

Foundation Subject Medium Term Planning

Subject: Religious Education	Concept/Theme: Bible & Services	Year Group: Year 6	Term: Spring 1
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Vocabulary:		End of Unit Milestones:
Exodus	The departure of the Israelites from Egypt, led by Moses	
significant	Extremely important and worthy of attention	
Seder	A Jewish ritual feast for the first evening of Passover	
symbolise	Where something stands for something else	
represent	Where something stands for something else	
Eucharist	The Christian service remembering the Last Supper where bread and wine are consumed	
Passover	The Jewish festival remembering and celebrating the freedom of Israelites during the Exodus	
Last Supper	Jesus' last meal celebrating Passover with his disciples before his crucifixion	
freedom	Not being imprisoned or enslaved	
leadership	The action of leading a group of people	

Prior Learning: Year 3: Autumn 1 (and class worships)	Future Learning: Year 7
<ul style="list-style-type: none"> I know that Moses rescued the people of God from Egypt and brought the Ten Commandments down from Mount Sinai. I can talk about the story of Moses and the impact of the Ten Commandments. 	Dependent on high school locally agreed/diocese syllabus

Week One

Objective: To Understand Why an Event is Thought of as Significant	Success Criteria: <ul style="list-style-type: none"> I can talk about a variety of significant events from history I can talk about freedom and its significance
<h3>Learning And Teaching</h3>	<h3>Outcomes</h3> <p><i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p>What is a significant event? What makes an event significant? Can the children think of any significant events in their lives, in the lives of others in history, in the lives of famous people or in fictional stories? These could include births, deaths and marriages, celebrations and Christmas, Harry Potter going to Hogwarts, Cinderella going to the ball, someone winning the X Factor, the invention of electricity, 2012 Olympics, 9/11 terror attacks or buying your first car. <i>A significant event is.....because.....such as.....</i> <i>An event becomes significant when.....</i> Discuss and record individually.</p> <p>Introduce them to the following significant events that will link to future discussions in this unit about freedom. Reading link</p> <ul style="list-style-type: none"> Abolition of slavery Act passed in 1833 The end of World War One 1918 Women being given the right to vote in Britain 1928 The release of Nelson Mandela from prison 1990 Obama being sworn in as USA President 2009 <p>Why are these events significant? How are these events connected to freedom? Create freeze frames in groups and record discussions in your class RE scrapbook.</p> <p>Why is it important to remember these events? Would it matter if they were forgotten? Record individually <i>I think it is important to remember.....because.....</i> <i>I think it would matter ifwas forgotten because.....</i></p>	<p>Answer questions reflecting on significant events</p> <p>Pupils needing extra support: Sentence starters</p> <p>Pupils working at greater depth:</p>

Week Two

<p>Objective: To Understand the Key Events and Significance of the Exodus</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> I know that the Exodus is a significant event in Jewish and Christian history. I know that for Jewish people the events of the Exodus and Passover are very important. I can reflect on the Exodus story.
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Learning And Teaching

Outcomes
(what is in books, any computing/photo/video evidence etc and where it is to be saved)

Begin by finding out what the children already know about Moses and his life story. Working in groups they can pool their knowledge and then feed back to the whole class. Gaps in knowledge can then be revealed and filled in. For the purposes of this unit they need to know the story in detail from the incident of the burning bush onwards (Exodus 3-15). However, it is important that pupils briefly revise their knowledge of Moses in the basket being found by Pharaoh's daughter, raised in the palace and why he ran away to Midian. (Exodus 2)

What interests/puzzles the children about Moses and his life? What do they want to know about him? **Write a list of questions in your class RE scrapbook.**

Explore the story through
 Godly Play
 A clip of film – The Passover story for Seder on YouTube uses the Disney film, Prince of Egypt.
 Works of art
 Use of both full Bibles and children's Bibles.

Every year Jews remember and celebrate this event in their history. Why? Why is this event so significant? How does this belief make a difference to the lives of Jewish people today? Why is it important to remember? Would it matter if this event was forgotten?
Record individually the answers to the questions after discussion and watching the film clips

Answer the questions about the story of Moses and the Exodus

Pupils needing extra support:
 Class discussion to rehearse answers and gather ideas.

Pupils working at greater depth:

Week Three

<p>Objective: To Understand the Importance and Symbolism of the Seder</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • I know that the Exodus is a significant event in Jewish and Christian history. • I know that the Seder is the special meal celebrated by Jews on the first evening of the festival of Passover. • I know that for Jewish people the events of the Exodus and Passover are very important. • I can reflect on the Exodus story highlighting the connections to the Seder meal. • I can tell you why Passover is a festival of memory and freedom. • I can explain why the Passover is not forgotten.
<p>Learning And Teaching</p>	<p>Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p>Link the story and the festival. God saved his people. Through Moses God led his people to freedom. There are several good film clips on YouTube: What is Passover? – BBC religious studies – My Life My Religion – Judaism Explain it to me – Passover Passover Explained The Passover Seder: what to expect.</p> <p>The festival is full of symbolism. Look at a Seder plate – using pictures posters and artefacts. The Seder plate is basically a plate full of memories. Go through each item of food and explore the symbolism and how it relates to the story. Record symbolism of items in RE scrapbook</p> <p>The children could create their own plate of food full of memories. If possible they could bring the food on a special plate to school and explain why they have chosen the food and the special order in which it is eaten.</p> <p>Look at the words of service of the Seder meal. Re-enact a Passover meal. What questions would the children like to ask? Explore why this story is significant for both Jews and Christians. Christianity is rooted in Judaism. Jesus celebrated Passover with his family and friends.</p>	<p>Design a plate of food full of personal memories. Why is each item special to you? Explain why the Passover festival is significant to Jews and why they don't forget it. Pupils needing extra support: Modelled example. Sentence starters. Pupils working at greater depth: Refer to examples of how different parts of the story are represented through items of food.</p>

Week Four

Objective:

To Understand the Links Between Passover, the Last Supper and Eucharist

Success Criteria:

- I know that the Exodus is a significant event in Jewish and Christian history.
- I know that Christianity is rooted in Judaism and Jesus celebrated the Passover.
- I know that Christians remember the Passover and the Last Supper during the Eucharist.
- I can make links between the Passover, Last Supper and the Eucharist.
- I can tell you about the similarities and differences between the importance placed on the Passover by Jews and Christians.
- I can explain why the Passover is not forgotten.

Learning And Teaching

Outcomes

(what is in books, any computing/photo/video evidence etc and where it is to be saved)

Make the link between the common elements of the Passover Meal, the Last Supper and the Eucharist. Invite the Vicar to join you and contribute to this discussion. Read Bible verses showing the Last Supper, highlighting the mention of Passover and how Jesus changed the meaning of different items.

Why is the Exodus and Passover not forgotten by Christians? When is the Passover remembered by Christians?

Look at the Blackburn Diocesan Board of Education resource The Last Supper Poster, highlight the Seder plate.

Why is the Exodus and Passover not forgotten by Christians? When is the Passover remembered by Christians?

Pupils needing extra support:

Provide additional questions to help them answer the main question

Pupils working at greater depth:

Why do you think bread is so significant in these meals?

Think about why food would be particularly important to the Jewish slaves in Egypt. Think about the Lord's Prayer which refers to 'our daily bread'.

Week Five

<p>Objective: To Express my Opinions About Freedom</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> I can express my opinions about freedom, what it is and what it is not. I can reflect on freedom I know that Passover and Exodus are strongly linked to freedom
Learning And Teaching	
<p>At the heart of this festival is the celebration of freedom. What is freedom? What does it mean to be free? How does it feel to be free? What does it mean if you are not free? How does it feel if you are not free? In what circumstances is a person's freedom taken away? Why? There are people who are not free, they are oppressed and suffer persecution. Is this right? Why? Why not? People can be trapped by poverty and war. In what other ways can people feel trapped? Why is freedom, the freedom to choose, so important? Record your discussions as a class for your RE scrapbooks</p> <p>Freedom could be expressed through music, poetry, dance photography or art. Take photos Ask the children to explain why freedom is important to them. Record individually</p>	<p style="text-align: center;">Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p> <p>Freedom music, artwork, poetry, or dance</p> <p>Pupils needing extra support: Variety of learning styles covered and appealing to different interests</p> <p>Pupils working at greater depth:</p>

Week Six

Objective: To Understand the Qualities of Leadership	Success Criteria: <ul style="list-style-type: none"> I can compare significant leaders from history I can identify qualities of good leaders
Learning And Teaching	Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
<p>Unpack the qualities of leadership, make comparisons between Moses and the Pharaoh (Discuss as a class and record in RE scrapbook) and Moses and the other more recent great leaders such as Gandhi, Martin Luther King, and Nelson Mandela. Which qualities do the children consider to be the most important for a great leader? Record individually</p> <p>Reflect on the significant events linked to freedom mentioned at the beginning of this unit Wilberforce felt God called him to free slaves, Mandela led the Black people of South Africa to freedom from apartheid. Can these stories be compared to Moses and the Exodus? Why? Why not?</p>	<p>Task 1: Which qualities do you consider to be the most important for a great leader? Record as a mind map.</p> <p>Task 2: Can William Wilberforce attempting to abolish the slave trade be compared to Moses and the Exodus? Why? Why not?</p> <p>Pupils needing extra support: Discussion and gathering ideas before writing.</p> <p>Pupils working at greater depth: Well explained reasons why they consider various qualities important</p>