

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: Spring 2

YEAR GROUPS: 5/6

KEY QUESTION: What difference does the resurrection make to Christians?

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

- Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.
- The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.
- Christians today trust that Jesus really did rise from the dead, and so is still alive today.
- Christians remember and celebrate Jesus' last week.

End of Unit Objectives

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

- use drama to help understand the bible extracts from Luke 24. **KQ1**
- with support video clips, name one thing that happens in church on Good Friday and Easter Sunday. **KQ2**
- talk about what songs/readings might be used at someone's funeral. **KQ3**
- with support, suggest how a Bible reading might give a Christian hope/comfort. **KQ4**
- identify epitaphs that use specific religious vocabulary and sort epitaphs into categories. **KQ5**

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

- write a detective report, based on the witness statements to explain what Christians believe happened. **KQ1**
- explain Christian practice in church on Good Friday and Easter Sunday and reflect on the changes in emotions for Christians. **KQ2**
- choose a poem, song or hymn which will be suitable for an atheist, an agnostic and a Christian and explain reasons why. **KQ3**
- write a letter to Desmond Tutu either agreeing or disagreeing with his statement that death is not such a terrible thing for a Christian. **KQ4**
- reflect upon questions regarding customs and practices within a funeral service **KQ5**

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

- encompassing all evidence found from witness statements and films, explain why some people find belief in the Resurrection inspirational. **KQ1**
- suggest ways in which faith in a resurrected, living Lord Jesus might comfort and inspire Christians **KQ2**
- using theological language, compare lines of the poems/songs by interpreting the text and reflecting on the beliefs of the individual. **KQ3**
- show a clear understanding of the Christian belief, that the resurrection of Jesus means that for Christians, death is not the end. **KQ4**
- make connections between funeral practices and the practice of Holy Communion. **KQ5**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Drama (Luke 24)
- Detective report – The Resurrection.
- Explanation of Christian practices in church on Good Friday and Easter Sunday
- Choosing suitable songs/hymns for atheist/agnostic/Christian.
- Letter writing to Desmond Tutu
- Sorting epitaphs, memorials and gravestones into categories.
- Reflection to questions regarding funeral practices.

ENRICHMENT OPPORTUNITIES –

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

We will endeavour to include:

- Video clips
- Discussion with local vicar
- Songs/hymns
- Graveyard visit.

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: Letter writing
- Drama: Acting out of Luke: 24
- Music: Analysis of hymn lyrics.
- PSHE: Diversity

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Write a letter in response to Desmond Tutu.
Works hard	Use technical terms accurately when defining key terminology.
Concentrates	Reflect upon questions regarding customs and practices within a funeral service.
Self-motivates	Ensure reasoning skills show depth of thought and understanding.
Imagines	Use drama skills to re-enact evidence from Luke 24.
Improves	Respond thoughtfully to 'pink for think' marking.
Understands others	When working as a group, ensure everyone's ideas are considered.
Doesn't give up	Complete set work to the best of their ability, striving to achieve any challenges/extension work.