AND/OR</p> <p>Read the Story of Jairus' daughter (Matthew 9 v. 18; Mark 5 v.21; Luke 8 v.40). Discuss the story. What does this account tell us about Jesus? How do Christians interpret this story? (Jesus caring, very powerful, can raise someone from the dead, have faith in God). What would the children consider to be miraculous today? (Advances in medicine/ technology etc)</p> <p>Hot seat Jairus or the daughter or both - children to ask questions and 'hot seater' to answer in their</p>	<p>why Christian beliefs about Jesus arise from the Gospels.</p> <p>I can explain how Gospel sources are used to provide answers to the question and identity of Jesus</p>	
--	--	--	--

<p>To find out more about what Jesus was like and make further links about how and why Christian beliefs about Jesus arise from the Gospels.</p>	<p>role. OR Imagine you are a newspaper reporter what headline would you write for this miracle What does this information tell us about what sort of person Jesus was/ why Christians think he is significant?</p> <p>OR</p> <p>Look at the picture 'Jesus opens the Eyes of a Man Born Blind' by Duccio (see Jesus through Art) Discuss Jesus spent years healing people and teaching about God, yet his enemies hated him. Is goodness always popular? Why did Jesus want people to have faith in him before he healed them? 'Put yourself in the picture' - Give children a tiny 'post it' note on which they could draw their face - where would they stick it on the picture what would they see, hear, smell, feel/ think about what was happening in the picture from where they were? What could the person nearest to them be thinking? Imagine what you would say to that person - what might the reply be?</p> <p>Lesson 5 -Parables</p> <p>Define parable - stories that Jesus used to teach people about the Kingdom of Heaven. Each story has a hidden meaning. The parable of the mustard seed explores how something really tiny becomes something really great. Listen to a piece of music starting with a single instrument and building up to an orchestra.</p>	<p>I can make links between Christian beliefs about the significance of Jesus and key Gospel sources</p> <p>I can describe how and why Christian beliefs</p>	<p>Jesus through Art - Margaret Cooling with Diane Walker and Jane Taylor RMEP ISBN 1 85175 119 X</p> <p>The Lion Story Teller Bible BY Bob Hartman ISBN 0 7459 3607 - p88 The Big Party</p> <p>A piece of music - beginning with a single</p>
--	--	--	--

	<p>Look at a pointillist picture eg Seurat's 'The Bathers' - how the single dots make up a picture. Read the parable and discuss - Why did Jesus tell this story? Why did Jesus use these images to describe the kingdom of heaven? What did the tree provide for the birds? Why are herbs important? Children to record their answers.</p> <p>What do the parables tell us about the Jesus?</p> <p>Activity - either give each child a piece from a jigsaw - what does their piece show on its own? As a group/class put the jigsaw back together - highlight each small piece is important to the whole.</p> <p>OR</p> <p>In groups of 4 make some fairy cakes - each child has one of the ingredients - eggs, flour, sugar, butter - without each person's ingredient there would be no cakes!</p> <p>Relate these back to the meaning of the parable.</p> <p><i>Lesson 6 - What do I find significant in the life of Jesus?</i></p> <p>As a class 'thought shower' all the qualities of a particular person in the class/school - encourage children to give a reason for their answer. Teacher to record as a spider diagram.</p> <p>☺ Individually children to complete a similar spider diagram about the special qualities of Jesus that made the Gospel writers want to write about Him. Should be able to draw upon the work covered in</p>	<p>about Jesus arise from the Gospels.</p> <p>I can explain how Gospel sources are used to provide answers to the question and identity of Jesus</p>	<p>instrument or single voice that gradually 'builds' as instruments or voices are added</p> <p>A copy of Seurat's 'The Bathers'</p> <p>See: www.nationalgallery.org.uk</p>
--	--	--	---

	the previous 5 lessons.		
--	-------------------------	--	--

Assessment Opportunities 😊

I can describe some key moments in Jesus' life and make links with Christian beliefs about Jesus. Express my own view of Jesus.