

Pioneer Federation
Medium term plan
Cycle 1, Term 2
RE – Year 5/6



Subject: RE			
Key Concept/ Theme: Unit U2.3 Why do Christians believe that Jesus is the Messiah? [Incarnation]			
Prior Learning links: L2.3 What is the ‘Trinity’ and why is it important for Christians? Cycle 2 in Year 3 and 4 U2.11 Why do some people believe in God and some people not? Cycle 2 for Year 5 children U2.6 For Christians, what kind of king is Jesus? Cycle 2 for Year 5 children U2.5 What do Christians believe Jesus to ‘save’ people? Cycle 2 for Year 5 children			
Vocabulary: Incarnation, Messiah, Saviour, Gospel			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH Overlap with Church teaching, collective worship and visits to church	SMV Overlap with Church teaching, collective worship and visits to church	PM
1.	Deeper learning question: What does incarnation mean to you? Prior learning reconnection: For Christians, what kind of king is Jesus? (Cycle 2 for Year 5 children) What is the ‘Trinity’ and why is it important for Christians? Cycle 2 in Year 3 and 4 What do we already know? Complete the front page with space to share prior learning. LO: I can explain the place of Incarnation within the ‘big story’ of the Bible <ul style="list-style-type: none"> • Read the ‘big story’ of the Bible. • Discuss the term ‘incarnation’ 		

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	<p>– Christian belief in Jesus as God ‘in the flesh’, one of the three persons of the Trinity – Jesus comes to heal the effect of sin and ‘the Fall’. Incarnation: For Christians, the New Testament presents Jesus as the answer – the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live amongst humans.</p> <ul style="list-style-type: none">• Add definition of ‘incarnation’ to vocab sheet. <p>Main activity: Consider what kind of person is needed when people need help (e.g. if they are being bullied, in an accident, if one country is under attack from another one, etc.). Discuss and record the qualities someone might need to ‘save’ the situation.</p> <p>Future learning links: Thinking about what the term ‘Messiah’ and ‘Saviour’ means and how to find out more about the meanings from the bible.</p>
2.	<p>Deeper learning question: Discuss what ‘Messiah’ and ‘Saviour’ means using the Gospel and prophecy texts.</p> <p>Reconnection: What does incarnation mean? Can you give an example?</p> <p>LO: I can explain the place of Messiah within the ‘big story’ of the Bible</p> <ul style="list-style-type: none">• Outline the situation of the People of God -People of God: Many Christians say that the Old Testament tells the story of God’s plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets, who tried to persuade people to stick with God. For Christians, the plan appears to end in failure with the people of God exiled, and then returning, awaiting a ‘messiah’ – a rescuer.– their land occupied by enemy forces for over 500 years, hopeful that God would send them a saviour – the hoped-for ‘Messiah’.• Discuss the meaning of Messiah and add definition to vocab sheet. <p>Main activity: Ask pupils to list the qualities such a Saviour would need. Challenge children to explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p>Future learning links: Thinking about any biblical texts where there is evidence of Incarnation or the hoped-for Messiah.</p>
3	<p>Deeper learning question: I wonder what hoped-for Messiah means to you?</p>

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	<p>Reconnection: What does Messiah mean? Look at list of qualities a Savior would need from previous lesson.</p> <p>LO: What can I find out about Jesus being the hoped-for Messiah?</p> <p>Activity: Set pupils up as investigative journalists to find the answer to the question: Was Jesus the hoped-for Messiah? Give them the following Bible texts (from books of the prophets in what Christians call the Old Testament) that point out the Jewish expectation: Isaiah 7:14; Isaiah 9:6–7; Isaiah 11:1–5; Micah 5:2. Summarise the expectations creatively (e.g. an annotated ‘Wanted!’ poster for the Messiah).</p> <p>Future learning links: What do you know about Jesus being the hoped-for Messiah? Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p>
4	<p>Deeper learning question: Weigh up how far the idea of Jesus as the ‘Messiah’ – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people’s lives, giving good reasons for their answers.</p> <p>Reconnection: What do you know about Jesus being the hoped-for Messiah?</p> <p>LO: What can I find out about Jesus being the hoped-for Messiah?</p> <ul style="list-style-type: none">• Read Matthew 1:18–24, 2:1–12 – texts from a Gospel.• Ask your investigators to look for evidence in Matthew’s account that he saw Jesus as the Messiah – any clues that Jesus meets the expectations from the Isaiah and Micah texts?• Interview some witnesses – get Mary, Joseph, Herod, some wise men into the class hot-seat and grill them. <p>Activity: Write up the final news article, claiming the Messiah has arrived and it is Jesus, presenting evidence. (Note that while Christians believe Jesus – who was Jewish – was the promised Messiah, most Jewish people were not convinced at the time, and Jews today still don’t think he was.)</p> <p>Future learning links: Understanding how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas.</p>
5	<p>Deeper learning question: How does the idea that Jesus is the Messiah make sense in the wider story of the Bible?</p> <p>Reconnection: What did you find out about Jesus being the hoped-for Messiah?</p>

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	<p>LO: I understand how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas</p> <ul style="list-style-type: none">• Gather together all ideas pupils associate with Christmas. How many of them are to do with Christianity and Jesus?• Investigate some Christian advertising campaigns to put across the ‘true meaning’ of Christmas as being about God sending a ‘Saviour’ (e.g. churchads.net/#sthash.zlXKBj2E.dpuf). What message are they putting across? How do they show the belief that Jesus was the Saviour, come to heal the division between people and God, and between people?• Explore how Christians might celebrate Christmas in ways that reflect the belief in a saviour bringing peace with God and good news for all people, e.g. helping at homeless shelters, www.presentaid.org or Urban Outreach’s ‘Christmas Dinner on Jesus’ programme: www.youtube.com/watch?v=ltPwF4k3LG8 <p>Activity: Ask pupils to do their own advertising campaign, expressing the Christian meaning of Christmas, including the idea of incarnation.</p> <p>Future learning links: Reflect on ways in which your pupils might make a difference at Christmas.</p>
6	<p>Deeper learning question: What difference would it make if everyone believed Jesus is the Saviour? Obviously, not everyone thinks Jesus is a Saviour sent from God.</p> <p>Reconnection: What have we learnt throughout this unit?</p> <p>LO: Let’s learn to reflect on the big question</p> <p>Activity: Ask pupils to express clearly an answer to the unit question, giving good reasons: Why do Christians believe Jesus was the Messiah?</p> <p>Expand this idea: why do Christians believe the world needs a ‘Saviour’?</p> <p>Explore the non-religious response that humans need to sort the world out by themselves: how might humans heal division and bring peace?</p> <p>Future learning links: Reflect on ways in which your pupils might make a difference.</p>
<p><u>End Points:</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible• Identify Gospel and prophecy texts, using technical terms	

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- Explain connections between biblical texts, Incarnation and Messiah, using theological terms

Understand the impact:

- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible

Make connections:

- Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.

Knowledge gained:

Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**

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