

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: Summer 2

YEAR GROUPS: 5/6

KEY QUESTION: How can following God bring freedom and justice? [People of God]

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

Class 3: U.C. Concept: People of God: What is it like (for Christians) to follow God?

End of Unit Objectives

Some children will not yet have met what is expected and show they are emerging because they can:	Most children will show that they have reached the expected level because they can:	Some children will have gone beyond the expected level and show that they are exceeding because they can:
- understand what it meant to be a slave. KQ1 - outline the events in Moses' life. KQ2 - retell most of the ten commandments. KQ3 - understand that the idea that many Christian people see Jesus as bringing a new covenant — a new relationship with God. KQ4 - identify how The Story of Exodus has inspired Jewish and Christian people. KQ5	- by looking at evidence from Exodus 1:8-14 and Exodus 1:22, find out what life must have been like for a slave in Ancient Egypt. KQ1 - identify some of the main themes in the story of Moses' life. KQ2 - give reasons why Christians (and Jewish people) argue that the Ten Commandments are still important today and compare this with what an atheist might say about the value of these commands today. KQ3 - identify links between the ten commandments and the commandments Jesus reminds listeners of in Matthew 22:37–40 KQ4 - reflect on why ideas of freedom and justice are so important in the world today with reference to real-life scenarios. KQ5	- explain the need for freedom and salvation in Ancient Egypt. KQ1 - understand the connection between the liberation of the People of God from slavery, and the Christian belief that Jesus brings salvation from sin. KQ2 - evaluate the ten commandments and weigh up which would have the most impact on the world if everyone followed them. KQ3 - consider how these commands help to bring freedom and justice. KQ4 - write Ten Lessons for Living, indicating how we can bring more freedom and justice to the world. KQ5

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Moses' / Pharaohs' conscience alley
- Poster-making
- Drama/role-play
- 10 Lessons for Living exercise

ENRICHMENT OPPORTUNITIES –

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

We will endeavour to include:

- Hot-seating activities.
- Dreamworks film 'Prince of Egypt'
- Film recordings of the children adopting different perspectives in the story.
- Designing a poster
- Jenga blocks to rank 10 commandments.
- Ipad research into charity work.

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: Hot-seating / role play activities
- History link to slavery & Ancient Egypt
- English: using adjectives to describe Moses' feelings throughout the story of the burning bush
- PSHE: Emotion graphs showing Moses' feelings.

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Film themselves adopting different perspectives in The Story of Exodus.
Works hard	Consider Ten Lessons for Living
Concentrates	Reflect n why freedom and justice are so important in life.
Self-motivates	Ensure reasoning skills show depth of thought and understanding.
Imagines	Role-play as a slave from Ancient Greece.
Improves	Respond thoughtfully to 'pink for think' marking.
Understands others	Work in pairs/groups to rank the Ten Commandments using Jenga blocks.
Doesn't give up	Complete set work to the best of my ability, striving to achieve any challenges/extension work