



Kindness

Positivity

Respect

<u>RE MEDIUM TERM PLANNING</u>		
Year Group 5	TERM Summer 1	Theme: How can following God bring freedom and justice?
SACRE:		
<p><b>Context:</b> (why is this unit being taught?)            Within this unit, pupils will find out about the story of the Exodus, sequencing key events and considering different interpretations. Pupils will make clear connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave. They will explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Later in the unit, pupils will investigate the ten commandments, considering why the People of God were given these and what they mean for believers today.</p>	<p><b>Concepts:</b>            How can following God bring freedom and justice?            PEOPLE OF GOD Christianity            In this unit, pupils will find out about the story of the Exodus, make clear connections between Bible texts studied and what many Christians believe about how God can help during difficult times and how they should behave. Pupils will investigate the ten commandments, considering why many Christians believe the People of God were given these and what they mean for believers today.            Unit 19 were pupils developed their understanding of the People of God concept. Units 37, 38, 40 and 41 that develop understanding of Christian concepts in line with the 'Big Story' of the Bible.</p>	<p><b>Vocabulary:</b>            People of God • Children of Israel • Freedom • Justice • Moses • Exodus • Slavery • Egypt • Pharoah • Rescue</p>

<b>Prior Knowledge:</b> (What specifically have pupils learned that is relevant to this unit that they are building upon?)	<b>Future Knowledge:</b> (What specifically will pupils learn in the future that is relevant to this unit?)		
<b>End points /by the end of this unit pupils will...</b> (NB Crucial/sticky knowledge is highlighted):			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
1	<p>Lesson 1: What can we learn about the story of the Exodus in the Bible? KS2 Learning Pathway STEP 1: Introduce the key question for the unit to pupils. Discuss the meanings of 'freedom' and 'justice'. Ask pupils if they can think of a time in the Bible when the People of God may have needed freedom and justice. Show pupils a Big Story timeline and explain that this term we are going to be studying a text from the Old Testament in the People of God concept. Remind pupils of biblical characters they studied in Year 3 who are part of the People of God, including Noah, Sarah and Abram/Abraham. Recap pupils' learning about Abram/Abraham in Year 3. Explain that Abraham and Sarah's grandson Jacob had gone to live in Egypt with his family. However, after the family had been settled there for some time, disaster struck for the Children of Israel because they were enslaved by the new Egyptian Pharaoh. Explain that in the text that we are going to be studying, the People of God people are enslaved in Egypt. Show pupils some images linked to the story of Moses; e.g. a basket, stone tablets and a burning bush. Can pupils guess which story we will be focusing on? STEP 2: Give pupils the following sections of the</p>		PowerPoint lesson1

	<p>Exodus story and read as a class. Encourage pupils to highlight and annotate any new vocabulary with its meaning. • Exodus 2:1-10 • Exodus 2:11-19 • Exodus 3:1-9</p> <p>STEP 3: Explain that in the very next part of the story, God tells Moses to go back to Egypt to ask Pharaoh to let the Children of Israel go. Use these questions to discuss pupils' ideas about Moses' emotions here: What might have Moses have been feeling? What might he have been concerned about? Show pupils part of an animation (such as the Prince of Egypt) which shows the plagues being sent over Egypt. Explain that after each of the first 9 plagues, Pharaoh did not let the People of God go. STEP 4: Give pupils two post it notes. Ask them to write something they find confusing about the story on one and then any questions about it on the other. Ask for pupils' ideas about how a Christian would go about answering any questions that they might have. Explain that a variety of methods might be used including using Bible commentaries, meeting with other Christians and prayer to find out more about what they believe God did in the story.</p>		
2	<p>Lesson 2: Where do we think the Exodus story shows Moses' trust in God? STEP 1: Recap the last lesson, including the main events in the story so far. Talk about the plagues from last week and make a list of what these were. STEP 2: As a class, discuss how Bible references can be recorded. Take particular events from the story and link them with their Bible references. STEP 3: Explain that today we are going to be focusing</p>		

	<p>on sequencing and remembering the key events of this story. Give pupils half a sheet of A3 paper. Ask pupils to draw a pathway from top to bottom of the strip of paper. Show pupils how to map out the story using notes, pictures and Bible references. Remind pupils that they need to record all of the key events. STEP 4: When pupils have completed their pathway, ask them to go back to each key event and record what might have been a challenge for Moses and when he would have had to trust in God. Ask pupils to share ideas about how Moses' challenging times and examples of trusting in God might be an example for Christians today.</p>		
3	<p>Lesson 3: How might the Exodus story help Christians when life gets tough? STEP 1: Recap the last lesson with pupils. Ask: When did Moses have to trust in God? Which events in Moses' life would have been challenging for him? Discuss how Christians today may also face things in life that are challenging and think of some scenarios which might be difficult. Ask pupils how they think Christians today might find Moses' story helpful. STEP 2: Show pupils pictures of the following three events from Moses' life: • Moses' mother placing him in a basket at the side of the River Nile. • Moses leading his people out of Egypt. • Moses leading his people through the sea. Talk to pupils about the challenge that Moses would have to face during each of these key events. Ask: How were these moments defining for him? Why would he have needed to trust in God? How did Moses' help to bring freedom to the People of God? STEP 3: Tell pupils that in the text,</p>		

	<p>Moses does not want to go to Egypt, he finds the task that God has given him incredibly intimidating. But God says to him “Now go! I will help you speak. I will tell you what to say.” (Exodus 4:12, International Children’s Bible). Discuss how the story of God helping Moses might be helpful to Christians today when they are also in situations that seem daunting. Give pupils the following potentially intimidating scenarios: • An interview for a new job. • Playing in a cup final. • Performing a solo in a concert. • A presentation for work that someone is worried about. Any suitable situations that pupils thought of in STEP 1 could also be used here. Talk through these situations as a class and discuss how God’s words to Moses might be an encouragement to Christians in these situations. Ask how pupils envisage a Christian person might apply God’s words if they were facing one of these scenarios?</p> <p>STEP 4: Ask pupils to choose one scenario and write a paragraph about how God’s words to Moses might be helpful for a Christian in that situation today. When pupils have finished writing, bring the class back together and ask pairs of children to compare what they have written (it can be useful if each pupil is paired with another who chose the same scenario so that they can directly compare similarities and differences in answers). Discuss pupils’ thoughts on why there might be diversity in how Christians could find these words helpful.</p>		
4	<p>Lesson 4: What do we think about the importance of the Ten Commandments? STEP 1: Recap what pupils have learnt so far. Explain that after Moses led the people out of slavery in Egypt, he was given the ten commandments by God at Mount Sinai. STEP 2: Give</p>		

	<p>pupils resource sheet 2B.3 resource sheet 1 (Ten Commandments) from Understanding Christianity. Read through each commandment as a class and discuss the meaning of each to ensure pupils have a secure enough understanding. Discuss why pupils think the People of God may have needed each of these commandments. Ask: If people needed these rules, what sorts of behaviour might have been happening at the time? Discuss with pupils whether any of these things are still happening today. Ask whether pupils think the commandments are still relevant for Christians today (if pupils do not bring it up, make the point that these are still relevant). STEP 3: Explain that for the rest of the lesson we are going to be holding a debate. Give pupils the focus statement for the debate 'The first three commandments are the most important for Christians to keep'. Explain that before the debate, pupils will need to think, pair, share some agree and disagree points linked to this statement. Once they have done this, record some excellent points made on the board. STEP 4: Split the class in half and explain that one half will be arguing against the statement whilst the other will be arguing for the statement. Task pupils in one half with writing an opening statement to be read out at the start of the debate for 'The first three commandments are the most important for Christians to keep.' and the other half with writing an opening statement against it. STEP 5: Hear an opening statement from each side, and then allow for responses as an introduction to the main debate. At the end of the debate, ask pupils how they think the ten commandments might guide many Christians today.</p>		
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5	<p>Lesson 5: How do many Christians try to bring freedom and justice (themes from the Exodus story) into today's world? STEP 1: Recap the last lesson. Ask: why are the ten commandments important to many Christians today and why were they important to many Christians from the past? Talk to pupils about the big question for the unit 'For many Christians, how might following God bring freedom and justice?'. Ask pupils to look back over the story of Moses and consider the following questions: • How did following God bring freedom and justice to Moses? • How did following God bring freedom and justice to the People of God? • What happened to the people who did not follow God in the story? Did they receive freedom or justice? STEP 2: Ask pupils to think about what this story teaches many Christians today about following God and how the story is still relevant to them. Explain that Christians look to the Bible as a source of wisdom and that it teaches them many things about how they should act. Which directions do pupils think that Christians might receive from reading and studying the story of Moses? Read Matthew 22:36-40 with pupils, explaining that whilst it comes from a different part of the Bible, it is certainly a passage that gives directions to many Christians today. Ask: what does this teach Christians about how they should act towards other people? What does it mean to love your neighbour as yourself? STEP 3: Talk to pupils about the work of Christian Aid, watch some of their appeal videos and investigate their website. Explain that Christian Aid is a Christian charity who support communities around the world and believe this is a way of showing God's love. Tell pupils that this charity tries to bring freedom and justice to</p>		
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	<p>others. STEP 4: From their website research, ask pupils to create a poster advertising the work of Christian Aid, explaining how it tries to live out the commandment of loving your neighbour as yourself and strives to bring freedom and justice to all.</p>		
6	<p>Lesson 6: What can we say about the Exodus story, its themes and its importance for Christians today? STEP 1: Recap the last lesson with pupils. Talk as a class about the work of Christian Aid and how they strive to live out Jesus' teaching of loving your neighbour as yourself. Ask: How might this work bring freedom and justice to others? Why might this work be so important in today's society? STEP 2: Use the Sticky Knowledge quiz slides to recap the knowledge that pupils have acquired within this unit. STEP 3: Pupils to complete the Sticky Knowledge Quiz sheet for this unit.</p>		