



Medium Term Unit Planning

Topic Name:

RE – Christianity – What is it like for someone to follow God?

Learning outcome:

Children will make links between the story of Noah and the idea of covenant, the promises in the story to Noah and the promises made at a wedding ceremony and how we live in school and the wider world.

Hook: To watch a video of the story of Noah, remember any other Bible stories they may know.

Topic Showcase (e.g. display, museum, performance, presentation)

Oracy:

Class discussions, children to 'stand and deliver' if comfortable doing this.

Key Vocabulary:

Bible, New and Old Testament, chapters, books, verses, 'People of God', covenant.

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

The Bible

Citizenship/Community Opportunities:

To increase their understanding that Christians may want to follow rules about looking after the Earth and how non-Christians may do the same thing but for different reasons. To come up with a way we can help to look after our school community.

Experiences/Visits/Visitors



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Main Subjects covered: RE - Christianity

Subject 1:
Threshold concepts

- A. make sense of a range of religious and nonreligious beliefs
- B. understand the impact and significance of religious and nonreligious beliefs
- C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied

Notes:



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Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. Noah and the flood.</p> <p>To read the story of Noah and make links between the story and promises.</p>	<p>Make Sense of Belief:</p> <p>Identify and describe the core beliefs and concepts studied.</p> <p>Make clear links between texts/sources of authority and the key concepts studied.</p> <p>Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none">• Make clear links between the story of Noah and the idea of covenant.	<ul style="list-style-type: none">• Introduce pupils to the Bible – Old Testament and New Testament, books, chapters and verses. Teach them how to find their way around using book-chapter-verse. Explain that the stories of the Old Testament happened many years before Jesus, and that they focus on the friendship between the main characters (such as Noah, Abraham, Joseph) and God.• Read the story of Noah from Genesis 6:5–9:17 (use a child-friendly version; compare with a full online version such as International Children's Bible on www.biblegateway.com). Act it out in dramatic fashion! Ask pupils to think about the story: puzzling questions, favourite/least favourite parts, turning points, surprises, how they felt about the characters and events. List the qualities Noah had that made God choose him, and what Noah does in obedience to God.



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<p>2. Pacts and Covenants.</p> <p>To link the rules God gives Noah's family after the flood to the Ten Commandments. Link the rules to the promises God made in return. To think about what it would have been like for Noah's family to follow God.</p>	<p>Make connections:</p> <p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.</p>	<p>Make connections:</p> <ul style="list-style-type: none"> • Make links between the story of Noah and how we live in school and the wider world. 	<ul style="list-style-type: none"> • Collect together the rules God gives Noah and his family after the flood (Genesis 9:1–7). Compare this with the commands in Genesis 1:28 and 2:15–17 (link with Unit L2.1). Note that both stories show God giving humans some responsibilities – part of being the 'People of God' is trying to live by God's commands. • Ask pupils to define a 'pact' and talk about if they have ever made one. Explain that when God gives rules in the Noah story, he makes a covenant — a pact (Genesis 9:8–17). God is not just giving humans rules to obey, but he also has a promise to keep. Collect the promises he makes in the story. Talk about how the rainbow is used as a sign of hope for the future for God's people and all creation. Get pupils to answer the questions: what was God's covenant with Noah and what was it like for them to follow God?
<p>3. Making the world a better place.</p> <p>To think about things that could make the world a better place and split</p>	<p>Understand the impact:</p> <p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</p>	<p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between promises in the story of Noah and promises that Christians 	<ul style="list-style-type: none"> • Think about the agreements/pacts/covenants people make (e.g. keeping to the rules in sport, shops giving customers goods they have paid



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<p>these into 'things we could stop' and 'things we can't stop'. To think about who makes promises and link these to weddings and the promises God gave Noah.</p>	<p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. Give good reasons for the views they have and the connections they make.</p>	<p>make at a wedding ceremony.</p>	<p>for, friends playing when they have promised to do so). Remind pupils that God in the Noah story was trying to do away with evil in the world and make it a better place. In groups, list what they think we could do without from today's world in order to make it a better place. Ask pupils to split their list into two categories: 'Things we could stop' and 'Things we can't stop'. Discuss how pupils in the class think they could help to stop items on the first list, and pick two or three that everyone in the class will work hard to stop.</p> <ul style="list-style-type: none"> • Come up with a list of people who make promises, and the promises they make (e.g. Brownies, police officers, parents at christenings). Look at photos or watch a video of a Christian wedding. Building on learning from Unit 1.10, look at the promises people make to each other, and how this wedding is the beginning of a pact between the couple and – for Christians – with God too. Make connections with the promises in the story of Noah. Give pupils a list of promises, including
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			ones that are not found in a wedding, and get them to work out which ones are real.
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