

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: B

TERM: A2

YEAR GROUPS: 1/2

KEY QUESTION: *Why does Christmas matter to Christians?*

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

- Retell the Christmas story and know who visited him /what gifts he was given.
- Recognise the term 'advent' and that it is a time that Christians prepare for Jesus' birth.
- Talk about Christmas and how they celebrate.
- Know some traditions at Christmas time and perform in a school nativity performance.
- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
- Recognise that stories of Jesus' life come from the Gospels.
- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- Decide what they personally have to be thankful for at Christmas time.

End of Unit Objectives

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

- listen to and retell some parts of the Christmas story from Luke. Retell parts of the Christmas story without support. **KQ1**
- know that incarnation means 'God on Earth'. **KS2**
- think about what they consider a King to be like. Think about where they'd expect a King to be born. **KS3**
- suggest some presents I might buy for a baby King. **KS4**
- know who each character is from the nativity story, and know each character's part in the story. **KS5**

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

- explain where God fits in to the Christmas story. **KQ1**
- describe where incarnation comes in the Christian story. Link pictures to the idea of incarnation. **KS2**
- compare the idea of where I'd expect a King to be born with the stable that Jesus was born in. Think about what signs there are that Jesus is a King from Botticelli's painting. See how the artist is making Jesus look special. **KS3**
- match gold, frankincense and myrrh with its description and symbolism. **KS4**
- think of what each character might have said / thought and the reason behind these words / thoughts. **KS5**

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

- use the word Incarnation with understanding. **KQ1**
- explain how a picture might represent incarnation. I can explain some reasons why incarnation matters. **KS2**
- further my understanding with additional questions and statements. Reflect upon my personal views. **KS3**
- understand some of the deeper links between the gifts and Jesus' future.
- suggest a special present for the King and turn it in to a symbol. **KS4**
- give examples which Christians and non-Christians could use the actions of the characters to guide their beliefs and actions at Christmas. **KS5**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Giving a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians recognising the link with Incarnation
- Recognising that Jesus is 'God on Earth'.
- Giving examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- Recognising that Incarnation is part of the 'Big Story' of the Bible.
- Thinking, talking and asking questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous

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

We will endeavour to include:

- Visit local Church.
- Join in with a Christmas performance.

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:

- Art & Design – Discussing Botticelli's painting.
- Art & Design – creating own tableau
- PSHE – discussing feelings and emotions in relation to the Bible Stories, being special and celebrations.
- English / Drama – To act out the Christmas story, freeze framing to find out how different characters are feeling.

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Finds out about Botticelli's painting considering why each character was painted the way it is.
Works hard	To learn the order and characters within the Christmas story.
Concentrates	To listen attentively - asking questions and providing appropriate answers.
Self-motivates	To work in a group to share knowledge and use each other's strengths to help one another.
Imagines	Imagine how different people may have felt when they heard about the news of Jesus' birth.
Improves	Further their knowledge by reflecting upon how Christmas is important to not only themselves but Christians throughout the World.
Understands others	To understand what different people and religions believe about the Christmas story.
Doesn't give up	Investigates questions that promote deeper level thinking and may seem tricky as they have no definite answer.