



Unit: Christianity

NATIONAL CURRICULUM

*What should I already know?*

- Understand that we all have special qualities and can recognise them in ourselves and others.
- Show an awareness that some places are special to them.
- Recognise that some times of the year are special.
- Recognise that some places are special.
- Understand what festivals are and why we have them.



*What will I know by the end of this unit?*

- That the bible is a special book for Christians

Pupils to see and touch a range of Bibles. Introduce the Bible as a special book for Christians. Pupils to create a non - chronological report about the Bible.

- Pupils to hear and respond to stories from the Bible

Explore the parables of the Sower and the lost sheep through drama and puppet shows. Discuss the meaning of the story, can the pupils reflect this moral to their own life?

- To recognise that some places are special for Christians

Pupils to visit the Church. Recap what happens in a church, which celebrations take place there? Study the stained -glass windows and create a piece of art work. What story is the stained- glass window telling?

*Key beliefs*

*Special Places* - The church is a special place for Christians to pray and celebrate special times.



*Special festivals: -*

*Christmas*



*Easter -*

See Separate Easter Knowledge organiser - Spring 1



- **Understand why does Christmas matter to Christians?**

- Recap the Christmas story from last year. Talk about the gifts that were given: gold, Frankincense and Myrrh. Allow pupils to experience the gifts. For example, see and feel some gold., smell frankincense from an incense stick. Look carefully at the gold and discuss its qualities. Why do people think it was given to a baby? Gold is very expensive so it would have been a suitable gift to give to kings and shows that Jesus was a very important king even if he did not look like it.
- Look at Botticelli's 'Mystic Nativity' Which character looks like a King? Look at the features.
- Study three images e.g. Joseph/Mary/Gabriel or Jesus /Mary /Shepherds Explore what the characters might have been thinking and saying. Make links between parts of the story and messages they have learned from it: for example:
- Jesus being God/ Jesus being a king/ Jesus coming to share Good News/ Jesus coming for both Rich and Poor.
- Recap the expensive gold that the wise men gave Jesus to show that he was King. What sort of presents do Kings expect? What would a poor person visiting Jesus give? Would they give nothing at all? Pupils list the sort of qualities that pupils in the class might possess that it would be good to share with others, whether they are a king. Make the link back to why Christians try to help others, and talk about with pupils how it is not only Christians who celebrate Christmas, but it is only Christians who believe Jesus is God in the Flesh God incarnate.



*Pupils to be able to now answer the question, 'Why does Christmas matter to Christians?'*

## SCHOOL KEY DRIVERS

<i>Language</i>	<i>Possibilities</i>	<i>Diversity</i>
<i>Bible, parable, Sower, reflect, Church, stained - glass window, Gold, Frankincense, Myrrh, Jesus, Nativity, Gabriel, Mary, Joseph, wisemen, incarnate.</i>	<ul style="list-style-type: none"><li><i>Visit St. Peter's Church in Hoyland.</i></li></ul>	<i>To understand different cultures and beliefs.</i>