

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembroke 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: Spring 2

YEAR GROUPS: 5/6

KEY QUESTION: What did Jesus do to save human beings? [Salvation]

PREVIOUS KNOWLEDGE We would expect most children to already know that:

- Christians read the 'big story' of the Bible as pointing out the need for God to save people.
- The Gospels give accounts of Jesus' death and resurrection.
- The New Testament says that Jesus' death was somehow 'for us'.
- Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).
- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.

End of Unit Objectives

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

- I can outline the timeline of the 'big story' of the Bible. **KQ1**
- I can consider who was to blame responsible for Jesus' death. **KQ2**
- I can adopt different perspectives to help me to understand the term 'sacrifice'. **KQ3**
- I understand why Christians celebrate Holy Communion. **KQ4**
- I can consider what 'sacrifice' means to me. **KQ5**

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

- I can outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. **KQ1**
- I can suggest meanings for narratives of Jesus' death/ resurrection **KQ2**
- I understand what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. **KQ3**
- I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper **KQ4**
- I can weigh up the value of sacrifice in my own life. **KQ5**

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

- I can match up, and order, artwork depicting the last days of Jesus' life with biblical texts. **KQ1**
- I can suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. **KQ2**
- I can explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. **KQ3**
- I can consider what difference Jesus' sacrifice makes to Christians. **KQ4**
- I can weigh up the value and impact of ideas of sacrifice in their own lives and the world today. **KQ5**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Using artwork to identify events & match them up with biblical texts.
- Reasoning behind 'responsibility pie' activity.
- Drama activities: four perspectives.
- Discussions around 'sacrifice'
- Reflection on Martin Luther King quote.

ENRICHMENT OPPORTUNITIES –

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

We will endeavour to include:

- Art
- Drama through perspective taking
- Group work
- Video clips

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:

- **English:** Writing reflections
- **Art:** matching famous artwork with key biblical events.
- **Maths:** Responsibility pie (pie chart)

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Create own symbols for the 'big story'
Works hard	Reflect on who was most responsible for Jesus' death.
Concentrates	Consider the difference Jesus' sacrifice makes to Christians.
Self-motivates	Ensure reasoning skills show depth of thought and understanding.
Imagines	Consider what sacrifice can mean, and do, to other people.
Improves	Respond thoughtfully to 'pink for think' marking.
Understands others	Work in pairs/groups to match up symbols with key events in the 'big story'.
Doesn't give up	Complete set work to the best of my ability, striving to achieve any challenges/extension work.