

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

**Subject:** UKS2 Year A RE and World Views – Christianity (Jesus)

**Key Question** (to be used all year): Where can we find guidance about how to live our lives?

**Focus Question** (for this investigation): What do we mean by a miracle?

**PoS aims from Lancashire SACRE:**

- *Key features = Miracles and pilgrimage*

This unit enables pupils to explore what the Christian belief in Jesus as ‘fully human and fully divine’ means. They will build on their prior learning about the incarnation and to consider why some people regard the miracles of Jesus as signs of his divine nature. They might also reflect on what miracles such as healing the sick and feeding people reveal about the humanity of Jesus.

Pupils should have opportunities to discuss why some people believe in miracles and why others do not. In the context of Christianity, they should understand the importance for many Christians, of believing in the possibility of miracles and in belief in the resurrection of Jesus.

Pupils will investigate why some Christians might want to travel to a place associated with a miracle. They should reflect on the impact of bringing beliefs to life by standing in the place where an important event is believed to have happened. They should consider the meaning of the word faith and the experiences that might strengthen the faith of a believer.

**Prior Learning (what pupils already know and can do)**

- In LKS2 children will have explored Christianity Jesus and they will have had opportunity to retell the story of Jesus in the wilderness & identify beliefs about Jesus reflected in this story. Children will have suggested why sacrifice might be an important Christian value. Children will have explained what is meant by sacrificial love – agapé & discussed Christians examples and motivations

**Long-term Learning (what pupils MUST know and remember) End Goals**

- To simply retell the miracles of The Feeding of the Five thousand and Healing a Lame Man performed by Jesus, and discuss what these stories tell Christians about Jesus
- To know that many Christians believe that the ultimate miracle was the resurrection.
- To understand that some Christians choose to go on a pilgrimage to places associated with miraculous events.
- To recognise that when a Christian’s prayers are answered they believe a miracle has been performed
- To understand that the belief in miracles and the power of prayers has an impact on a Christian’s life; they believe in a powerful God who can change their lives and the world around them.

**Disciplinary knowledge (on-going for the year)**

*Beliefs and values*

- Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers
- Explain the impact of beliefs and values – including reasons for diversity

*Living religious traditions*

- Explain differing forms of expression and why these might be used
- Describe diversity of religious practices and lifestyle within the religious tradition
- Interpret the deeper meaning of symbolism – contained in stories, images and actions

*Shared human experiences*

- Explain (with appropriate examples) where people might seek wisdom and guidance
- Consider the role of rules and guidance in uniting communities

*Search for personal meaning*

- Discuss and debate the sources of guidance available to them
- Consider the value of differing sources of guidance

**Key Vocabulary**

- Christian, fully human, fully divine, incarnation, miracles, resurrection, pilgrimage, power, prayer, ‘signs’ of the divinity of Jesus

**Session 1: What is a miracle?**

Children to explore, discuss and ask questions about what miracles are and how they might be able to offer guidance. They will also discuss the interpretation of a miracle.

**Suggested activities/ Teacher subject knowledge**

- Brain storm with the children ‘what is a miracle?’ Do you think you have ever witnessed a miracle? Write a class non-negotiable list to define a miracle.
- Find some real life events that have happened around the world, some that may be perceived as miracles, some not. Using the class list, ask pupils to categorise the events into Miracle/non-miracle.
- Consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God

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- Ask the children why we might be considering 'miracles' in our study on guidance.
- Reflect on what is and isn't true and how we know that.

### **Vocabulary = miracle**

#### **Session 2: What miracles did Jesus perform and what can Christians learn from them?**

Children learn about two of the miracles that Jesus performed in the Bible and what Christians can learn from these stories.

##### **Core knowledge**

- To simply retell the miracles of The Feeding of the Five thousand and Healing a Lame Man performed by Jesus, and be able to explain what this reveal to Christians about the nature of Jesus

##### **Suggested activities/ Teacher subject knowledge**

- Investigate the miracles of The Feeding of the Five thousand and Healing a Lame Man performed by Jesus. Ask children to work in groups to read and retell/ act out stories.
- Discuss what these stories tell us about what Christians believe about the nature of Jesus? Ask the question again about why miracles might be being considered in a unit of learning on guidance. Link back to the idea of sacrifice from LKS2 as well, looking at who sacrificed something in the stories e.g. the young boy giving up his lunch and the lame man's friends helping him get to Jesus.

### **Vocabulary =miracle, lame (unable to walk), sacrifice**

#### **Session 3: Why do Christians believe that Jesus is fully human and fully divine?**

Children learn what Christian's mean when they say that Jesus was fully human and fully divine. They should relate the acts of miracles to signs of divinity.

##### **Core knowledge**

- To describe Christian beliefs about miracles as 'signs' of the divinity of Jesus
- To simply retell the miracles of The Feeding of the Five thousand and Healing a Lame Man performed by Jesus, and be able to explain what this reveal to Christians about the nature of Jesus

##### **Suggested activities/ Teacher subject knowledge**

- What does it mean to be **divine**? (to be like a god) Why do Christians believe that Jesus was **divine**? For Christians, how might the miracles of Jesus support their belief that he is God **incarnate** – fully human and fully divine?
- Children need to be able to describe Christian beliefs about miracles as 'signs' of the divinity of Jesus
- They must also be able to retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus
- They should also reflect on what miracles such as healing the sick and feeding people reveal about the humanity of Jesus.
- Information for teachers can be found at <https://www.bbc.co.uk/bitesize/guides/z4h7y9g/revision/1>
- *Possible assessment task: imagine you are a journalist, sent back in time to report on one of these events. Write an article/record a news report explaining what happened. Include interviews with eye-witnesses to explain the responses and thoughts that people might have had. Those working at greater depth could add an 'editorial' with their own thoughts and whether or not they think the miracle accounts prove that Jesus is divine.*

### **Vocabulary = divine, incarnate, humanity**

#### **Session 4: Why might a Christian go on a pilgrimage?**

Children will learn that Christians believe that Jesus's death and resurrection was the ultimate miracle. They will learn that Christians go on a pilgrimage to Jerusalem (the place Jesus is said to have died and been resurrected). Children will reflect upon and learn about why Christians might want to visit places where they believe miracles took place.

##### **Core knowledge**

- To know that Christians believe that the ultimate miracle performed by Jesus was the resurrection. To know that Christians believe that the ability to rise from the dead three days after being crucified is proof that he was divine - only God has power over life and death.
- To understand that some Christians choose to go on a pilgrimage to places associated with miraculous events, and be able to explain why they choose to do this.
- To recognise that when a Christian's prayers are answered (their wishes become a reality) they believe a miracle has been performed
- To understand that the belief in miracles and in the power of their prayers has an impact on a Christian's life as they believe in a powerful God who can change their lives and the world around them.

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### Suggested activities/ Teacher subject knowledge

- Ask pupils if there are any places they would love to visit and why - e.g. the home place of someone special to them.
- Explain what we mean by **pilgrimage** and ask why Christians might want to go on a pilgrimage to the Holy Land – the land where Jesus was born and lived. Discuss what Christians might hope to see and do when they are there. Link to prior learning on Taize where Christians make a pilgrimage (of all denominations).
- Children need to be able to describe why some Christians might go on pilgrimage to places associated with miraculous events
- Show video clips of pilgrimage to the holy land <https://request.org.uk/life/spirituality/pilgrimage> and <https://www.youtube.com/watch?v=yEtR2ouw76c>
- Explain that Christians believe that the ultimate miracle performed by Jesus was the **resurrection** – that the ability to rise from the dead three days after being crucified is proof that he was divine as only God has power over life and death. Again link back to prior learning on **sacrificial love and 'agape'**
- Discuss why a Christian might particularly want to go to Jerusalem at Easter time – how might a pilgrimage such as this bring to life the stories of the Bible? What impact might it have on a believer?  
**Vocabulary = pilgrimage, resurrection, sacrificial love, agape**

### Session 5: What do Christians believe about prayers and miracles?

Children will learn that Christians believe that when their prayers are answered, a miracle has been performed. Children will explore how this belief impacts the life and beliefs of a Christian.

#### Core knowledge

- To recognise that when a Christian's prayers are answered (their wishes become a reality) they believe a miracle has been performed
- To understand that the belief in miracles and in the power of their prayers has an impact on a Christian's life as they believe in a powerful God who can change their lives and the world around them.

### Suggested activities/ Teacher subject knowledge

- Children must explain the impact that belief in miracles and the power of prayer might have on a Christian (To understand that when a Christian's prayers are answered (their wishes become a reality) they believe a miracle has been performed).
- Find examples of where people believe prayers have been answered and where a miracle is seen to be performed.

### Vocabulary = pilgrimage, resurrection, sacrificial love, agape

### Session 6: What do we mean by a miracle and what can people learn from them?

Children will debate the existence miracles in life and explore how miracles might be perceived by religious and non-religious people. They should question how different people might perceive 'miracles'.

### Suggested activities/ Teacher subject knowledge

- Re-ask the overall question - What do we mean by a miracle?
- Ask children to use their knowledge to prepare for a **debate** on belief in miracles from their given perspective. They should be able to use evidence to support their arguments. Make it clear that they are not arguing from their own point of view – the ability to be an advocate for a view other than your own is an important skill.
- Hold a class debate – 'Miracles are too impossible to believe in'
- You could put pupils into 3 teams - provide each team with a different view on **miracles**:
  - It did happen at the time of the Bible, but miracles don't happen anymore.
  - It can all be explained away by science, miracles do not happen.
  - Miracles did happen in Biblical times, and still happen today.
- Through doing this, they need to be able to explain the difference between fact, opinion and belief
- *Does it really matter if these miracles happened or not? What can Christians and non-Christians take away from these stories?*

### Vocabulary =miracles, perspectives

Future learning this content supports:

Children will continue to explore pilgrimage across a range of religions. This unit will help them understand why people might wish to travel to places for their faith and what impact it might have on them as a result.

This will also support the children's understanding as to why stories are so important to people of faith as a source of guidance and that sometimes, the interpretation can be different e.g. people may not have believed the miracles but they can still take something away from the stories.