

MEDIUM TERM PLAN

TERM: Autumn 2		YEAR GROUP: 5		SUBJECT: Why doesn't Christianity always look the same.	
WEEK 1 DATE: 04.11.24	WEEK 2 DATE: 11.11.24	WEEK 3 DATE: 18.11.24	WEEK 4 DATE: 25.11.24	WEEK 5 DATE: 25.11.24	WEEK 6 DATE: 2.12.24
<p>LO: To assess the significance of Jesus to some of his followers.</p> <p>Success Criteria: I can name qualities that some Jewish people believed the Messiah would hold.</p> <p>I can interpret stories to understand why some people believe Jesus was the Messiah.</p> <p>I can recognise that Jewish and Christian people interpret scripture differently.</p> <p>I can name some important historical accounts that led to the beginning of Christianity.</p> <p>Main Event: Children think about who Jesus was and look at different prophecy's about his arrival from the Torah and New Testament. Children consider if Jesus can be Jewish if he has Christians follow him. Children split into groups and create a breaking news report about one of the stories/ prophecies of Jesus'</p>	<p>LO- To recognise factors that influenced the spread of Christianity.</p> <p>Success Criteria. I can explain the different meanings of 'church'.</p> <p>I can discuss some of the challenges early Christians faced.</p> <p>I can list ways Christianity spread.</p> <p>I can identify relevant stories about Jesus that may have influenced his followers.</p> <p>Main Event: Children consider how dangerous it was to follow Jesus and learn about the ICHTHUS symbol and its meaning, when it was used. Children look at Emperor Constantine who helped spread Christianity. Children look at bible Matthew 28.19. Children act out a scene of a follower of Jesus spreading the word of Christianity. Children freeze frame at different points.</p>	<p>LO: To identify some of the features of a Catholic church.</p> <p>Success Criteria: I can explain the Roman influence on Christianity.</p> <p>I can identify features of the Catholic church.</p> <p>I can explain the importance of some Catholic practices.</p> <p>Main Event: Children look at Roman and Orthodox Catholicism and how it began. Children look at Pope Francis and the origins of the Pope. Children watch videos of the inside of a Catholic church, Anglican church and compare their features. The class is split into two and each group researches the features in on of the Churches. Children present the information to the other group.</p> <p>Support: Should use the links provided to access appropriate child-friendly websites; could focus on the stoup feature which contains less writing and which they may find easier to understand.</p>	<p>LO: To recognise why Christianity changed over time.</p> <p>Success Criteria: I can list reasons why some Christians sought change.</p> <p>I can describe ways Christianity changed over time.</p> <p>I can explain some historical events that altered the way some Christians practised.</p> <p>Main Event: Children watch video- Map of the spread of Christianity. Children consider the countries where Christianity was introduced and practised. Children learn about Martin Luther the German Priest who was chosen to spread the message of God and how he created a new branch of Christianity. Children create origami booklet which explains the changes made that led to the protestant denomination of Christianity starting.</p> <p>Support: Could cut out and use the sentence stems on the <i>Activity: Page templates</i> to structure their booklets.</p>	<p>LO: To consider the impact of Christian practices.</p> <p>Success Criteria:</p> <p>I can compare the impacts of different practices.</p> <p>I can infer people's beliefs from their worship and practices.</p> <p>I can identify important traditional practices for different groups of people.</p> <p>I can explain the importance of different practices for different people.</p> <p>Main Event: in groups children look at the resource- Christian Practices. Children discuss and answer questions. Children sort cut up resource into the correct places on the Venn diagram and then write them in when happy with their choices.</p> <p>Support: Could explore a selection of the practices rather than all of them; could cut and stick the practices into a larger copy of the diagram rather than writing them.</p>	<p>LO: To appreciate that culture and tradition can influence the way Jesus and Christianity are portrayed around the world.</p> <p>Success Criteria: I can compare and contrast different depictions of Jesus.</p> <p>I can explain how cultural and traditional influences can shape depictions of Jesus.</p> <p>I can apply my own perceptions of Jesus to form an image.</p> <p>Main Event: Children look at the presentation 'Jesus in art'. Children discuss pictures and write down their thought. Children answer given questions about the pictures. Children look at a map of the places Jesus lived in and discuss what Jesus is thought to look like. Children research pictures of the nativity scene on devices. Children answer given questions about these.</p>

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<p>Support: Could have a reduced number of images in their resource; could use the <i>Resource: Interviews</i> when planning their news report.</p> <p>Challenge : Children think about how people in the past or present could have been considered a messiah due to their qualities or actions; could consider how some Christians interpret prophecies which seem unfulfilled to others.</p>	<p>Support: Could take the role of a disciple in the freeze-frame to reference stories they have already learnt about.</p> <p>Challenge. Should consider why someone may have had doubts about Christianity.</p>	<p>Challenge: Could consider the significance of each feature to believers and how it might make them feel; should consider the significance of several different Catholic practices discussed in the lesson.</p>	<p>Challenge: Could include a paragraph explaining how Martin Luther's theses may have had a positive impact on some Christians.</p>	<p>Challenge: Should give an explanation of their reasoning for where they place each practice; could consider ways that each practice could belong in both sections.</p>	<p>Support: Could have a copy of the <i>Resource: Sentence stems</i> to use during the lesson.</p> <p>Challenge: Could explore the symbolism used in different depictions of Jesus, discussing what colours, objects or animals might represent in different cultures; could consider how symbols contribute to the overall message of the image.</p>
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