



Kindness

Positivity

Respect

<u>RE MEDIUM TERM PLANNING</u>			
Year Group:	4	TERM:	Spring 1
Theme: L2.5 Why do Christians call the day Jesus died 'Good Friday?'			
SACRE:			
<p>Context: Within this unit, pupils will learn about how the Christian Salvation story fits into the big story of the Bible. They will find out about the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today. Later in the unit, pupils will find out about how Christians today remember, celebrate and respond to the events of holy week and Easter. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.</p>	<p>Concepts: Why do Christians call the day that Jesus died 'Good Friday'? SALVATION Christianity Within this unit, pupils build on prior knowledge from KS1 and learn about how the Christian Salvation story fits into the big story of the Bible. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do. Units 4 and 16 where pupils explored Christian beliefs about Salvation. Unit 40 that develops understanding of Christian beliefs about Salvation</p>	<p>Vocabulary: Salvation, Jerusalem, Resurrection, forgiveness, Crucifixion, Palm Sunday, Disciples, Sin, Easter</p>	
<p>Prior Knowledge: (What specifically have pupils learned that is relevant to this unit that they are building upon?)</p> <p>FS2 Unit – Why is Easter special to Christians?</p>		<p>Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?)</p> <p>Year 4 - L2.6 For Christians, when Jesus left, what was the impact of Pentecost?</p>	

Year 2 unit: Why does Easter matter to Christians?	Year 5 - U2.3 Why do Christians believe Jesus was the Messiah? Year 6 - U2.5 What do Christians believe Jesus did to save people?		
End points /by the end of this unit pupils will... (NB Crucial/sticky knowledge is highlighted): <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 			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1</p> <p>To know the main events of the Easter story.</p> <p>To learn the key vocabulary meaning: crucifixion, resurrection, Jerusalem, Palm Sunday, disciples, Easter.</p>	<p>STEP 1: Introduce the big question for the unit to pupils. Ask them what they already know about Good Friday and the events of holy week and what else might they want to find out about. Show pupils the word 'Salvation'. Ask: What does this word mean? Explain that it means to be saved. Explain that within this unit, we are going to be finding out about salvation and what it means for Christians today. Read the key vocabulary together.</p> <p>With pupils, recap the Easter story using the pictures on slide 5. Then watch video link from the slide page: https://request.org.uk/resource/restart/2017/03/14/holy-week-and-easter/</p> <p>Give pupils copies of religious artwork (both traditional and modern) that represents the key events and ask pupils to order the</p>	<p>What are the main events of the Easter story?</p> <p>What happened at each event?</p>	<p>PowerPoint Lesson 1</p> <p>Pictures of the key events – one per pupil.</p> <p>Floorbook for RE with pictures printed.</p>

	<p>pictures, using their knowledge from the videos. If time, using the pictures, children make our own timeline of events linked to the Easter Story. Tell pupils that they must include their own explanation of each event and if they can a Bible reference. Or alternatively repeat the key vocabulary from the start and ask the children to explain it. At the end of the slideshow there are some quotations from the Bible to explain how we know the story.</p>		
<p>2</p> <p>To understand the emotions of Mary during Holy Week.</p>	<p>Recap what pupils learnt in the last lesson using the picture prompts from the lesson in the floorbook. Ask: What were the main events within the story? How do we know about these events? Recap the key vocabulary. Explain that this time, we are going to be focusing more on the emotions of people who were present at the time of Jesus' death and resurrection. Show pupils an artist's interpretation picture of Mary (mother of Jesus). Ask pupils what they already know about her. Show pupils some pictures that share events (before Easter) in Jesus' life. Ask: How might Mary have been feeling during these times? Explain that Christians believe that there is evidence in the Bible that Mary was there when Jesus was put on the cross, died and rose again. Show pupils paintings of Palm Sunday, Jesus on Trial and Jesus on the</p>	<p>What were the main events within the story?</p> <p>How did Mary feel at different points in Easter story?</p>	<p>PowerPoint lesson 2</p> <p>Flipchart page for hotseating questions and answers.</p>

	<p>cross. Discuss how pupils think Mary would have felt during these events. Encourage pupils to explain why they think Mary would have been feeling these emotions. Plot Mary's emotions during Holy week on a simple graph in the floor book. Ask pupils if they could ask Mary anything about the events of Holy Week, then what would it be. Encourage pupils to come up with six questions (one per table) for Mary and write on a flipchart page. Hold a hot seating activity where members of the class become Mary. Encourage each table to ask Mary their questions and teacher record her responses under each question in a different colour. Print flipchart page for floorbook.</p>		
<p>3</p> <p>To understand that Christians believe that Jesus dies to bring them back to God.</p> <p>To understand the key vocabulary: salvation and sin and what they mean to Christians</p>	<p>Recap with pupils what they have learnt so far about the Easter Story. Discuss why they think that this story is so important for Christians. Talk through last week's hot seating activity and discuss some of the answers that pupils got to their questions. Show pupils the timeline for the 'Big Story' of the Bible. Introduce The Garden, The Curtain and The Cross by Carl Laferton and Catalina Echeverri to explain the Creation and Fall part of the timeline – start at 31 seconds and finish at 3 mins 29 seconds. Explain that Christians believe, after the Fall and at the time of the Incarnation, God's people were waiting for a messiah, a saviour who would</p>	<p>Why do Christians believe that they needed to be brought back to God?</p> <p>Why were Christians waiting for a messiah?</p> <p>How do Christians believe that Jesus saved them?</p>	<p>PowerPoint lesson 3</p> <p>Lesson 3 flipchart page for floor book.</p>

come to bring the people back to God. Tell pupils that Christians believe that this messiah and saviour was Jesus who was fully God and fully human (make clear links to the concept of salvation). Explain that Christians believe that Jesus had to die and rise again to bring the people back to God and stop sin from separating them. Watch the next part of the story from 3 min 30 seconds to 4 mins 30 seconds. Do pupils think that knowing this would change the way that people at the time felt about what was happening on the cross? Look back at last week's emotion graphs. Show pupils Christ on the Cross with Mary and St John by Rogier Van Der Weyden. Mary is the figure in blue, with St John (in red) comforting her. Ask: What must Mary have been thinking and feeling at the time? Why? Ask what if Mary knew exactly why Jesus had to die in relation to the 'Big Story' and Salvation, including restoring people's relationship with God and talk about whether pupils think this would have affected Mary's feelings. Complete the thought bubbles as a class on the flipchart page to record (in role as Mary) what they think Mary might have been feeling at the time. Encourage pupils to assume Mary knew why Jesus had to die from the perspective of the 'Big Story' of the Bible and Salvation. This time, imagine you are filling the emotions graph in for a Christian today who believes Jesus had to die so that humans and God could have the most

	<p>wonderful relationship, and not be separated by sin. Would you complete it in exactly the same way as you did for Mary in the last lesson? Bring the class back together. Discuss that these are the events that Christians remember on Good Friday. Ask why they think that Christians call this day Good Friday when their saviour died. Discuss that Good Friday, for Christians, is the start of their salvation and forgiveness of sins.</p>		
4	<p>Recap with pupils the unit so far using all of the key vocabulary. Discuss with pupils why many Christians feel that the Easter story is one of the most important stories in the Bible. Using their knowledge from last week, can pupils explain why they think that Easter is life changing for a Christian? STEP 2: Encourage pupils to look back at their timelines of the Easter Story from earlier in the unit. Ask:</p> <ul style="list-style-type: none"> • What were the main events? • Why are they important for Christians today? <p>Explain that today we are going to be thinking about what Christians today learn from the Easter Story, why it is so important to them and how they might respond to it. Watch the whole of The Garden, The Curtain and The Cross by Carl Laferton and Catalina Echeverri to pupils – start watching at 31 seconds and stop at 7 minutes.*. Explain that we are going to share the book to think more about why Easter is so important for Christians today. Share some responses to the Easter story from Christians today (see</p>		<p>Powerpoint lesson 4</p> <p>Speech bubbles for children – print from slides.</p> <p>Assessment sheet.</p>

	<p>PowerPoint for quotes). Think back at the text that was read earlier in the lesson and ask pupils what a Christian might say in response to the Easter Story. Ask pupils to work in pairs to come up with the answers to the following questions: • What might a Christian want to tell others about the Easter Story? • What might a Christian's emotions be in relation to the Easter Story? What might a Christian think was the most important part of the story? Give pupils speech bubbles and encourage them to write something that a Christian might say to explain why the Easter story is so important to them and which part. Keep some speech bubbles for the floor book. Bring the class back together. Read some of the speech bubbles that the children have created and talk with pupils about why they thought a Christian might respond in that way. Talk as a class about whether all pupils thought that Christians would say the same thing or not and why this might be. Discuss how other people might respond to the Easter story. What might a person from another worldview say?</p> <p>Encourage pupils to complete the assessment sheet for this unit.</p>		
<p>5 Optional extra lesson</p>	<p>STEP 1: Recap the unit so far with pupils using the Sticky knowledge quiz slides. Discuss the different emotions that Christians might feel during Holy Week. Show pupils pictures to represent the following days within Holy week: • Jesus' arrest and trial • Jesus</p>		<p>Powerpoint lesson 5</p>

	<p>carrying the cross • Jesus on the cross • Jesus being placed in the tomb. • The empty tomb • Jesus on the road to Emmaus. Talk with pupils about the different emotions that Christians might feel today when they remember these events. Which event do pupils think might be the most significant for a Christian? How might they respond to these events? STEP 2: Show pupils some photographs of the inside of different churches on Good Friday and play them a Christian worship song such as 'I cast my mind to Calvary' or 'There is a green hill far away'. Look at the lack of decorations in the church and consider the lyrics to these songs. What do they tell pupils about what Christians might be focusing on? STEP 3: Explain to pupils that Good Friday is arguably the most important day for Christians in the celebration of Easter. Show pupils a video clip of the curtain in the temple ripping (The Miracle Maker could be a good film to use here). Ask: What does it mean when Jesus says, 'It is finished'? Why is the curtain ripping in the temple so significant? STEP 4: Give pupils A5 pieces of card, explain that you want them to create a simple image to share the moment that they think is the most important in the story of Easter. When pupils have finished creating their pictures, encourage them to write a paragraph to describe what they have drawn and why.</p>		
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