

**Year 6 Autumn 2 Christianity**

| <b>Week:</b>  | <b>Learning Objective:</b>  | <b>Lesson Content:</b>  | <b>Assessment:</b>  |
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| <p>Week 1<br/> <b>Q1. Why are these words special?</b> Sacred books.</p>  | <p><b>LO :</b> Describe where the Bible comes from - Describe the impact of the Bible on Christians.</p>  | <p>Make links between the events and people which appear in the Bible and consider the Christian view that it is a record of human faith and God’s intervention in human history. Watch a video or read some stories from the Bible, describe their impact on Christian belief eg The story of Moses and the belief that God saves (book of Exodus) or, The story of Jesus and the belief that God is loving like a parent (Gospels).</p>   | <p>Children should understand the Christian view that the Bible is a record of Human faith and God’s intervention into Human history.<br/>           Children should be able to describe the impact of a story from the Bible on Christian beliefs.</p> |
| <p>Week 2<br/> <b>Q2. Why are some places special?</b><br/>           Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages.</p> | <p>LO: Use religious vocabulary to explain why these places are special for Christians and show understanding of some of the artefacts used in Christian worship.</p> | <p>Make links between a place’s history and Christian feelings about the place today . Use religious vocabulary to show understanding of key artefacts and objects used in some Christian worship eg - Altar or communion table - Processional cross - Vestments - Candles as a symbol of light - Musical instruments such as the organ, guitars, music groups and choir. Use artefacts found in Christian worship as the basis for reflective work on the feelings these might inspire in Christians eg a variety of crosses and the messages and beliefs they convey - Listen to a variety of Christian music from different traditions and cultures, describing how each might inspire Christians.</p> | <p>Children can use religious vocabulary to show an understanding of key artefacts and objects used in some Christian worship.<br/>           Children can reflect how these artefacts would make a Christian feel during worship.</p>                  |

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| <p>Week 3</p> <p><b>Q3. How can faith contribute to community cohesion?</b></p> <p>Beliefs, ethics, family traditions and faith in the community.</p> | <p>LO: Describe ways in which Christianity reaches beyond home and Christian places of worship into the community eg through charity work.</p> | <p>Investigate how Christian places of worship show care for their members and the wider community eg through community activities such as: - Carer and toddler groups - Children's &amp; Youth groups - Uniformed Groups (Scouting, Guiding, Boys Brigade, Girl's Brigade) - Luncheon Clubs - 'Drop In' Centres.</p> <p>Describe what it means to belong to a community.</p>  | <p>Children can describe how places of worship show that they care.</p> <p>Children can describe what it means to belong to a community.</p> |
| <p>Week 4</p> <p><b>Q4. Why are some times special?</b></p> <p>Festivals and families.</p>  | <p>LO: Demonstrate some awareness of other significant festivals.</p>  | <p>Research different types of Christmas services, what happens, the symbolism, the customs and the stories behind them (e.g. St Nicholas) Epiphany. The Wise Me. Look at Christmas around the world. Make a fact file/information leaflet – How Christmas is celebrated around the world.</p>   | <p>Children can describe how Christmas is celebrated around the world. They can describe similarities and differences.</p>                   |
| <p>Week 5</p> <p><b>Q5. What can be learned from the lives of significant people of faith?</b></p> <p>Role models.</p>                                | <p>LO: Make links between Jesus and good leadership today.</p>   | <p>Talk about what makes a good and inspiring leader and about the qualities Jesus showed. Who do they admire and why? - Find out about the work of other key Christian figures and explore how they were influenced by Jesus, and what sort of qualities they possessed eg. - Rev'd John Wesley - Rev'd Charles Wesley - William Wilberforce, MP - Elizabeth Fry - Famous Quaker families (Rowntree, Fry, Cadbury, Barclay, Lloyd etc).</p> | <p>Children can describe the qualities of an inspiring leader and make links to the same values that Jesus showed.</p>                       |
| <p>Week 6</p> <p><b>Q6. How do I and others feel about life and the universe around us?</b></p> <p>Ultimate questions.</p>                            | <p>LO: Suggest answers to some difficult questions about life and the universe.</p>  | <p>Make links between these questions and some Christian beliefs which offer a response eg What is Man's responsibility for the care of our planet and the effects of Global warming. Find out what answers Christians might give to some of these questions and make posters with words and pictures to convey a Christian view of life and the universe.</p>   | <p>Children can answer difficult questions about life and the universe.</p>  |

**End of topic assessment questions:**

**Learning about religion:** I can make links with stories from the Bible and Christian beliefs.

**Learning from religion:** I can say what stories are important to me.

**Learning from Religion:** I can describe how an object or a piece of music might inspire a Christian during worship.

**Learning from religion:** I can describe what it means to belong to a community.

**Learning from religion:** I can create my own statement of my own belief about God, life after death and human values.

**Learning from religion:** I can suggest what makes a leader worth following.

**Learning from religion:** I can respond to a religious quote about God, showing respect towards beliefs