



Kindness

Positivity

Respect

<u>RE MEDIUM TERM PLANNING</u>		
Year Group: <span style="float: right;">3</span>	TERM: <span style="float: right;">Autumn 1</span>	Theme: What is it like for someone to follow God?
SACRE:		
<p><b>Context:</b> (why is this unit being taught?)</p> <p>In this unit, pupils will learn about the Old Testament people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe that Noah made with God, making links to the promises that Christians make at a wedding ceremony. Pupils will spend time looking at several texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books. Later in the unit, pupils will learn about the story of Abram/Abraham and the covenant that he made with God. They will consider why following God might sometimes feel hard for believers.</p>	<p><b>Concepts:</b></p> <p>What is it like for someone to follow God?</p> <p>PEOPLE OF GOD</p> <p>Christianity</p> <p>In this unit, pupils build on their knowledge the 'Big Story' of the Bible and learn about the concept of People of God within the 'Big Story'. Pupils will spend time looking at several texts that share stories about People of God from the Old Testament in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books Units 35 develops understanding of the People of God concept.</p>	<p><b>Vocabulary:</b></p> <p>Promise</p> <ul style="list-style-type: none"> <li>• Abraham</li> <li>• Covenant</li> <li>• Righteous</li> <li>• Christians</li> <li>• Prophets</li> <li>• Abram</li> <li>• Noah</li> <li>• Wedding</li> <li>• Old Testament</li> <li>• Pilgrimage</li> <li>• Muslims</li> <li>• Holy</li> <li>• Church</li> </ul>

<p><b>Prior Knowledge:</b> (What specifically have pupils learned that is relevant to this unit that they are building upon?)</p> <p><b>From Year 1, What does it mean to belong to a faith community?</b></p>	<p><b>Future Knowledge:</b> (What specifically will pupils learn in the future that is relevant to this unit?)</p> <p>Year 3 What is the Trinity and why is it important to Christians?</p>		
<p><b>End points /by the end of this unit pupils will...</b> (NB Crucial/sticky knowledge is highlighted):</p> <p>To name some of 'the people of God': Noah, Moses, Abraham and David.</p> <p>To know that Bible stories about these people are told in a variety of ways.</p> <p>To know that these stories originally appeared in the Bible.</p> <p>To understand what lessons Christians learn from the Noah story.</p> <p>To know that a rainbow in Christianity represents a promise.</p> <p>To know how Christians respond to the story of Noah by caring for the world.</p> <p>To know that a Christian wedding is a way to make a promise to God.</p> <p>To know how a new Christian can make a promise to God.</p> <p>To know that Abraham made a covenant with God.</p> <p>To understand that a covenant with God can be difficult.</p>			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1</p> <p>To name some of 'the people of God': Noah, Moses, Abraham and David.</p> <p>To know that Bible stories about these people are told in a variety of ways.</p> <p>To know that these stories originally appeared in the Bible.</p>	<p><b>Enquiry: Who are the people of God?</b></p> <p><b>STEP 1:</b> Explain that we are going to be learning about some stories from the Old Testament part of the Bible that tell the story of the people of God. Look at the 'Big Story' timeline and locate people of God. Ask pupils which names they can spot and whether they can see any other words too. Ask pupils what they know about the people they have spotted on the timeline (and the Understanding Christianity Big Frieze if you are using one).</p> <p>NB If you have one, look at the Understanding Christianity Big Frieze (people of God section). Identify who some of the people and stories might be. Ask pupils if they can find evidence of Noah (rainbow), Moses (tablets) and David (multiple). Explain that Abram/Abraham is not on the frieze but will feature in this unit.</p> <p><b>STEP 2:</b> Show pupils a cut-out section of a picture of Noah and the Ark. Can they guess what the picture is? Slowly reveal the whole picture and ask pupils what they know about this story. Write pupils' knowledge around the outside of the picture. Explain that today we are going to start studying this story but that we are going to find out more of the detail about what Christians believe happened to Noah and his family.</p>		<p>PP lesson 1</p>

	<p><b>STEP 3:</b> Show pupils a video version of the story*. Explain that although these story versions are fun to watch, we often miss out some of the meaning. Share an enlarged version (on large paper) of <b>Genesis 6:5-9:17</b> explain that we are going to read this as a class, unpicking tricky vocabulary and finding out what the text means. Tell pupils that while they are sharing the text with you, you would like them to keep a note (e.g., on their whiteboards) of anything new that they learn and did not know about the story before.</p> <p><b>STEP 4:</b> Read through the text with pupils, highlighting key vocabulary and annotating it with any new knowledge. Once you have finished going through the text, look at pupils' notes and discuss the added information that they have learnt about the story and Noah. Discuss whether they think they would have known this if we had just watched a video of the story. Ask pupils if they think that it would have been easy or tricky for Noah to follow God. Can they give reasons for their answers? *You might like to use Saddleback Kids – Noah and the Flood, which can be found using this link <a href="https://youtu.be/qzYjy6lhRag">https://youtu.be/qzYjy6lhRag</a></p>		
<p>2</p> <p>To understand what lessons Christians learn from the Noah story.</p>	<p><b>Enquiry: what do Christians learn from the Noah story?</b></p> <p><b>STEP 1:</b> Use the sticky knowledge quiz slides to recap with pupils what they learnt in the last lesson. Encourage pupils to share any new facts that they learnt about Noah last time. Ask: Do you think that it was easy or tricky for Noah to follow God? When might it have been hard? When might it have been easier?</p> <p><b>STEP 2:</b> Look back through the text that you annotated with pupil's last time; discuss the main events. Ask pupils to discuss the following questions in groups: What surprised you about the story? What were your favourite moments in the story? What were your feelings about the events in the story? Do you have any questions about the story? Bring the class back together and discuss any questions that pupils might have about the text that they have read. Explain that today, we are going to be focusing on Noah's emotions and feelings throughout the story.</p> <p><b>STEP 3:</b> Hold a hot seating activity and invite pupils to take on the role of Noah. Encourage the rest of the class to question Noah about his experiences and emotions. Encourage pupils to use the following stem sentences when they are forming their questions for Noah: How did you feel when...? Were you worried when...? Why did you trust...? NB if hot seating the character of Noah is inappropriate for your class, pupils can still formulate questions and have a sensible discussion on what Noah's point of view about each would be.</p>		<p>PP lesson 2</p> <p>a large sheet of paper with a man standing under a rainbow</p>

	<p><b>STEP 4:</b> Have a large sheet of paper with a man standing under a rainbow at the front of the classroom. Give pupils slips of paper and encourage them to write either some adjectives to describe Noah or some reflections on what they think he was like. Invite pupils to come to the front of the class and stick these on the paper. Discuss with pupils what they have learnt so far about what Noah was like.</p> <p><b>STEP 5:</b> Remind pupils that after creation, Adam and Eve were given jobs to do. Use these questions to generate discussion: What happens after the flood? What does God tell Noah and his family to do and not to do? How is this like Adam and Eve? Do you think that for Christians today, following God is always easy? What might a Christian learn from the Noah story? Encourage pupils to justify their answers.</p>		
<p>3</p> <p>To know that a rainbow in Christianity represents a promise.</p> <p>To know how Christians respond to the story of Noah by caring for the world.</p>	<p><b>Enquiry: What was God's promise?</b></p> <p><b>STEP 1:</b> Recap the main events of the Noah and story and pupils' knowledge of the unit so far, using the sticky knowledge slides. Explain that today we are going to be thinking about some new vocabulary and what it means for Christians today. Show pupils the words 'righteous' and 'covenant.' Encourage pupils to have a go at saying these words in different voices, using 'I'll say it' and 'you say it.' Check whether pupils know what these words mean. Explain that righteous means good with God. Discuss why pupils think that Noah is referred to as righteous in the story and what this tells Christians about him.</p> <p><b>STEP 2:</b> Show pupils a picture of a rainbow, explain that the rainbow in the story is a sign of a covenant or promise made between God and his people. Ask: What did God promise God would never do again? What did Noah do when God asked him to both build and leave the ark in the story? Do you think that the forging of this covenant was easy?</p> <p><b>STEP 3:</b> Read Genesis 9:9-13 with pupils and discuss the contents of the covenant that was made between God and Noah. Check that pupils can tell you both what God promises to do and the symbol that God uses. Read genesis 9:7 with pupils. Ask: what are Noah and his family asked to do? What does it mean to be fruitful and increase in number? Tell pupils that in the Bible, after creation, Adam and Eve are asked to do the same thing.</p> <p><b>STEP 4:</b> Discuss what the world might have been like after the flood. Ask pupils to recall who God wanted to care for it in the biblical story. Remind pupils of the Christian idea of caring for the world and being good stewards. Ask how might a Christian respond to the story of Noah and the Ark? How might they care for the world?</p> <p><b>STEP 5:</b> Pupils to create posters to share some ideas of how Christians might care for the world in response to the Noah story.</p>		<p>PP lesson 3</p>

<p>4</p> <p>To know that a Christian wedding is a way to make a promise to God.</p> <p>To know how a new Christian can make a promise to God.</p>	<p><b>Enquiry: How do Christians make a promise or covenant with God?</b></p> <p><b>STEP 1:</b> Recap with pupils the events of the Noah story and the knowledge that they have acquired so far in the unit by using the sticky knowledge quiz slides. Show pupils the word 'covenant' again. Ask: what does it mean? Where was a covenant made in the story of Noah and the Ark? If necessary, remind pupils that a covenant is an agreement or promise, and in the case of this story when we say 'covenant,' we are usually referring to a special promise made between God and his people. <b>Read Genesis 9:9-13 again with pupils to remind them of when this happened within the story.</b> Explain that we are going to be thinking about a special time when Christians today believe they make a covenant before/with God.</p> <p><b>STEP 2:</b> Show pupils some photographs of church weddings from around the world. Ask whether pupils know what is happening in these photos. Explain that the people in these pictures are all Christians who are getting married. Explain that for Christians getting married, the couple not only makes promise to each other but that they also make these promises in front of God, and this is a covenant. Watch a wedding service with pupils, particularly focusing on the promises that are made*. Ask pupils which promises they noticed are made at the ceremony and what they noticed the couple promised to do.</p> <p><b>STEP 3:</b> Give pupils 2A.2 People of God Resource sheet 2 from Understanding Christianity. Encourage pupils to work in pairs to read the promises said at a wedding with their partner. Bring the class back together and discuss what the couple promise each other. Ask: How do you know that this is linked to God? How is the covenant like and different from the one in the Noah story?</p> <p><b>STEP 4:</b> Bring the class back together and ask pupils: What do you think a new Christian might promise God? Give pupils slips of paper and encourage them to work independently to think about the promise that a new Christian might make and record it on the paper. Bring the class back together and discuss pupils' ideas, create a wall of promises by using the slips as bricks. Explain that many Christians say following God includes trusting God, obeying God, believing that God promises to stay with them, forgiving and believing that God will forgive. Discuss with pupils whether they think that it would be easy for a new Christian</p>		<p>PP lesson 4</p> <p>2A.2 People of God Resource sheet 2</p>

	<p>to follow God in these ways and how they think the story of Noah be a comfort to somebody new to Christianity who is trying to follow God in these ways.</p> <p>* You might like to use this one from the RE: Quest website, using the following link Resources - <i>RE: quest</i> <a href="http://www.request.org.uk">www.request.org.uk</a></p>		
<p>5</p> <p>To know that Abraham made a covenant with God.</p> <p>To understand that a covenant with god can be difficult.</p>	<p><b>Enquiry: How did Abraham make a promise to God?</b></p> <p><b>STEP 1:</b> Recap previous learning with pupils, using the sticky knowledge slides. Explain that today we are going to find out about another Old Testament prophet who Christians believe made a covenant with God. Show pupils the timeline for the 'Big Story' of the Bible and give pupils the opportunity to guess who we might be finding out about this time.</p> <p><b>STEP 2:</b> Show pupils a picture of the night sky, ask them to look at all the stars that are visible. How many do they think there are? Explain that in the story we are going to find out about today, Christians believe that God promised to give the man as many descendants as there are stars in the sky. Tell pupils that at the time, this was a shock because this man was incredibly old and did not have any children.</p> <p><b>STEP 3:</b> <b>Read Genesis 12:1-9 with pupils.</b> Ask pupils to identify the main events. Ask: Where does God made a covenant with Abram? NB Pupils might have heard of this biblical character being called 'Abraham.' If so, to avoid confusion, explain that this is the same character and that later in the biblical story, God changes Abram and Sarai's names to Abraham and Sarah.</p> <p><b>STEP 4:</b> Ask how pupils think Abram felt at various stages of the story. Show pupils some artist interpretations of various parts of the story and encourage them to share how they think Abram might be feeling. Discuss why what God asked Abram to do would have been a shock for him. Discuss whether pupils think that it would have been easy or difficult for Abram to trust God.</p> <p><b>STEP 5:</b> Give pupils an artist's interpretation of the moment God tells Abram to leave everything and go to a new land, add a thought bubble to the image and encourage pupils to write in role as Abram to share his thoughts about what he was asked to do and the covenant that God made with him.</p> <p><b>STEP 6:</b> Bring the class back together and discuss whether they think it would have been easy or difficult for Abram to follow God. Gather pupils' opinions on whether they think that it is always easy for Christians today who believe in God to follow God and do everything they believe God wants them to do. Encourage pupils to verbally justify their opinions.</p>		PP lesson 5
<p>6</p> <p>Assessment of sticky knowledge</p>	<p><b>STEP 1:</b> Recap the learning so far within the unit, using the sticky knowledge quiz slides. What have they learnt about following God for Christians? Pupils to fill in the sticky knowledge assessment sheet for this unit.</p> <p><b>STEP 2:</b> Bring the class back together and talk about all the different people that they have learnt about in this unit. Ask: Was it always easy for them to follow God? When things got tricky what did the people do? Who did they put their trust in? Ask pupils</p>		PP lesson 6 Assessment sheet

	<p>what they think a life of faith in, and following God for Christians today would be like. When might it be easy? When might it be hard? How could Christians today draw strength from the followers of God from the past?</p>		
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