

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: UKS2 Year 6 RE and World Views – Christianity (Jesus)

Key Question (to be used all year): Is life like a journey?

Focus Question (for this investigation): Why do Christians believe Good Friday is good?

PoS aims from Lancashire SACRE:

- *Key features = Holy Week, The Eucharist, denominational differences*

This unit enables pupils to explore the events of Holy Week and Easter Sunday in the Christian religion. This builds on their prior knowledge of Lent, the Easter Story and the concept of Jesus' sacrifice. They will focus on Christian beliefs about suffering and how these are responded to and commemorated through the events of Holy Week. Through study of Eucharist in different denominations, pupils will identify how Christians view the death and resurrection of Jesus as a source of guidance and comfort. They should have opportunities to reflect on whether suffering can make a person stronger and who or what they can turn to when facing difficulties.

Prior Learning (what pupils already know and can do)

This builds on prior knowledge of Lent, the Easter Story and the concept of Jesus' sacrifice. It directly builds upon the previous unit from this year of Christianity Church where children explored Salvation within the context of Jesus' death.

Long-term Learning (what pupils MUST know and remember) End Goals

- To know that the events leading up to and including the death of Jesus are remembered in Holy Week
- To know that the main events of Holy Week as Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday.
- To know that many Christian's beliefs about the suffering, death and resurrection can guide and comfort them during difficult times
- To know that many Christians celebrate the events of Holy Week through a range of different activities and rituals.
- To know that Good Friday and Easter represent the Christian belief of God's power over death
- To know that on Maundy Thursday, at the Last Supper, Jesus asked his disciples to share bread and wine. This is often referred to as the Eucharist.
- To simply explain the procedures involved in the Eucharist

Disciplinary knowledge (on-going for the year)

- Analyse beliefs, teachings and values and how they are linked
- Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life
- Explain the impact of beliefs, values and practices – including differences between and within religious traditions
- Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences
- Explain differing ideas about religious expression
- Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging
- Discuss how people change during the journey of life
- Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments
- Develop own views and ideas in response to learning
- Demonstrate increasing self-awareness in their own personal development

Key Vocabulary

Holy Week – the week leading up to Easter beginning with Palm Sunday.

The Eucharist – the Christian service, ceremony or sacrament remembering the Last Supper, in which bread and wine are consecrated and consumed.

Resurrection – the rising of Jesus from the dead.

Sacrament – a religious ceremony or ritual.

Denomination

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Session 1: How can we overcome suffering and struggle in our own lives?

Children ask questions, explore and discuss the meaning of struggle and suffering in their own lives and lives of others. They should question whether struggles and challenges are important in life.

Suggested activities/ Teacher subject knowledge

- **Shared understanding** - Find an activity where team work is a requirement e.g. Take pupils to a large space, such as the school hall or playground. Give them each a piece of A3 paper/card each and ask them to stand on it at one end of the space. The challenge is to get from where they are to the other side of the space without stepping off a piece of paper. They should quickly realise that completing the challenge alone is impossible - it can only be completed by teaming up with others for help and support.
- Present the children with the following words and go through what each means: guide, comfort, strength, suffering, struggle and courage. **How were these present in the challenge?**
- Ask pupils to think about any difficulties that they have faced as they have grown up and matured. Who have they turned to for help and support?

Vocabulary = struggle, challenge, suffering

Session 2: What events led up to Jesus' death? (1)

Children learn the story of and the events that led up to Jesus' death. They identify points of suffering in the story and reflect upon the impact of this suffering on a range of people within the story and today.

Core knowledge

- To simply retell the events leading up to and including the death of Jesus
- To explain that a Christian's beliefs about the suffering, death and resurrection of Jesus can guide and comfort them during difficult times in their own life because they know that God understands and experienced pain also.
- To understand that Good Friday and Easter represent the Christian belief of God's power over death and the salvation that is offered to Christians from this event.

Suggested activities/Teacher subject knowledge

- Recap prior knowledge of the Easter story
- Watch the Lego Easter Story at <https://www.youtube.com/watch?v=-M8Yesnt1V8>
- Identify points where suffering took place in the story and discuss the impact on Jesus, God the Father, onlookers and his followers.
- After identifying these moments of suffering, discuss the questions - Does it seem odd that this day is called Good Friday by Christians? Why do you think it is called Good Friday?

Vocabulary = Easter, Holy Week, Good Friday

Session 3: What events led up to Jesus' death? (2)

Children learn and create a timeline of the events that led up to Jesus' death on the cross.

Core knowledge

- To simply retell the events leading up to and including the death of Jesus
- To recall the main events of Holy Week as Palm Sunday (the triumphal entry of Jesus into Jerusalem), Maundy Thursday (when the last supper took place), Good Friday (Jesus death on the cross) and Easter Sunday (the day of Jesus' resurrection).
- To understand that Good Friday and Easter represent the Christian belief of God's power over death and the salvation that is offered to Christians from this event.
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Suggested activities/Teacher subject knowledge

- Show a selection of images linked to **Holy Week** events (such as a bread roll, a wash cloth, a palm leaf, a cross etc). Ask pupils to identify which event each image is linked to and sequence them to create a Holy Week timeline that can be displayed in the classroom or in books.
 - Time line should include: Palm Sunday (the triumphal entry of Jesus into Jerusalem), Maundy Thursday (when the last supper took place), Good Friday (Jesus' death on the cross) and Easter Sunday (the day of Jesus' resurrection).
- Use the display as support for the children retelling the events leading up to and including the death of Jesus.

Vocabulary = Easter, Holy Week, Good Friday

Session 4: How do Christians commemorate the events Holy Week?

Children learn how Christians commemorate the events of Holy Week today.

Core knowledge

- To explain that Christian individuals and communities celebrate the events of Holy Week through a range of different activities and rituals.
- To understand that on Maundy Thursday, at the Last Supper, Jesus asked his disciples to share bread and wine with him as an act of worship to remember his death. The bread represents Jesus' broken body and the wine represents his blood. This is often referred to as the Eucharist, an act or celebration that most denominations of Christians still take part in today.
- To simply explain the procedures involved in the Eucharist

Suggested activities/Teacher subject knowledge

- Use <https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6> to explain how Christians of different denominations commemorate the different events of Holy Week.
- Watch 'My Religion, My Life: Christianity' <https://www.youtube.com/watch?v=MK2o-mhBfuc> . Identify what events leading up to Jesus' death are being commemorated in the video and how this is done.
- Watch the section of the video again that focuses on the **Eucharist** (the Christian service, ceremony or **sacrament** remembering the **Last Supper**, in which bread and wine are **consecrated** and consumed) and explore what happens at a Eucharist celebration. Watch <https://www.bbc.co.uk/teach/class-clips-video/what-is-holy-communion/zjft39> to explain the importance and actions involved in the Eucharist/Holy Communion.
- The Eucharist is an important part in the life of a Christian as it symbolises their faith in God and their thankfulness for his death and resurrection.
- Identify the differences that the pupils noticed between the celebrations of Christians from different **denominations** in the Eucharist/Holy communion?
- A good opportunity would be to interview a Christian about the **Eucharist** (this could be done through use of the 'email a believer' resource http://pof.reonline.org.uk/wordpress/?page_id=19)

Vocabulary = denominations, Last Supper, sacrament, Eucharist, Holy communion

Session 5: Why do Christians believe that Good Friday is good?

Children reflect upon the story of Jesus' death and explore further why Christians believe that good Friday is good.

Core knowledge

- To explain that a Christian's beliefs about the suffering, death and resurrection of Jesus can guide and comfort them during difficult times in their own life because they know that God understands and experienced pain also.
- To understand that Good Friday and Easter represent the Christian belief of God's power over death and the salvation that is offered to Christians from this event.

Suggested activities/Teacher subject knowledge

- Traditionally celebrations are of joyous events. Discuss why a Christian chooses to celebrate the events leading up to Jesus' death. Return to focus question for the investigation and create mind map with the pupils about how Good Friday could be called 'good.'
- Remind children that Good Friday and Easter represent their belief of God's power over death and the salvation that is offered to Christians from this event.
- Give pupils four images aligned to Easter:
 - a collection of chocolate eggs (a symbol of new life and resurrection)
 - the empty tomb (a symbol of breaking from death)
 - the cross at Golgotha (the death of Jesus)
 - the bread and wine from **Eucharist** (bread symbolised Jesus' broken body and the wine represents his blood)
- Pupils explain the Christian beliefs and traditions represented by each image.

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Vocabulary = Eucharist, salvation,

Session 6: Can suffering make us stronger?

Children reflect upon the beliefs about Good Friday and debate and discuss the question - 'Can suffering make us stronger?' in relation to this. They will explore this question from a non-religious viewpoint as well.

Suggested activities

- Explain to children that the Stations of the Cross are a 14-part Catholic devotion that commemorates the last day of Jesus' life, before his crucifixion, through prayer and reflection. Consider the stations of the cross (here's one resource <https://www.stmaryschiswick.org.uk/files/curriculum/re/Stations-of-the-Cross-Primary.pdf>)
- Pupils can discuss or make a personal set of Stations of the Cross, showing challenges from their journey of life or through school so far in images and words.
- Reflect on who or what has given them guidance and comfort at difficult points.
- Hold a debate: The house believes that suffering makes you stronger. Divide class into two groups to argue for or against by referring to what they have learnt about Christian beliefs and the story of Jesus' death. Hold a vote on the motion.

Future learning this content supports:

Children will have previously learnt about different denominations and will continue to learn about them in future units on Christianity.