

Understanding Christianity Termly Planning Sheet - Y5 Term 2

Key Question			Core concept: INCARNATION – WAS JESUS THE MESSIAH?
	Learning question	Teaching	Task
Week 1	<p style="color: red;">Where does Incarnation and Messiah fit within the 'big story' of the Bible?</p>	<p><u>Introduction</u> -Think about what sort of person would be needed to help in different situations:</p> <ul style="list-style-type: none"> • If you are being bullied. • If a mum can't find a job and is increasingly worried about feeding her children. • If the boss of a large company won't promote employees who are from different faiths. <p>-Discuss the sorts of qualities a person might need to solve each situation — who might help out or 'save' the situation?</p> <p><u>The Big Story</u> -Recap the 'big story' of the Bible so far How far can pupils describe and explain the big story? Can they sort the core concepts alongside the Frieze? Explain that we are just about to begin studying the New Testament but need to think about the time at the end of the Old Testament first.</p>	<p><u>Examine the situation:</u> Explain the context: The People of God were taken into exile in Babylon in 586BCE. They return after about 50 years, but their Promised Land is still occupied by foreign forces. They begin to have a New Hope — God will rescue them! He will send a rescuer, a saviour — a Chosen One or Messiah. This is the situation when the Old Testament ends. However, the land remains occupied by different forces — at the start of the New Testament, this is by the beastly Romans. The people have been waiting a long time — and some are despairing, but some still hope. •</p> <p><u>What kind of saviour?</u> Introduce to the pupils their role as an investigative journalist, employed to answer the question: Was Jesus the hoped-for Saviour? Was Jesus the Messiah? Ask pupils to list the characteristics this person will need to have — a Saviour who could rescue the People of God in their current situation.</p> <p><u>The first clues:</u> Examining written evidence. As investigative journalists, pupils have received a list of what the Jewish people are expecting in a messiah (Resource Sheet 1a gives some prophecies, and Sheet 1b summarises the key points.) Ask pupils to create a 'Wanted' poster or radio advert based on these expectations. Ensure that there is a link to each of the Messianic expectations: for example, wears a crown, holding a family tree with King David marked on it, birth certificate with place of birth as Bethlehem, and so on.</p>

<p>Week 2</p>	<p>Where are the Gospel and prophecy texts in the Bible?</p>	<p><u>Introduction</u> -Share the text with the children (Bible Gateway is a good resource)</p> <p><u>A written report from the scene (Matthew 1:18–24, 2:1–12).</u> The Jewish followers of Jesus gradually began to believe that Jesus was this Messiah, and that he fulfilled the prophecies. -Get pupil investigators to look for and highlight some of the evidence in Matthew’s Gospel that led Christians to believe this (Resource Sheet 2). - <i>What clues are there that Jesus is the promised Messiah?</i> -Link each of the expectations by highlighting or drawing a line to one or more clues in the text. (Most Jewish people at the time did not believe Jesus was the Messiah — and Jewish people today still do not think he was.) There is not evidence for all the prophecies in the text.</p>	<p><u>Newspaper Report – Role Play</u> Interview some witnesses. Joseph and Mary would have been familiar with the prophecies. Use some imaginative play to explore what it would be like for Mary and Joseph; for example, do a hot-seat activity with Mary and Joseph in the hot seat. Pupils in the role of investigative journalists question them about the events: How do they feel? What might this mean? Does anything scare them? Do they feel privileged? Do they think their son was the Messiah? Why? -Take photos for books (<i>auras??</i>)</p>
<p>Week 3</p>	<p>What are the connections between biblical texts, Incarnation and Messiah?</p>	<p><u>Introduction</u> -Recap findings from last lesson and how the Biblical texts gave evidence to suggest that Jesus was the Messiah.</p>	<p><u>The final report</u> What is the evidence to suggest that Jesus was the Messiah? - Ask pupils to write and illustrate a newspaper report claiming that the Messiah has arrived, and is Jesus, comparing it with the Jewish expectations expressed in their ‘Wanted: Messiah’ advertisement. -Could use computer suite -Publisher program – to draft, write and illustrate reports.</p>

<p>Week 4</p>	<p>How do Christians put their beliefs about Jesus' Incarnation into practice in different ways when celebrating Christmas?</p>	<p><u>Introduction</u> Explain: For Christians, Christmas is a time of celebration of the arrival of the Messiah. Many Christians argue that Christmas has lost its real meaning — Jesus is lost in the tinsel, turkey and TV. The Christian Church use Advent as a time of preparation for the arrival of Jesus. - Ask pupils in groups to list all the words they can do with Christmas — gather a class list. -Count how many are to do with Christianity and Jesus. -See what explanations pupils can offer for this.</p>	<p><u>Church Advertising Campaigns</u> - Show pupils some examples of church ad campaigns (for example, Christmas Starts with Christ ... and so on — see Resources for link). What is the message they are putting across? Which ones are most effective? Which ones make good links with the idea of the Messiah or Saviour? - Show pupils some examples of church ad campaigns (for example, Christmas Starts with Christ ... and so on — see Resources for link). What is the message they are putting across? Which ones are most effective? Which ones make good links with the idea of the Messiah or Saviour? <u>Designing own Advert</u> -Challenge children to create their own version attempting to put across the Christian message of Christmas</p>
<p>Week 5</p>	<p>How does the idea that Jesus is the Messiah makes sense in the wider story of the Bible?</p>	<p><u>Introduction</u> Find out what Christians do at Christmas: -All the usual celebrations, with presents and so on. How do some Christians bring peace, good news, and show Jesus' love to others at Christmas? -You might want to look at the work of www.presentaid.org/ or Christmas dinner on Jesus www.urbanoutreach.co.uk/christmasdinneronjesus</p>	<p><u>Compare</u> -Ask pupils to write a script for, or act out, a dinner table conversation about Christmas plans. -Hold one conversation for a non-Christian household and one for a Christian household. What do they plan to do, and why (remember, it's not only Christians who help others!)? What might motivate a Christian to make Christmas Day not just about being with family, eating good food, watching TV, and giving and receiving presents?</p>
<p>Week 6</p>	<p>How would I weigh up the idea that Jesus is the Messiah, a Saviour from</p>	<p><u>Introduction</u> T-o make wider connections, recall the 'big story' of the Bible, and why the People of God needed a rescuer. Give pupils the terms: Creation, Fall, People of God, Messiah, Incarnation, Gospel, Salvation and either get them to come up with</p>	<p><u>Reflective Written Task 1</u> -Using their learning through this unit ask children to write a reflective piece to answer the question: Why do Christians believe the world needed a Saviour? <u>Differentiation</u> -Use a writing frame to support the less-abled writers <u>Reflective Written Task 2</u></p>

<p>God and is important in the world today and, if it is true, the difference that might make in people's lives?</p>	<p>definitions and links or match them to given ones. -Ask pupils to reflect on their learning from this unit to answer the key question: Was Jesus the Messiah? - In pairs, see if they can come up with some clear reasons why Christians believe that he is, with examples of how they show this.</p>	<p>- Not everyone thinks Jesus is the Saviour from God, but why might people think that the world needs one? -Imagine that there is a God: <i>if this God sent a new messenger to Earth in the twenty-first century, what would the messenger say?</i> -It would need to be a message for all people, not just those who believe in God! Use Resource Sheet 3 as a starting point. Compare pupils' ideas with Jewish and Christian beliefs.</p>
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