

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: R.E.

YEAR: A

TERM:
Autumn 2

YEAR GROUPS: 5/6

KEY QUESTION: For Christians, what type of king was Jesus? [Kingdom of God]

PREVIOUS KNOWLEDGE *We would expect most children to already be able to:*

- In the previous class, pupils would've covered the following topic questions:
What do Christians learn from the creation story? What kind of world did Jesus want? Why do Christians call the day Jesus died 'Good Friday'? For Christians, what was the impact of Pentecost? What is the Trinity and why is it important for Christians? What is it like for someone to follow God? How and why do people try to make the world a better place?

End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- I can identify problems facing the world today. **KQ1**
- I can recall the main points of 'The Parable of the Great Banquet'. **KQ2**
- I can identify what songs/poems tell us about the Kingdom of God. **KQ3**
- I can identify Jesus's main point in the parable of the Unforgiving Servant. **KQ4**
- I can explain what a sin is. **KQ5**
- I understand who the Solitary Life is about. **KQ6**

*Most children will show that they have reached the **expected** level because they can:*

- I can create resolutions to these problems in order to make the world a better place. **KQ1**
- I can consider problems that Jesus faced and how he overcame them. **KQ1**
- I can describe the kind of character the 'master' is. **KQ2**
- I can explain the Christian message of the story. **KQ2**
- I can describe what songs/poems make me feel towards the Kingdom of God. **KQ3**
- I can consider whether or not the servant was a good person and if he was worthy of the master's forgiveness. **KQ4**
- I can judge which sins are harder/easier to forgive and justify my decisions. **KQ5**
- I can give reasons why Christians believe that Jesus changed the world. **KQ6**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- I can consider what Christians believe God's Kingdom to be like. **KQ1**
- I can explain the connection between the feast and the concept of the Kingdom of God. **KQ2**
- I can create my own song expressing my understanding of Christians' views towards the king of king Jesus might be and the kingdom he wants. **KQ3**
- I can adopt the perspective of the servant to write a diary extract. **KQ4**
- I can analyse various factors when deciding whether or not Clayton Fountain deserved forgiveness. **KQ5**
- I can compare Jesus's influence to the influence of other kings/queens. **KQ6**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Cartoon strip
- Song-writing
- Diary entry
- Contribution within the debate
- Analysis of biblical texts

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

- Role play/debate (Clayton Fountain)
- Song writing

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

- Drama
- Music – song/lyric creation

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Interpret biblical texts.
Works hard	To consider ways in which Christians believe Jesus has changed the world.
Concentrates	During independent work, stay on task and pay attention to detail.
Self-motivates	Stay focused when given the freedom to song write.
Imagines	Uses drama to put themselves in the shoes of the servant when writing a diary entry.
Improves	Responds to 'pink for think' marking to improve written work.
Understands others	Work cooperatively during group drama activity (debate).
Doesn't give up	When identifying the connection between biblical texts and the Kingdom of God.