



# Medium Term Unit Planning

**Topic Name:** RE – Why do Christians believe that Jesus was the Messiah?

**Learning outcome:**

The children will learn about the story of the 'Fall'/'Original Sin' and will use this as the basis from which to assess Christian beliefs suggesting Jesus to be the Messiah. The children will be able to explain what the Messiah is, as well as listing associated attributes. Using Bible texts and teachings, the children will select pieces of evidence that Jesus was the Messiah and begin to show how Christians put this belief into practice (through Christmas). All of this will mean that they are equipped to weigh up the importance of this belief today and to Christians.

**Hook:**

The Fall/Original Sin drama.

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

Messiah newspaper report.

**Oracy:**

Lesson 2 – Role play interviews.  
Lesson 5 – the children will share their learning through several recaps and reflect with partners in order to answer key questions from this unit and demonstrate their understanding. Articulate the needs for a saviour in the modern world, what would they be like? And contrast this with the views studied.

**Key Vocabulary:**

Messiah, saviour, incarnation, Gospel, prophecy, Christmas, Jesus, attributes, help, God, Bible, Trinity, sin, the fall.

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

- The Holy Bible.
- An Usborne Flap Book: See Inside World Religions – Alex Frith and Barry Ablett.
- 100 Bible Stories – Vic Parker.



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## **Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference):**

Children increase their awareness of different beliefs and perspectives of others, appreciating the role of diversity in society.

## **Experiences/Visits/Visitors:**

A talk from a church member about the role of Jesus in the religion.

## **Main subjects covered:**

RE

## **RE threshold concepts:**

### **Make Sense of Belief**

This concept involves identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.

### **Understand the Impact**

This concept involves examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.

### **Make Connections**

This concept involves evaluating, reflecting on and connecting the beliefs and practices studied, allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and the pupils' own lives and ways of understanding the world.



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## Notes:

The children will build on their previous unit learning about the beliefs of Christians with regards to God. They will spend much of their lessons interpreting texts/extracts from the Bible to demonstrate Christian beliefs and teachings.

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. To explain the place of incarnation and Messiah within the Bible, specifically 'the big story'.	<b>Make Sense of Belief</b> This concept involves identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	Identify and describe the core beliefs and concepts studied.	Children to read the 'big story' of the Bible, recall the term incarnation and discuss the role that Jesus plays in the story. They will shift their focus toward identifying where incarnation and Messiah fit within the big story. Children to consider the qualities needed when people need help and then list qualities required of a saviour (what kind of saviour?). The children will finally become investigative journalists to find the answer to whether



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			<p>Jesus was the hoped-for Messiah. They will use Bible texts and disciple accounts as evidence that Jesus was the Messiah (according to Christian beliefs). They will then use these 'first clues' to create a wanted poster on their expectations.</p>
<p>2. To identify Gospel and prophecy texts in the Bible.</p>	<p><b>Make Sense of Belief</b>          This concept involves identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<p>Make clear links between texts/sources of authority and the core concepts studied.</p>	<p>The children will 'investigate' gospel and prophecy texts from the Bible, including 'written reports from the scene/disciples' e.g., Matthew (1:18-24, 2:1-12). In reading these, the children will be looking for clues that Jesus was the hoped-for Messiah. They will then put their learning into practise through 'newspaper role play', interviewing witnesses.</p>



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<p>3. To identify the connections between biblical texts, incarnation and Messiah.</p>	<p><b>Make Sense of Belief</b>          This concept involves identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<p>Identify and describe the core beliefs and concepts studied.</p> <p>Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</p>	<p>The children will recap their findings thus far regarding Christian evidence that Jesus was the Messiah. The children will collate their evidence and create a 'report' detailing that the Messiah has arrived and how people know it is Jesus (from a Christian perspective).</p>
<p>4. To show how Christians put their beliefs about Jesus' incarnation into practice.</p>	<p><b>Understand the Impact</b>          This concept involves examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<p>Make clear connections between what people believe and how they live, individually and in communities.</p>	<p>The children will focus on Christmas to show how Christians put their beliefs about Jesus' incarnation into practice. Children will consider everything they associate with Christmas – begin by looking at how much of this is to do with Jesus and Christianity. They will analyse Christian</p>



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			<p>advertising campaigns, considering the message they are sending. The children will create their own advertising campaign expressing the Christian meaning of Christmas, including the idea of incarnation. They will end the lesson by exploring how Christians might celebrate Christmas in ways that reflect the belief in a saviour, come to heal the division.</p>
<p>5. To weigh up how far the idea of Jesus as the Messiah is important today, considering the difference it might make.</p>	<p><b>Make Connections</b> This concept involves evaluating, reflecting on and connecting the beliefs and practices studied, allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).</p>	<p>The children will recall the key stories of the Bible looked at during this unit e.g., the big story, again considering why the people of God needed a saviour. The children will then create a mini definition of the key terms</p>



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	<p>between these and the pupils' own lives and ways of understanding the world.</p>	<p>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</p>	<p>to help them with their final tasks (creation, fall, Messiah, Incarnation, salvation). In pairs, the children will create justified reasons why Christians believe Jesus was the Messiah, with examples of how they show it. Reflecting on our learning, the children will prepare consider why the world might need a saviour like Jesus. Imagining there is a God, the children will consider what a messenger would say if a new messenger was sent to Earth in the 21<sup>st</sup> century. This will then be compared with the beliefs we have studied.</p>
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