

Topic Planning 2018/19 Autumn 1st

RE: Christianity-Kingdom of God.

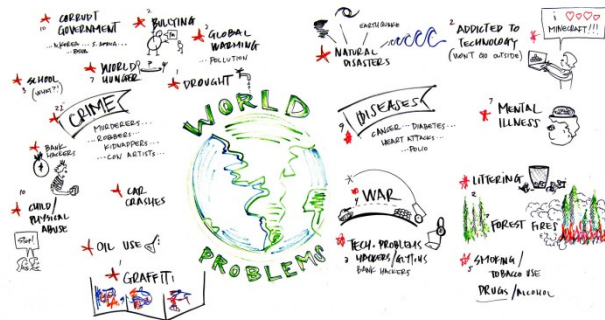
<u>OUTCOMES of unit</u>	
	<ul style="list-style-type: none"> To relate Christian teachings or beliefs about God's kingdom to the issues and problems facing their own lives.
	<ul style="list-style-type: none"> To explain connections between biblical texts and the concept of the kingdom of God.
	<ul style="list-style-type: none"> To consider different possible meanings for Biblical texts showing awareness of different interpretation.
	<ul style="list-style-type: none"> To explain the connections between biblical texts and the Kingdom of God.
	<ul style="list-style-type: none"> To make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice.
	<ul style="list-style-type: none"> Identify ideas arising about the Kingdom of God and explain how they are inspiring in the world today.

Key Objectives	Tasks & Differentiation including Key Questions	Assessment/ Plenary	Resources
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- L.O. To relate Christian teachings or beliefs about God's kingdom to the issues and problems facing their own lives.

Whole class Teaching and Group Task



make the world a better place.

Lots of people say the point of our lives= makes the world a better place. We want to leave the world better than we found it. List and rank the worst problems that face our world today (global warming, cruelty to children, war, poverty, hunger, plastics in the sea).

As a class, mindmap the problems facing the world and in a separate colour add in the resolution.

Ask pupils: List 5 ways in which people can

Independent Task:

Give children a map of the world and they must choose the 7 problems that are important to them and then on a candle, children must write these and place around the worlds. World and candles to be decorated.

(Candles in place of humans here, children to do a mini one of these in their books!)



BA Questions

What problems face the world today?

A Questions

What resolutions could we find to these problems?

AA Questions

What problems did Jesus face and how did he solve these?

Extension Task:

Children to pick one of their candles and to write a detailed resolution to this problem.

From their learning, ask children to address the question, 'If Christians believe that Jesus is the king, then what would his kingdom be like?'

Children could then draw/paint their image of what his Kingdom would be like?




World Maps or globe template

Candle
template

Colouring pencils


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<p>•L.O. To explain connections between biblical texts and the concept of the kingdom of God.</p>	<p style="text-align: center;">Whole class Teaching and Group Task:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;">  <div> <p>Introduce the lesson by reading the story of, 'The Feast,' Luke 14: 12-24. <u>Ask children to respond with any comments/ feelings/ ideas/ questions</u></p> <p style="text-align: center;"><u>The Parable of the Great Banquet</u></p> <p><u>12</u> Then Jesus said to his host, "When you give a luncheon or dinner, do not invite your friends, your brothers or sisters, your relatives, or your rich neighbours; if you do, they may invite you back and so you will be repai</p> <p><u>13</u> But when you give a banquet, invite the poor, the crippled, the lame, the blind,</p> <p><u>14</u> and you will be blessed. Although they cannot repay you, you will be repaid at the resurrection of the righteous."</p> <p><u>15</u> When one of those at the table with him heard this, he said to Jesus, "Blessed is the one who will eat at the feast in the kingdom of God."</p> <p><u>16</u> Jesus replied: "A certain man was preparing a great banquet and invited many guests.</p> <p><u>17</u> At the time of the banquet he sent his servant to tell those who had been invited, 'Come, for everything is now ready.'</p> <p><u>18</u> "But they all alike began to make excuses. The first said, 'I have just bought a field, and I must go and see it. Please excuse me.'</p> <p><u>19</u> "Another said, 'I have just bought five yoke of oxen, and I'm on my way to try them out. Please excuse me.'</p> <p><u>20</u> "Still another said, 'I just got married, so I can't come.'</p> <p><u>21</u> "The servant came back and reported this to his master. Then the owner of the house became angry and ordered his servant, 'Go out quickly into the streets and alleys of the town and bring in the poor, the crippled, the blind and the lame.'</p> <p><u>22</u> " 'Sir,' the servant said, 'what you ordered has been done, but there is still room.'</p> <p><u>23</u> "Then the master told his servant, 'Go out to the roads and country lanes and compel them to come in, so that my house will be full.'</p> <p><u>24</u> I tell you, not one of those who were invited will get a taste of my banquet.' "</p> </div> </div>	<p>Give children the following questions cut up and put in different envelopes. Children to stick the rainbow questions within their books and answer before coming to get the next question.</p> <p>What do they think: who was Jesus talking to? Why did he tell this story and what did Jesus mean? Give some prompts for pupils to make decisions about the meaning of the parable. For example: Is the feast in heaven or is the banquet on earth? Is the man giving the feast similar to God or to Jesus? Why do the rich and successful people make excuses?</p>	<p>Rainbow questions</p> <p>Copy of the lesson.</p> <p>Pictures of the lesson.</p> <p>Cartoon strip templates</p>

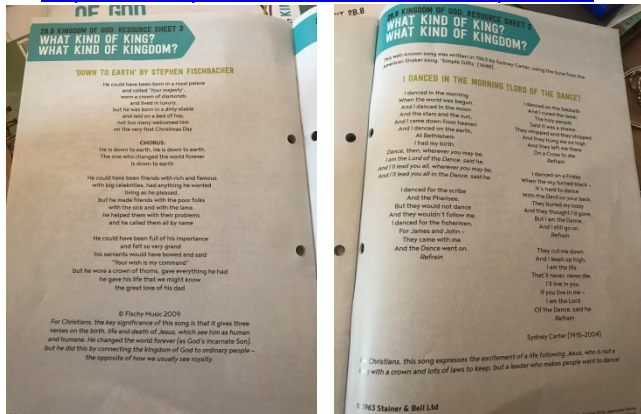
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<p style="text-align: center;">Independent Task:</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Children to create a cartoon strip of the 6 main points of the story.</p> </div> </div>		
<p style="text-align: center;">BA Questions</p> <p>What are the main points of the story?</p>	<p style="text-align: center;">A Questions</p> <p>Describe what kind of character the master is?</p>	<p style="text-align: center;">AA Questions</p> <p>Explain the Christian message of the story.</p>
<p style="text-align: center;">Extension Task:</p> <p style="text-align: center;">How is the feast telling us about what the Kingdom of God is like?</p>		


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L.O. To consider different possible meanings for Biblical texts showing awareness of different interpretation.	Whole Class Teaching: Listen to the song, ‘Lord of the Dance,’ and the poem, ‘What kind of King, what kind of Kingdom?’ and give children a printed out version of them to stick into their books. https://www.youtube.com/watch?v=XLGqavkDsZU 			Get children as a class to take a simple tune..nursery rhyme etc, as a group take ideas from all children and write a couple of verses of what Christians might sing about what kind of King Jesus might be?	Kingdom of God resources 2 and 3.
	Independent Task: Analyse the lyrics of the poem/song and consider what they say about what kind of king Jesus intended to be and what his Kingdom would be like. Children to highlight and annotate within their books. (Much like in Literacy)				
	BA Questions What does the song tell us about the kingdom of God?	A Questions Describe how the song makes you think about the Kingdom?	AA Questions Explain how the song makes you think about the Kingdom?		
	Extension Task: Get pupils to express their understanding by choosing a simple tune they like and writing a couple of verses of their own that Christians might sing about the kind of King that Jesus might be, the kind of Kingdom Jesus wants. They should use quotes, examples and ideas from the stories from the life of Jesus that they have studied.				

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L.O. To explain the connections between biblical texts and the Kingdom of God.	Whole Class Teaching: Announce to the children that we are going to pretend that today is Opposites day! Have a picture of Jesus on A3 paper and in groups of 4, the children need to write what Jesus would be like if he were the opposite of himself. On the board display the sentence stems: <ul style="list-style-type: none">• He would have been born in....• People would have called him..• He would have made friends with...• He might have lived at...• He might have had servants to...• He could have had....• Maybe he would have been...• His message would have been... Play the children the song Down to Earth: https://www.youtube.com/watch?v=q9wd23wPuDA Where have they heard this before? Wall-E! How do these words link with the sentence stems we have been looking at today? Then read the children the parable of the Unforgiving Servant (Matthew 18: 21-35). Begin by just reading 21-22- what is Jesus’ point? What is he trying to say? Read the children the rest of the story and as a class, bullet-point the main points on the board.				Discuss as a class- who do you think the characters in the story are supposed represent? Why did Jesus use parables to send his messages?	Unforgiving Servant Story Picture of Jesus
	Independent Task: Begin by getting the children to think about how we can portray the different emotions with our body language. What are the key emotions in the story? Fear, begging, questioning, relief, ungratefulness, hatred and outrage. Put the children into groups of 6 and give them a copy of the parable. In their groups they need to re-enact the parable, thinking about all the different characters thoughts and feelings. The teacher may stop the story at any time and freeze-frame and ask the characters their emotions.					
	BA Questions What is Jesus’ main point?	A Questions Did the servant repay the master’s kindness?	AA Questions Explain why the servant was not a good person? Did he deserve the master’s kindness?			
	Extension Task: The children to write a diary entry from the point of the servant. What might his thought be? Would his perspective be the same as the masters?					



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L.O. To make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice.	Whole Class Teaching: What was the meaning of the story we looked at last week? The meaning is that if you have been forgiven, that you should also forgive. But does this apply to all sins? And does this mean that Christians should always forgive? In groups, get the children to discuss the different scenarios and whether they think that forgiveness is the right thing or not: <ul style="list-style-type: none">That God is loving and forgives all wrongs?That because people have been forgiven so generously by God they should be generous in forgiving others?That Christian parents should always forgive their children if they are mean, cheating or lying?That Christians should never fight back if they are attacked but should always forgive instead?That a criminal who says sorry can become a church minister?That everyone will end up in heaven, because God will forgive all wrongs?That there is a price to pay for being unforgiving? Discuss as a class the different points and get the children to argue different points. Do we agree/disagree? Talk about the 7 deadly sins- are they all still applicable today?					Ask children if their point of view has changed from the beginning of the lesson. Do they feel any different after discussing Clayton Fountain’s life? Do we now interpret the story any differently?	Unforgiving Servant Story Print out of Clayton Fountain story
	Independent Task:  Ask children in groups to think of all the sins in the world and to pick 10. Then they need to rank these from forgivable to unforgivable. Liken to the Harry Potter unforgivable curses. Read the children the story of Clayton Fountain, who was the murderer who became a monk. https://www.huffingtonpost.com/fr-w-paul-jones/clayton-a-fountain-the-murderer-who-became-a-monk_b_1199226.html?guccounter=1 What are the children’s thoughts on this? Is murder a forgivable crime? As a class have a discussion about the effects of Clayton’s actions and whether or not he is really someone who should be forgiven by God? Children to write the argument for and against forgiving murder. Plan this out on the board as a class and give them points for and minus.						
	BA Questions What is a sin?	A Questions Which do you perceive is the worst sin and why?	AA Questions Do you believe that Clayton should be forgiven? Why?				
	Extension Task: Children to research Clayton’s life further. What were the causes of him being led astray? What were the factors in him becoming a monk?						



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L.O. Identify ideas arising about the Kingdom of God and explain how they are inspiring in the world today.	<p>Whole Class Teaching: Read the poem by Dr James Allen Francis to the children: <u>One Solitary Man</u> Here is a man who was born in an obscure village as the child of a peasant woman.</p> <p>He grew up in another obscure village.</p> <p>He worked in a carpenter shop until he was thirty and then for three years was an itinerant preacher.</p> <p>He never wrote a book.</p> <p>He never held an office.</p> <p>He never owned a home.</p> <p>He never had a family.</p> <p>He never went to college.</p> <p>He never put his foot inside a big city.</p> <p>He never traveled two hundred miles from the place where he was born.</p> <p>He never did one of the things that usually accompany greatness.</p> <p>He had no credentials but himself.</p> <p>He had nothing to do with this world except the naked power of his divine manhood.</p> <p>While still a young man the tide of popular opinion turned against him.</p> <p>His friends ran away.</p> <p>One of them denied him.</p> <p>Another betrayed him.</p> <p>He was turned over to his enemies.</p> <p>He went through the mockery of a trial.</p> <p>He was nailed upon the cross between two thieves.</p> <p>His executioners gambled for the only piece of property he had on earth while he was</p>	<p>Discussion- Is the world getting better or worse? What do we think and why?</p> <p>Think about the things that happen in our world today. Did these things happen thousands of years ago? Maybe not but did they have a different set of problems?</p> 	<p>Outline of Jesus</p> <p>Resource 7</p> <p>Poem blown up onto A3</p>



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	<p>dying, and that was his coat.</p> <p>When he was dead, he was taken down and laid in a borrowed grave through the pity of a friend.</p> <p>Nineteen wide centuries have come and gone and today he is the center of the human race and the leader of the column of progress.</p> <p>I am far within the mark when I say that all the armies that ever marched, and all the navies that were ever built, and all the parliaments that ever sat and all the kings that ever reigned, put together, have not affected the life of man upon the earth as powerfully as has this one solitary life.</p> <p>Give children the poem blown up on A3 paper and give them 20 minutes to annotate each line and decide what it means? Who does it relate to? Which Bible story?</p> <p>Does this text show Jesus as a different kind of King? What do we normally perceive a king to be like? Is Jesus like that? How has Jesus' life been different to those of other Kings/ Queens/ Emperors? Has he had more of an impact? In which way? (resource 7)</p>		
	<p style="text-align: center;">Independent Task:</p> <p>Give children an outline of Jesus to stick in their books. Inside they need to write the things that Jesus was/ did. Outside they need to write examples of what he didn't do/wasn't. How do they compare?</p> <p>Can children draw 3 conclusions about the Kingdom of God from all our learning? Use resource 7 for ideas.</p> <p>Discussion- Is the world getting better or worse? What do we think and why?</p>		
	<p style="text-align: center;">BA Questions</p> <p>Who is the Solitary Life about?</p>	<p style="text-align: center;">A Questions</p> <p>Do you think Jesus changed the world? Why?</p>	<p style="text-align: center;">AA Questions</p> <p>In which ways was Jesus more influential than any other Kings or Queens?</p>
	<p style="text-align: center;">Extension Task:</p> <p>Is it true that Jesus' One solitary life changed the world forever? How? Children to make a list of the ways that Jesus changed the world.</p>		