



NATIONAL CURRICULUM

What should I already know?

- Recognise that the Church is a special place for Christians and know some celebrations that take place in a Church
- Understand why Christmas matter to Christians.
- Name and describe why some times of the year are special to Christians.
- Understand that the bible is a special book for Christians and that it is a library of different stories.
- Be able to hear and respond to stories from the bible - Old Testament.
- Be able to answer the Big question, 'What is the Trinity?'



What will I know by the end of this unit?

- Discover more places that are special for Christians.
- Develop their understanding of the Church as a special place for Christians and show an understanding of some of the artefacts used in Christian worship.
- Be able to deepen their understanding of, 'What is the Trinity?'

Key beliefs

Pupils to explore the meaning of worship and how the church can facilitate this. Talk about worship as an act of declaring the greatness of someone or something. Discuss all the different ways Christians can worship from singing hymns, silent prayers and readings from the bible. Explore how places of worship can look so different. Look at different Christian places of worship - What do they all have in common?



Special Places -

Pupils to explore the artefacts inside the church with Father Richard as our guide. Pupils to match pictures and descriptions of the purpose of each artefact. Pupils to explore the purpose of the Font, Altar/communion table, candles, Lectern, pews, pulpit and stained - glass window.



Discuss the colours of the church throughout the year: e.g.: Purple or violet. Used during Advent and Lent, and along with white and black, these colours may also be used at Funeral Masses. White and gold: Most appropriate for Christmas and Easter

Explore special places such as Lourdes, Saint David's, Bethlehem and Canterbury and make links to why these places are so special to Christians.



### *Special festivals:*

*Pupils to study the birth of Jesus make links with Matthew, Luke and John and the concept of the Trinity. eg:*

*Look at the Bible. Turn to Matthew, ask the pupils to come and have a look at the first two pages. - Can the pupils find the birth of Jesus? Why is it almost the first thing that Matthew mentions?*

*Then ask the pupils to look at the first two pages of Luke, can they find the birth? Why do Luke and Matthew both include Jesus' birth? Recap everything that the pupils can remember about Christmas/ the nativity Mary, Joseph, Jesus, sheep, angels, wisemen, shepherds, stable, a star etc*

*Now read John, can they find the birth of Jesus? No - there isn't one at all in John.*

*To get pupils to think hard about ideas of God from the Christian tradition, so that they can express their own ideas with increased clarity, give the pupils six large print flash cards stating examples of Christian belief about God - use Resource sheet 5. Ask the pupils to rank these- which do they think are the most and least important to Christians?*

*Give the pupils the opportunity to come up with their own ideas about God, so that they can answer the big question, 'What is the Trinity?'*

### **Easter -**

*See Separate Easter Knowledge organisers*



## SCHOOL KEY DRIVERS

| <i>Language</i>  | <i>Possibilities</i>   | <i>Diversity</i>                                     |
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| <i>Church, worship, Font, Altar/communion table, candles, lectern, pews, Pulpit, stained- glass windows, Lourdes, Canterbury, St. David's, Bethlehem, Nativity, Trinity.</i> | <ul style="list-style-type: none"><li><i>To visit a Church which is the Christian place of worship. To be able to name and describe the features of a church.</i></li><li><i>To meet religious leaders and develop their own beliefs. Would this be a job that would interest you?</i></li><li><i>To be aware of the world around them and their place in society, so that they can play their part in community cohesion.</i></li></ul> | <i>To understand different cultures and beliefs.</i> |