

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: Autumn 2

YEAR GROUPS: 5/6

KEY QUESTION: Was Jesus the Messiah? [Incarnation]

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

Jesus' baptism (see Unit 2a.3), belief in God as Trinity (see Unit 2a.3), and the place of Jesus in the 'big story' of the Bible — God's rescue mission to bring people back to him, healing the effect of sin. The story of Jesus entering into Jerusalem (explored in Units 1.5 and 2a.5)

End of Unit Objectives

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

- recall, in order, events in the big story. **KQ1**
- understand the Christian elements of the celebration of Christmas. **KQ2**
- explain why, in the context of the Big Story, the world needed a saviour. **KQ3**
- gain clues from scripture that tell Christians that Jesus was the Son of God. **KQ4**
- understand the importance of Jesus to Christians. **KQ5**

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

- using evidence from prophecies, determine what the Messiah may be like. **KQ1**
- explain how Christians can spread the message of Christ's coming at Christmas and why they may wish to do this. **KQ2**
- weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today. **KQ3**
- apply my knowledge to be able to explain and describe pieces of artwork. **KQ4**
- analyse the example that Jesus sets for Christians and how they should live. **KQ5**

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

- deduce information from pieces of scripture, that led Christians to believe Jesus was the Messiah. **KQ1**
- articulate how the work of some Christians and Christian charities at Christmas may affect the lives of others. **KQ2**
- compare Christian and Jewish beliefs. **KQ3**
- explain why people's opinions were sometimes different about who Jesus was? - Jewish/Christian **KQ4**
- research examples of contemporary Christians and explain findings. **KQ5**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Written report as an investigative journalist.
- Essay writing: Why do Christians believe the world needed a "Saviour"?
- Artwork description writing.

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

We will endeavour to include:

- Role play as an investigative journalist.
- Create a 'Wanted' poster.
- Debate which church ad campaigns best promote the true meaning of Christmas.
- Exploration of famous artwork: Raphael and Bellini.

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:** Write a written report from the scene (Matthew 1:18–24, 2:1–12).
- Why do Christians believe the world needed a "Saviour"? Essay writing activity.
- **Art:** Look at some artworks expressing this scene, for example, comparing Raphael (www.artbible.info/art/large/613.html) and Bellini (www.artbible.info/art/large/21.html)
- **Music:** - Look at some Christmas Carols- interpret meaning and evidence that support the Christian idea of why Jesus is the Messiah.

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	write a description to be put under famous art when it is displayed in a gallery.
Works hard	use technical terms accurately when defining key terminology.
Concentrates	analyse church ad campaigns.
Self-motivates	ensure reasoning skills show depth of thought and understanding.
Imagines	role play as an investigative journalist and write a report.
Improves	respond thoughtfully to 'pink for think' marking.
Understands others	compare Christian and Jewish beliefs.
Doesn't give up	complete set work to the best of their ability, striving to achieve any challenges/extension work