



Medium Term Unit Planning

<p>Topic Name: RE – Why do Christians call the day Jesus died, Good Friday? (Salvation)</p>	
<p>Learning Outcomes: Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions 	
<p>Hook: Easter Eggs and crosses, chicks</p>	<p>Topic Showcase (e.g. display, museum, performance, presentation): Presentation to answer the topic question.</p>
<p>Oracy: Children explain the answer to the initial question by presenting what they have learned about Christians and Holy Week.</p>	<p>Key Vocabulary: The Trinity, Gospel, Chapter, Verse, holy, disciples, baptism, father, son, spirit, bible, Christians, symbols, depictions</p>
<p>Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):</p> <ul style="list-style-type: none"> • The Bible - New Testament, Matthew, Luke 	
<p>Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference): Children to understand the celebrations that happen in and around Bewdley and the wider world during Holy Week.</p>	



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<p>Experiences/Visits/Visitors: Visit from the vicar from St Anne's/All Saints.</p>			
<p>Main subjects covered: RE</p>			
<p>RE threshold concepts:</p> <p>Understand beliefs and teachings This concept involves understanding the key teachings of various religions</p> <p>Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.</p> <p>Understand how beliefs are conveyed This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p> <p>Reflect This concept involves an appreciation of how religion plays an important role in the lives of some people.</p> <p>Understand values This concept involves an appreciation of how many people place values as an important aspect of their lives.</p>			
<p>Notes:</p>			
Lesson title and learning intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. To revisit Christian Holy Week with a focus on Mary.	<p>Understand beliefs and teachings This concept involves understanding the key teachings of various religions.</p> <p>Understand values</p>	<ul style="list-style-type: none"> Present the key teachings and beliefs of a religion 	<ul style="list-style-type: none"> Discuss the Christian belief about why Jesus came and how this affects their lives



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	<p>This concept involves an appreciation of how many people place values as an important aspect of their lives.</p> <p>Reflect</p> <p>This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<ul style="list-style-type: none"> • Discuss and give opinions on stories involving moral dilemmas. • Give some reasons why religious figures may have acted as they did. 	<p>and their connection with God.</p> <ul style="list-style-type: none"> • Revisit Holy Week - Pupils use active retell strategies to retell the events in Holy Week: Palm Sunday (entry to Jerusalem: Matthew 21:7–11); Good Friday (Jesus' death: Luke 23:13–25, 32–48); and Easter Sunday (Jesus is raised to life: Luke 24:1–12). Use active strategies to tell the story of each day, discussing how Mary might be feeling • Create an emotion graph for Mary for the week. • Use activities to help write a short diary entry for Mary.
<p>2. To research what happens in churches on Palm Sunday, Good Friday and Easter Sunday.</p>	<p>Understand practices and lifestyles</p> <p>This concept involves understanding the day to day lives and practices of various religions.</p>	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Identify religious artefacts and explain how and why they are used. • Explain some of the religious practices of both clerics and individuals. 	<ul style="list-style-type: none"> • Children research the events and services held in churches during Holy Week – music, readings, actions and rituals, decorations • Create an emotion graph for Nathan and Laura in the Christian clip and compare it to the one previously made for Mary.



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<p>3. To reflect and explain their answers to the initial question.</p>	<p>Reflect This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<ul style="list-style-type: none">• Discuss and give opinions on stories involving moral dilemmas.• Give some reasons why religious figures may have acted as they did.	<ul style="list-style-type: none">• Discuss why, for people at the time, these three parts of the story provoke hope, sadness and joy?• Explore why these stories still provoke these emotions in Christians today. Compare with what brings hope, sadness and joy to pupils.• Reflect on the key question: Why do Christians call the day their king died 'Good' Friday?
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