

Key Stage: 2

Year: 5

Subject: Myths and legends in the Bible; Harvest

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
<p>To investigate the ideas in the Tower of Babel story; To ask questions about a Biblical story, linking these to their own experiences</p>	<p>Tell the story of the Tower of Babel. Find some words which are the same (or nearly so) in English and another language (eg. French: table, porc; German: in, Gott, mutter). Find out the word for mother in as many languages as possible. (ICT) Discuss links between languages and why they are not only similar in some respects but different in others. Devise an interview with a worker on the tower to find out what God has done and why. Remember, he will not understand every word.</p>	<p>Why are there links between some languages? Why are there differences? How do we learn our first language? What is the best way of learning a language? In the story, why do people speak different languages? Why should God want this to happen? Would it be good if people could do everything they wanted to? What word does Babel remind you of? (babble)</p>
<p>To understand the difference between myths, legends and history; To ask questions about myths, linking them to their own experiences.</p>	<p>Brainstorm a list of myths. Discuss the pupils' understanding of what a myth is. Contrast it with history and legend. Show the pupils a comic story eg. Dennis the Menace in the Beano. Discuss whether this story is history, legend or myth and why Dennis is a mythic character (many children would like to do what he does / role model) Explain that a myth is a story which explains a mystery (mythtery). Discuss the sort of mysteries explained by myths (eg why is there a world? Is there life after death? Are humans more important than animals?) Write a myth to explain why teachers know everything.</p>	<p>Name a myth. What are the differences between myths, legends and history? What sort of story is Dennis the Menace (or alternative)? Why do people enjoy myths? What mystery does the Tower of Babel explain? What mystery does Dennis the Menace explain? (eg why do we misbehave? Why are dogs similar to their owners? What happens when we misbehave? What are parents for?) Is Dennis the Menace true? (no – there is no Dennis; yes – children [want to] do things like him - and get caught!)</p>
<p>To investigate the ideas in the Noah story; To ask questions about a Biblical story, linking these to their own experiences</p>	<p>Remind the pupils of the story of Noah. Discuss whether this is myth, legend or history. Investigate the possibility that the Black Sea basin had a catastrophic flood; the story of Atlantis; etc. Discuss whether it matters whether we can be certain or not. Discuss what mysteries the Noah story explains. Write a seven line poem on a rainbow background to explore one of these mysteries.</p>	<p>What sort of story is the story of Noah? Does it matter if we cannot be sure whether there is any history in it? (Yes: it is satisfying to be certain; no: we can still learn lessons from it.) What mysteries does the Noah story explain? (whether there is a God; what God will do to those who do evil things; how animals and humans inter-relate; whether all people are related; etc)</p>
<p>To consider the impact of tithing on people's lives; To link their own attitudes, commitment and behaviour in relation to supporting worthy causes.</p>	<p>Find out what 'tithe' means. Explain that today some people set aside a fixed amount or fixed percentage of their money for charities or the church (cf zakat in Islam). Read Leviticus 27 v 30. Devise a conscience alley activity on the benefits and disadvantages of tithing. Interview a representative of a charity to find out how the charity uses donations.</p>	<p>What does tithe mean? Is it a good idea? What are its benefits and disadvantages? How do people tithe today? Why do they do so? How does a charity use the money given to them? What else can people give instead of or as well as money?</p>
<p>To research the work of a charity; To judge the value of its work.</p>	<p>Investigate further (eg via internet) the work of the charity. Link this to the harvest appeal. In small groups plan ways of giving time and / or raising money for the charity.</p>	<p>Is the charity a good one to support? Why or why not? How might you support the charity?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
myth legend languages babble	Interpret Empathise Reflect Apply Express	Self-awareness Respect for all Open-mindedness	The Lion Bible for Children (Lion; ISBN 780745940465)	Words for 'mother' in several languages An interview with a worker on the Tower of Babel	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> retell Bible stories and suggest meanings for symbols (AT1) recognise that some questions cause people to wonder and are difficult to answer (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> describe the meanings of history, myth and legend (AT1) ask important questions about mysteries and link their responses to those of others (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> suggest meanings for a range of Biblical myths (AT1) raise, and suggest answers to, questions of meaning (AT2) 	
myth legend history story mystery	Interpret Reflect Synthesise Express	Appreciation and wonder	children's comics	A myth explaining why teachers know everything		
myth legend history mysteries	Interpret Reflect Synthesise Express		The Lion Bible for Children (Lion; ISBN 780745940465)	A seven-line poem exploring a mystery of the Noah story		
tithe zakat charity	Investigate Apply Empathise		Bible Charity representative or material	Conscience alley activity on tithing Interview of a charity representative		
charity harvest	Investigate Apply Synthesise Express		Charity website	Plans for giving time and / or raising money for charity		

Key Stage: 2

Year: 5

Subject: Prophets; Christmas

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
To recognise some of the features of a prophet; To link Biblical values to those of today.	Introduce Amos and his background (see notes). Tell the story of the vision of the plumbline (Amos 7: 7 – 9). Discuss what it means to be 'straight'. Explain why the people of Amos' time did not 'measure up'. Discuss in what ways people today do not 'measure up' or are not 'straight'. Write a letter pointing out the faults of our time.	If we say someone is straight, what might we mean? Why were people then not straight? (the rich oppressed the poor; they focused on religious ceremonies rather than justice) Why would God punish the people? In what ways do we not measure up today?
To identify the impact of God on a prophet; To relate a prophet's experience to their own.	Introduce Jeremiah and his background (see notes). Tell the story of Jeremiah in prison and in the well (Jer 37: 11 – 38:13). Discuss the dangers of speaking God's word. Discuss what the pupils would be willing to risk their life for. Relate this to being a prophet. Look at Jeremiah's call to be a prophet. (Jer 1: 4 – 10). Compare it with that of Amos (Amos 7: 15). Design a poster advertising for a prophet.	Why was Jeremiah put in prison / the well? Why was it dangerous to tell the king what God wants? How far would you be willing to risk your freedom / life? What would you risk it for? What are the characteristics of a prophet? Do we have a prophet in our school / town / England / the world? Who? Why?
To suggest meanings for the symbolism of Isaiah 6; To respond to what inspired Isaiah.	Look at the call of Isaiah, the prophet (Is 6: 1 – 8). Discuss how Isaiah must have felt. Hot seat Isaiah. Small groups devise dramas in sound and movement to represent the event and Isaiah's feelings. Allow time for reflection before pupils respond in art, poetry or writing to the event.	Where was Isaiah for this experience? Why was this place important? (At that time, the Temple was the only place for the main worship of God.) How must Isaiah have felt when he experienced this? Would it have convinced him to speak God's word? Why?
To link understanding of Isaiah 11 to Christian belief about the Messiah; To describe what inspires themselves and others.	Look at Isaiah 2: 1 – 4, a prophecy of peace. Discuss how this differs from most prophetic messages. Draw pictures based on this passage. Look at Is 11: 1 – 9. Explain that this is often read just before Christmas. Discuss why. Discuss what is attractive about this prophecy. Design a class collage based on this passage.	Why is this prophecy unusual? (It presents a positive picture of the future rather than concentrating on present wrongs) How important is God in this prophecy? Why do Christians read Isaiah 11: 1 – 9 around Christmas time? (Christians believe it is a prediction of Jesus, the Messiah and this is what the Christian world will look like.)
To link Christian beliefs to artistic sources; To answer questions about the meaning of Christmas.	Choose two stories, poems or carols with the same Christmas theme eg. giving, celebration, joy, peace, birth, incarnation, visitors, etc. Children draw and label with key words their key scene from each and describe how the theme is expressed in different ways in different sources. Brainstorm questions to ask a character in the story, poem or carol. (This could be a hotseat activity.)	What theme have you chosen? How does the scene you have selected express your theme? How do the scenes show different aspects of the theme? In what ways are they similar? What questions would you ask a character in the story / poem / carol?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
prophet vision God 'measure up'	Interpret Reflect Apply Express	Self-awareness Respect for all	Bible Amos and the Righteousness of God (The Great Bible Discovery series) (OM Publishing, 1995; 1850782156)	Letter (to Amos?) expressing the faults of our time.	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> identify prophesy as a religious feature and retell stories of prophets (AT1) recognise their own values and those of others(AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> describe some features of prophecy and how Christmas themes are expressed in a variety of ways (AT1) make links between their own and others' values and behaviour (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> suggest meanings for religious ideas expressed by prophets and by Christmas stories, poems and carols (AT1) describe what inspires and influences themselves and others (AT2) 	
prophet God God's word	Interpret Empathise Reflect Apply Express	Open-mindedness Appreciation and wonder	Bible	Poster advertising for a prophet.		
prophet call God holy almighty churubim seraphim	Interpret Empathise Reflect Apply Express		Bible The Lion Bible for Children (Lion; ISBN 780745940465)	Creative work based on Isaiah's vision		
prophet prophecy Messiah peace Christmas	Interpret Empathise Reflect Apply Express		Bible The Lion Bible for Children (Lion; ISBN 780745940465)	Class collage based on Isaiah 2vv 1 - 4		
Christmas	Interpret Analyse Reflect Express		Selection of carols, Christmas stories and poems.	Labelled drawing of a key scene from a Christmas story or carol. Description of how the Christmas theme is expressed differently in each source. Hot-seat a character in the story or carol.		

Key Stage 2**Year 5****Temptations; Jesus' miracles; Jesus' authority****Time allocation: 1 hour per week**

Learning Objectives	Activities and Experiences	Key Questions
to describe beliefs about illness, healing and the nature of Jesus; to ask questions about these issues and identify their own views	Look at the story of Jesus healing the woman (Mark 5: 25 – 34). Discuss her reasons for approaching Jesus. Discuss how Jesus knew something had happened and how the woman felt about being cured. Arrange a conscience alley of reasons why the woman should or should not approach Jesus. Pupils write a postcard from the woman to a friend describing her thoughts and feelings about the event and about Jesus.	Why did the woman go to Jesus for healing? How did Jesus know something had happened? What was the power he had felt leave him? Is there such a thing as a 'healing touch'? Are some people able to heal better than others? Does illness and health have anything to do with peoples' attitudes? What did the woman think and feel at different stages in the story? What do you think of Jesus in the story?
to describe beliefs about illness at the time of Jesus and how he could heal people; to ask questions about religious beliefs about God and Satan	Remind children of some of Jesus' healing miracles. Read or tell the story of the man with demons at Gadara (Mark 5: 1 – 20). Discuss how people of that time thought of mental illness. Discuss how Jesus calms the man and why the pigs suffer (pigs are non-kosher [tref] in Judaism). Discuss the roles of God and Satan. Groups of pupils develop a story board and discuss and describe the thoughts and feelings of each person at each stage.	What stories can you remember when Jesus healed someone? What, according to the story, is the reason for the man behaving as he does? What would we say the man is suffering from? How does Jesus heal him? Why does he heal him? What does the story show (was believed) about the powers of God and Satan? Why would the people who watched not be worried about the pigs? What did Jesus, the man with demons / the onlookers think and feel at each stage in the story?
to describe beliefs about life and death in the story of Jairus' daughter; to identify their own beliefs about these questions See schemes of work for Year 3	Remind children that Jesus also performed non-healing miracles – nature miracles. Discuss how these appear to break 'laws of nature'. Remind children of the story of Jairus' daughter (Mark 5: 22 – 24 & 35 – 43). Make finger puppets to act out the story in small groups. Discuss what 'laws' this miracle overcomes and what this shows about Jesus and God's power. Discuss pupils' views about life and death.	What miracle stories do you remember which are not about healing? (stilling the storm, feeding 5,000, walking on water) What are miracles? In what sorts of ways do miracles (healing or otherwise) happen today? What 'laws of nature' are overcome in the story of Jairus' daughter? What does this show about Jesus' and God's power? What are your thoughts about this story? Why?
to describe beliefs about life, death and resurrection in the story of Lazarus; to identify their own beliefs about these questions	Look at the story of Jesus raising Lazarus from his tomb (John 11: 1 – 44). Discuss how this is one of the 'nature miracles' and what part God plays in the story. Discuss what Martha means by 'the resurrection'. Look at Stanley Spencer's painting 'The Resurrection, Cookham' and discuss what is happening in the picture. Pupils depict the raising of Lazarus in their local churchyard.	Why is the raising of Lazarus a nature miracle? How does it show 'the glory of God'? What does Martha mean by 'the resurrection'? What does Jesus say about the resurrection? What do you think he means? What is happening in the painting? Where is Jesus? What is he doing? What do the three babies symbolise? Who is behind Jesus?
to describe Jesus' temptations and link them to beliefs about what Jesus would do; to make links between Jesus' and their own temptations	Tell the story of Jesus' temptations (Matthew 4: 1 – 11). Place them on a time line of Jesus' life (birth, baptism, temptations, ministry of teaching and healing, death and resurrection). Discuss temptation. Pupils think of reasons why they should or should not give in to temptations eg eating chocolate, staying up late. Set up a 'conscience alley' activity for them. Discuss the meanings of Jesus' temptations and use a conscience alley for one or more. Write a diary entry for Jesus for part of his time in the wilderness.	What is temptation? What have you been tempted to do? Did you give in or resist? How? Why? If you are tempted to eat chocolate / stay up late / ... what would you do? Why? Is it a good or bad thing to give in to temptation? Is it good or bad every time? When might you give in? When would you not? What sort of person is Satan tempting Jesus to be? Why does he resist? What sort of person do you think he wants to be?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
healing illness miracle power God	Interpret Empathise Apply Discern Reflect Evaluate Express	Self-awareness Respect for all Open-mindedness	Bible	Postcard (with or without picture) from the woman to a friend describing her thoughts and feelings about the event and about Jesus	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> retell Bible stories and suggest meanings for Jesus' behaviour (AT1) recognise that questions about miracles cause people to wonder and are difficult to answer (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> describe some beliefs about illness, healing, resurrection and miracles (AT1) ask questions and give their own views with reasons about these issues (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> describe and show understanding of beliefs about illness, healing, miracles and resurrection (AT1) raise, and suggest answers to, questions about the nature of Jesus (AT2) 	
healing (mental) illness miracle God demon Satan (devil)	Interpret Analyse Discern Reflect Evaluate Express	Awe and wonder	Bible	Story board with thought and feeling bubbles or script		
miracle life death laws of nature resurrection	Interpret Empathise Apply Discern Reflect Evaluate Express		Bible finger puppets	Puppet version of the story of Jairus' daughter		
miracle life death laws of nature resurrection	Interpret Empathise Apply Discern Reflect Evaluate Express		Bible http://www.tate.org.uk/servle/ViewWork?workid=13675 pictures of the local churchyard	Artistic depiction of the raising of Lazarus in the local churchyard		
temptations timeline Satan (devil) God	Interpret Empathise Analyse Discern Reflect Apply Express		Bible http://www.textweek.com/art/temptation.htm	Diary entry of part of Jesus' time in the wilderness		

Key Stage 2

Year 5

Mothering Sunday; Opposition to Jesus; Holy Week; Easter

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
to describe similarities and differences in women's roles; to make links between their own and other's experiences	Research the lives and work of women and mothers in various parts of the world. Make a classroom display of the findings. Write prayers of thanks for mothers, carers and the work of women.	How do mothers and women in live and work / look after their families? How does this compare with that of our mothers and women carers?
to describe reasons why some people disagreed with Jesus; to compare these views to their own	Discuss how Jews observe the Sabbath (4 th Commandment;; see Judaism schemes of work: Shabbat, Lower Key Stage 2). Look at the story of Jesus picking corn on the Sabbath (Mark 2: 23 – 27) and discuss why some people thought this broke the rules. Look at the story of Jesus healing a man's hand on the Sabbath (Mark 3: 1 – 6); discuss people's reactions and what Jesus has to say. Research who the Pharisees are. Write up the findings and the reasons for their dispute with Jesus.	Why do disagreements arise? How do you feel about people who disagree with you? How do Jews celebrate the Sabbath? Why do they not work on the Sabbath? (because God rested on the Sabbath after his creation.) Why did some people criticise Jesus and his disciples in these stories? What is Jesus' response? Which groups of people get particularly angry at Jesus? Who are the Pharisees? Why should they lead the disagreement? Do you think they are right to disagree? Why (not)?
to describe reasons why some people disagreed with Jesus; to compare these views to their own	Look at the story of Jesus in the synagogue at Nazareth (Luke 4: 14 – 30). Discuss what Jesus is reading and saying about the sort of person he is; and why people at first admire him but then want to do him harm. Design pictures and write about of the world Jesus is to introduce. Introduce the hymn 'Lord of the Dance' and discuss the words in connection to this story and the research on the Pharisees.	Why is Nazareth important to Jesus? What does Jesus say about the world God has chosen him to bring? Why do people like this idea at first? What does Jesus say that upsets them? (He will do these things elsewhere rather than in Nazareth) Which words in the 'Lord of the Dance' link to this story? Who is the Lord of the Dance? What happens to the Lord of the Dance? How does the song make you feel? Why?
to describe reasons why some people disagreed with Jesus; to compare these views to their own	Look at the story of Jesus throwing the money changers and sellers of sacrifices out of the Temple. Research the place of the Temple in Jewish life of the time and why the traders worked there. Discuss who would hate Jesus for his actions and what they planned to do. Hotseat a money changer and a trader. Look at ways artists have pictured the story and compare similarities and differences.	What was the Temple used for in Jesus' time? What were the traders selling? (perfect animals for sacrifice) Why were money changers needed (to change foreign coins into ones suitable for Temple use.) Why did Jesus throw them out? What were his feelings? What would the Temple priests think of Jesus? What would they want to do with him? Do you think they were right? How do you deal with other people's bad behaviour?
to describe different feelings and beliefs about Jesus; to ask questions and respond to questions of beliefs about Jesus	Pupils investigate some events of Holy Week and Easter through the eyes of participants e.g. Peter, Mary, Pilate, a Roman soldier. It is useful to hotseat characters once the basic stories are familiar. Introduce questions of belief and interpretation e.g. do you believe that Jesus came back to life / was raised from death? or why did you treat Jesus as you did? Draw up 'fortune lines for the characters and compare them at each stage in the events Pupils write 'A Day in the Life of Peter (or Mary or)' Some of these stories could be presented in assembly / Easter service.	What would Jesus/Peter/Mary / think about this event? Why? What would Jesus/Peter/Mary / feel about this event? Why? Do you think Jesus was treated fairly / badly / ...? Why? Do you believe that Jesus came back to life / was raised from death? Why?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
women mothers carers similarities differences love	Interpret Empathise Reflect Evaluate Express	self- awareness respect for all open- mindedness	Christian Aid, Tear Fund and Oxfam materials www.christianaid.org.uk www.tearfund.org www.oxfam.org.uk	Classroom display of mother's / women's work around the world; Prayers of thanks	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> identify opposition to Jesus and retell some stories about this (AT1) ask, and respond sensitively to, questions about opposition (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> link the sort of person Jesus was and the sort of person people wanted him to be to Bible stories (AT1) ask questions about Jesus' work and link their views to those of others (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> describe and show understanding of a range of beliefs and feelings about Jesus (AT1) raise questions and suggest answers to questions about who Jesus was and his purpose (AT2) 	
Sabbath rules work healing Jesus disciples Pharisees	Interpret Empathise Analyse Reflect Evaluate Express	awe and wonder	Bible www.easyenglish.info/bible-study/jesus-life/pharisees_oppose_jesus.htm	Record of findings about the Pharisees		
Nazareth synagogue ministry Jesus	Interpret Empathise Analyse Reflect Evaluate Express		Bible Lord of the Dance (hymn)	Writing and pictures of the world described in Luke 4: 18 - 19		
Temple money changers traders sacrifices	Interpret Empathise Analyse Reflect Evaluate Express		http://catholic-resources.org/John/Art-1.html Margaret Cooling: Jesus through Art (RMEP; ISBN 185175119X) http://lexicorient.com/e.o/temp/lej.htm Bible	Comparison of artistic depictions of Jesus cleansing the Temple		
Holy Week Easter (last supper betrayal trial, denial crucifixion resurrection)	Interpret Empathise Analyse Discern Reflect Evaluate Express		Bible Fortune line template	Fortune lines for Bible characters during Holy Week and Easter; Written work: 'A day in the life of Mary / Peter / ...'		

Key Stage 2

Year 5

Rescue

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
to link their own experience of rescue to that of others;	Discuss times when the children have been rescued, the meaning of 'rescue' and different things we can be rescued from (mental, emotional and spiritual as well as physical). Search newspapers for stories of rescue. Act out / mime some of the situations for the class to guess. Create a display. Write out reasons why people rescue others.	Have you ever been rescued? When, from what and by whom? What sorts of things are people rescued from? (sadness, fear, greed, etc as well as e.g. drowning) What examples of rescue can you find in the papers? Why do people rescue others?
to link the story of the Exodus to the belief that God rescues; to link these to their own understanding of rescue	Summarise and recap the story of the Exodus (Ex 12 – 14), perhaps using art work. Link this with Passover / Pesach (see Judaism unit). Discuss why the event is important and who rescued the Israelites. Hot seat Moses, an Israelite and an Egyptian. Pupils write a poem, diary extract or imaginative piece on the rescue of the Exodus.	Who were rescued at the Exodus? Who rescued them? (Moses and God) Why do Jews and Christians remember this event? Why is it important? What / why did Moses / the Israelite / Egyptian?
to link stories of the Israelite Judges to the belief that God rescues; to ask questions and express views about God's means of rescuing	Continue the summary of God's rescue of the Israelites through Joshua, Deborah, Gideon and Samson (Joshua and Judges 4, 6 – 9 and 13 – 16). Give a broad picture of the times of the Judges. Pupils research one of the characters and their deeds and make presentations to the class. Discuss how they were working for God and what questions this raises. Create a display of the findings.	What did Joshua / Deborah / Gideon / Samson do and why? In what way(s) were they working for God? Why would God allow them to be so violent? How far is it right to be violent in defending people? When is it right to fight for God / religion / beliefs? Does this happen today? Where? Why did Jesus tell people to 'turn the other cheek'? (Mt 5: 39)
to link the belief in God as rescuer to the story of Jesus; to identify the impact of belief on individuals; to relate their own experience to beliefs about God as rescuer	Recap on the crucifixion and resurrection. Look at the taunts for Jesus to save himself (Luke 23: 35 – 39) and discuss whether Jesus did save himself or whether he was saved in some other way. Discuss whether God saves people today, what he might rescue them from and why Christians believe about this. (NB mental, emotional and spiritual rescue as well as physical) Invite a visitor to talk about this or read and discuss the story of Nicky Cruz or Mother Teresa.	Who taunts Jesus to save himself? Why do they do this? Does he save himself? In what way(s) are the stories of Jesus resurrection about rescue? Who is rescued? How do Christians believe this happens? Does God rescue people today? How and why or why not? In what way was the visitor / Nicky Cruz saved / how did Mother Teresa save the poor and dying of Calcutta? What were they saved from?
to identify the impact of belief on individuals; to relate their own experience to beliefs about God as rescuer	Pupils research some recent rescuers and some who had to be rescued eg Jackie Pullinger, Terry Waite and / or Norman Kember. Discuss why they tried to rescue people (and why some of them had to be rescued in turn) Create an act of worship and / or a display about Christian rescuers.	Why did Jackie Pullinger / Terry Waite / Norman Kember try to rescue people? Why was / is their Christian faith important to them? Do you think they behaved sensibly? Why (not)?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
rescue	interpret express apply evaluate	self-awareness respect for all	Newspaper stories of rescues and rescuers.	Reasons why people rescue others	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> retell Bible stories and identify elements of rescue in them (AT1) recognise their own views and those of others about rescue (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> link the belief in God as rescuer to some Bible stories (AT1) identify the impact Christian belief makes on some people (AT1) ask important questions about God as rescuer and link their views to those of others (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> describe the impact Christianity makes on some people's lives (AT1) describe what inspires and influences themselves and others (AT2) 	
God Exodus rescue	interpret express apply evaluate	open-mindedness awe and wonder	http://biblia.com/jesusm/exodus.htm (Beware of the anti-semitic depiction of Moses with horns. Chagall depicts God's power entering Moses' head.)	Poem, diary extract or creative writing about the Exodus as a rescue		
God Judges rescue violence	interpret express apply evaluate		Jeff Anderson & Mike Madox: The Lion Graphic Bible (Lion, ISBN: 0745927084) Mark Water: The Children's Bible Encyclopedia (Hunt & Thorpe) http://www.antelope-ebooks.com/RELIGIOUS/judges/contents.html	Research on Joshua, Deborah, Gideon and / or Samson as an element of a class display		
God Jesus rescue	interpret express apply evaluate		R J Owen: The Gangster who Cried (RMEP, 9781851751945) http://www.nickycruz.org/about/testimony.htm Audrey Constant: In the Streets of Calcutta (RMEP, 9781851751655) http://en.wikipedia.org/wiki/Mother_Teresa	Research on Nicky Cruz, Mother Teresa, Jackie Pullinger, Terry Waite and / or Norman Kember as elements of a class assembly / display		
Christian faith rescue	interpret express apply evaluate		Geoffrey Hanks: City of Darkness (RMEP, 9781851751327) http://www.rejesus.co.uk/the_story/saint/saint5/index.html http://en.wikipedia.org/wiki/Terry_Waite http://www.nyt.co.uk/terry.waite.htm http://www.nyt.co.uk/terry.waite.htm			

Key Stage 2**Year 5****Saints; Manchester Cathedral****Time allocation: 1 hour per week**

Learning Objectives	Activities and Experiences	Key Questions
to explore the symbolism of Pentecost; to express their own ideas of the Holy Spirit	Sing, play and / or look at the words of the chorus: 'Shine, Jesus, shine' Discuss any similarity with the story of Pentecost in Acts 2. Do the same with a contrasting hymn e.g. 'Come down O love divine.' Investigate symbols for the Holy Spirit (If the holy Spirit is a colour ...) Use these ideas to depict an abstract picture of the Holy Spirit. Pupils write a reflection on their idea of the Holy Spirit.	What connects 'Shine, Jesus, shine' to the first Pentecost? (Spirit, fire, the nations, sending the word, ...) If the Holy Spirit is a colour / food / creature / household item / means of transport / TV programme / etc what would it be?
to research New Testament saints and a specific saint	Pupils find people in the New Testament (including book titles) who have become known as saints (they can check whether they are right by 'googling' the name). Compare this with a list of local schools and churches. In small groups research the story of the saint after whom the school or the / a local church is named and prepare material for display.	Which people in the New Testament became known as St ...? Why did this happen to them? How many are remembered in local schools / churches? Is there a particular reason for this? What is the story of the person your school / church / a nearby church is named after? What qualities did they have? What is a saint?
to research a British or northern English saint; to empathise with the life experiences of a saint	In small groups research a British saint. This could be restricted to a national saint (Andrew, David, George) or a northern British saint e.g. Aidan, Alcmund, Bede, Bega, Benedict Biscop, Caedmon, Cedd, Chad, Cuthbert, Elflaeda, Hilda, Kentigern / Ninian, Modwenna, Oswald, Paulinus, Werburga or Wilfrid. Draw a fortune line for your saint and explain it to the class.	What is the story of your chosen saint? What qualities did they have? Why do you think your saint feel happy / sad / frightened / courageous / doubtful / hopeful / etc at this stage in their life?
to learn about angels and how they differ from saints; to reflect on the nature of angels	Discuss the differences between saints and angels (messengers). Discuss whether angels exist (as physical and / or spiritual beings). Look at pictures of angels and discuss how their role / task is shown. Design angels to represent messengers of good news / sad news / humorous news / angel of mercy / angel of death / etc	What are the differences between saints and angels? What is the role of angels? Are there angels on earth now? Why are some people called 'angel'? Are angels heavenly beings? Are angels totally imaginary? Why (not)? Why do many angels appear to have wings and dress in white? Are angels male or female? What might an angel of look like?
to learn about Manchester Cathedral (and another religious building) and its community; to experience the atmosphere of a significant religious building	Visit Manchester Cathedral (see website) for a planned educational trail or programme. This may be combined with other nearby visits e.g Salford Cathedral (Catholic) or the Hidden Gem – St Mary's, Mulberry Street (Catholic), the Friends' Meeting House, Mount Street (Quaker), Cross Street Chapel (Unitarian) or to the Buddhist Centre, Jewish Museum or Muslim Youth Foundation. Write letters of thanks expressing the high points of the visit(s).	What questions will you ask on the visit(s)? Why? What is it like being a Christian (or other) in a city centre?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Pentecost Holy Spirit symbol fire wind	interpret analyse empathise express	self-awareness respect for all open-mindedness	http://www.grahamkendrick.co.uk/songs/lyrics/shine.htm http://www.oremus.org/hymnal/c/c186.html	Reflection on their idea of the Holy Spirit	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> link beliefs about the Holy Spirit, saints and angels to stories about them (AT1) ask questions about the Holy Spirit, saints and angels and link their own ideas to those of others (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> describe the impact of Christianity on the lives of saints and of Christians worshipping in Manchester City centre (AT1) describe what inspires and influences themselves (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> explain the impact of Christianity on individuals and communities (AT1) express their own and other's views on the challenges of being a Christian now and in the past (AT2) 	
saint Bible	research express	awe and wonder	http://www.oremus.org/hymnal/c/c186.html	Research on a locally named saint		
saint national British	research empathise reflect express		http://www.britannia.com/bios/saints/	Research on a national or northern English saint; Fortune line for the saint		
saint angel	interpret analyse empathise express		http://images.google.com/images?q=angel	Angel drawings to represent various ideas		
Cathedral religious building place of worship	observe empathise		http://www.manchestercathedral.org/content/view/full/18/29/ http://www.salforddiocese.org.uk/ ; http://www.manchesterbuddhistcentre.org.uk/ ; http://www.manchesterjewishmuseum.com/ http://www.myf.org.uk/	Letter of thanks with reasons and explanation to the place(s) visited		