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# CHRISTIANITY YEAR 6 TERM 2

THE BIBLE: WHAT IS IT? THE OLD TESTAMENT, THE NEW TESTAMENT, HOW DO CHRISTIANS USE THE BIBLE?

CHRISTMAS: ACCOUNTS OF THE NATIVITY IN THE GOSPELS

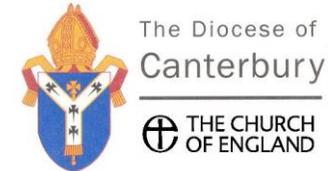
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KS2 Religious Education

JULY 2014

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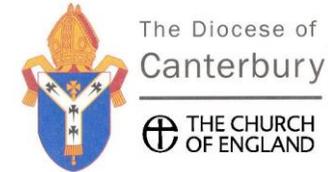


## Lesson 1

Learning Objectives	Key Questions	Success Criteria	Possible Content	Possible Resources
<p><b>AT1 Show understanding</b></p> <p>I can make clear links between religious beliefs &amp; sources (L4)</p> <p><b>AT2 Apply</b></p> <p>I can describe what is important to me and other people.</p>	<p>What do you know about the Bible?</p> <p>Why might people want to read the Bible?</p>	<p>I know that the Bible is the Christian holy book.</p> <p>I know that Christians describe the Bible as the “word of God”.</p> <p>I know some reasons why the Bible is important for Christians.</p> <p>I have thought about what is of similar importance to me.</p>	<p><i>What is the Bible?</i></p> <p>Ask the children to think about different genres of books. Challenge them, in pairs, to list as many different genres as they can in e.g. 2 minutes. Take feedback and list a few – thriller, poetry, Sci- fi etc. Ask the pupils to think about their favourite book. What is it called, who is it by, why do they like it, who is the main character? Take some answers. Now ask the children which book they think is the world’s best seller. Again take answers. Tell them that it is the Bible – sold all over the world and in many different languages. Why is it so popular?</p> <p>Explain that, just as we listed different genres at the beginning of the lesson, so too is the Bible made up of different styles of writing and is a compilation of authors. It is made up of individual books. Can the children guess how many books there are altogether? (66) Show the children an image of the books displayed as a library (see web page).</p> <p>Talk with the children about the importance of handling Bibles with care and respect. The pages are thin and will easily tear!</p> <ul style="list-style-type: none"> <li>Hand out the Bibles and let the children investigate. Let them look through to see what is in the Bible. Some may even see their own names.</li> </ul> <p>Afterwards, ask what they noticed. Point out the Old and New Testaments. What do the children think that means? Who is the main ‘character’ in the N.T? (Jesus). Talk about chapter and verse numbers and how they are found.</p> <ul style="list-style-type: none"> <li>Show the video from REQuest website about the Bible.</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Give pupils a range of Bible references to find</li> <li>Bible detectives – in pairs, ask pupils to look up the same verse in different versions of the Bible. What do they notice?</li> </ul> <p>Partners write a list of reasons why the Bible is important to Christians.</p>	<p>A range of Bibles</p> <p>Enough Bibles for one between two.</p> <p><a href="http://forgive490.com/bible/img/image2.jpg">http://forgive490.com/bible/img/image2.jpg</a></p> <p>Power points/ activities on TES <a href="http://www.tes.com/subject-search?subject=Religious+Education">Getting to know the Christian Bible - TES</a></p> <p>Primary resources for activity ideas and power points</p> <p><a href="http://request.org.uk/bible/2014/05/27/the-bible/">http://request.org.uk/bible/2014/05/27/the-bible/</a></p>

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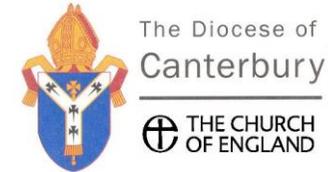


## Lesson 2

Learning Objectives	Key Questions	Success Criteria	Possible Content	Possible Resources
<p><b>AT1 Show understanding</b></p> <p>I can make clear links between religious beliefs &amp; sources (L4)</p> <p><b>AT2 Apply</b></p> <p>I can describe what is important to me and other people (L4)</p>	<p>What do you know about the Old Testament?</p> <p>What can be learned about faith from Old testament examples?</p> <p>What crucial questions faced God's people in the Old Testament?</p> <p>Are there similar questions and choices today?</p>	<p>I know there are 39 books in the Old Testament, written by different authors.</p> <p>I know the books can be grouped into different genres.</p> <p>I know the names of some characters in the Old testament.</p> <p>I can suggest important questions facing God's people in Old Testament times.</p>	<p><i>The Old Testament</i></p> <p>Ask the children what they know about the Old Testament.</p> <p>Can they remember how many books there are in the Old Testament?</p> <p>The first five books of the Old Testament are also called the Pentateuch or the Five books of Moses. Then there are History books, Poetry or Wisdom books and books of the Prophets.</p> <p>The Old Testament contains stories about people who lived before Jesus. It was a time when God communicated with His people and set them challenges. Key characters are written about and their relationship with God. We can read about their responses to God and about how faith and God's guidance changed their lives and the lives of others.</p> <p>What can be learned about the use of history in the Old Testament? Point out that archaeology has been used to try and verify the existence of places mentioned in the Old Testament, e.g. Jericho in the book of Joshua, and that they may have been destroyed at a time which would tie in with the Biblical account.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Choose a story from the Old Testament for children to dramatise.</li> <li>Learn the song 'Joshua fought the battle of Jericho'</li> <li>Write a newspaper report about a significant character from the Old Testament e.g. David and Goliath, Samson, Solomon and the baby.</li> </ul>	<p><a href="#">History of the Old Testament</a></p> <p><a href="#">The story of David and Goliath</a></p> <p><a href="#">Stories from the Old Testament</a></p> <p><a href="#">Old Testament stories</a></p> <p><a href="http://request.org.uk/bible/old-testament/2013/07/24/old-testament-introduction/">http://request.org.uk/bible/old-testament/2013/07/24/old-testament-introduction /</a></p>

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## Lesson 3

Learning Objectives	Key Questions	Success Criteria	Possible Content	Possible Resources
<p><b>AT1 Show understanding</b></p> <p>I can make clear links between religious beliefs &amp; sources (L4)</p> <p><b>AT2 Apply</b></p> <p>I can describe what is important to me and other people (L4)</p>	<p>How is the New Testament different from the Old Testament?</p> <p>How many books are there in the New testament?</p> <p>Who are the authors?</p> <p>Why are there different accounts of the same events?</p> <p>What language were the books written in?</p>	<p>I know there are 27 books in the New Testament.</p> <p>I know that the four Gospels are about the life, death and resurrection of Jesus.</p> <p>I know that we can learn about the Early Church, through the letters of Paul.</p> <p>I know why some stories appear in more than one Gospel and why they may differ slightly.</p>	<p>The <b>New Testament</b> is the name given to the part of the Christian <a href="#">Bible</a> that was written after the birth of <a href="#">Jesus Christ</a>. The term <i>new testament</i> means a <i>new covenant</i> and was originally used by early Christians to describe their relationship with <a href="#">God</a></p> <p><b>Books of the New Testament</b> The 27 books of the New Testament were written by various authors at various times and places.</p> <p>The four Gospels, Matthew, Mark, Luke and John focus on the life, death, and resurrection of Jesus Christ. There are letters from Paul to the early Christians.</p> <p>Look at the Gospels. Who wrote them? When? Why? Why are there four different Gospels?</p> <p>Ask a colleague to come into your room while you are teaching and ask you a simple question. Something like 'Have you seen my register/laptop 'or similar. When he/she has left, ask the children to write down what the other teacher was wearing and what was said. You should get different answers, showing the children that even simple, ordinary events are observed and recorded in different ways.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Children work in pairs and read different versions of the same story e.g. Feeding 5000 ( Matthew 14 v 13-21, John 6 v 1-15, Mark 6 v30-44, Luke 9 v 10-17). Children to note down similarities and differences.</li> <li>In pairs, look up these pairs of references. What do they notice? (Same story told in different ways)All words connected with the death of Jesus. Ask 'What is different?' 'What is the same?'</li> </ul> <p>Matthew 27v46 and Mark 15v34</p> <p>Luke 23v38 and john 19v19</p> <p>Matthew 27v46 and Mark 15v34</p> <p>Luke 23v46 and John 20v28</p>	<p>A range of Bibles</p> <p>Copies of the New Testament.</p> <p><a href="http://encyclopedia.kids.net.au/page/ne/New_Testament">http://encyclopedia.kids.net.au/page/ne/New_Testament</a></p> <p><a href="#">BBC clip Introduction to the New Testament</a></p> <p><a href="#">BBC clip Acts of the Apostles</a></p>

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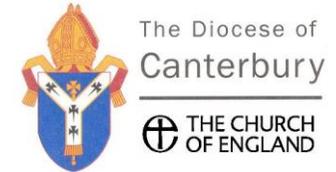


## Lesson 4

Learning Objectives	Key Questions	Success Criteria	Possible Content	Possible Resources
<p><b>AT1 Showing understanding</b></p> <p>I can show understanding of how and why, practising a religion affects a believers' life (L4)</p> <p><b>AT2 Apply</b></p> <p>I can describe what is important to me and other people (L4)</p>	<p>Why is the Bible so important to Christians?</p> <p>What is important to me?</p> <p>How do Christians use the Bible?</p>	<p>I know that Christians read the Bible on different occasions.</p> <p>I know that Christians use the Bible as a guide for life.</p> <p>I understand how the Bible can affect the lives of believers.</p> <p>I have thought about what is important to me.</p>	<p>Ask the children if they have ever wanted anything really badly. Did they pester their parents for it? Or ask for it for a birthday or Christmas present? Did they save up for it and if so, how long did it take them? How did they feel when they finally had it? If it was a toy, do they still play with it, or is it stuck in a cupboard?</p> <p>Tell the story of Mary Jones. Stress her determination and courage and the lengths she went to, to get her Bible. What can we learn from this story?</p> <p>How do Christians today use the Bible?</p> <p>Ask pupils to brainstorm ways in which they think Christians might use the Bible – where – when? Take feedback.</p> <p>Invite a pupil out to the front and blindfold him or her. Tell the pupil you want them to walk to a fixed point in the classroom, and as the pupil proceeds, give out simple instructions e.g. 3 steps forward, turn left etc. Ensure other pupils are quiet and then ask the pupil to find their way back unassisted. The pupil may wander off, go the wrong way and will probably proceed very slowly. Bring the pupil back to the front, remove the blindfold and ask which was easier – with or without instruction?</p> <p>Explain that for Christians, wanting to live as God wishes them to, must read the Bible. It is a guide book for life. It is not just a set of instructions, but through the lives of people in the Bible, especially Jesus, it gives example of the things that please God and the pathway Christians should follow. When Christians don't follow God's path, they get lost and go off course.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Choose the main episodes in the story of Mary Jones and do a storyboard.</li> <li>Make a pictorial spidergram of occasions when Christians use the Bible.</li> <li>A reflective task – why is it important to follow instructions? Why is it important for Christians to follow God's instructions? Write a prayer, asking God to make His instructions clear and easy to understand, to help us try to live good lives, the way God wants us to.</li> </ul>	<p><a href="#">BBC clips Mary Jones 2mins 32 sec</a></p> <p><a href="#">Mary Jones You tube clip 7 mins</a></p> <p><a href="#">Bible Society Mary Jones text</a></p> <p><a href="#">TES How Christians use the Bible</a> – a power point aimed at Year 9, so not to be use as it is, but it does have some good ideas that can be adapted.</p> <p>Living religions Christianity parts 1 and 2</p> <p><a href="#">Request How do Christians read the Bible</a></p> <p>Bibles</p>

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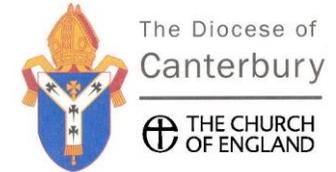


## Lesson 5

Learning Objectives	Key Questions	Success Criteria	Possible Content	Possible Resources
	<p>What do you know about the Nativity story?</p> <p>Where in the Bible can I read the accounts of the Nativity?</p> <p>Who were the authors?</p> <p>What does the Bible actually say about the birth of Jesus?</p>	<p>I know that the birth of Jesus is known as the Nativity.</p> <p>I know that accounts of the birth of Jesus are found in the New Testament.</p> <p>I know which authors wrote about the birth of Jesus.</p>	<p><i>Christmas</i></p> <p>Ask pupils to write out their own version of the Christmas story in groups. Afterwards, discuss this with the children. Have they included the main points? Compare the groups.</p> <p>Tell the children they are going to be Bible detectives. In pairs, ask the children to read the nativity stories in the Gospels of Matthew and Luke – Matthew Chapter 2 verses 1-12 and Luke Chapter 2 verses 1-20. What do they notice? Ask them to note down any differences and similarities. (Matthew only mentions the Magi – Wise men/Kings and Luke only mentions the Shepherds!) Tell the children that Mark’s Gospel doesn’t include an account of the Nativity and in fact, begins with Jesus’ baptism.</p> <p>Look at some Christmas cards and Christmas carols. Do any particularly reflect Matthew’s or Luke’s accounts? Talk about the idea of the humanity and divinity of Jesus</p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>• Design a ‘Matthew’ or ‘Luke’ Christmas card. Explain its words and images.</li> <li>• Choose some activities from the TES site in the ‘Possible resources’ column.</li> <li>• Draw up a comparison chart for the accounts in Matthew and Luke.</li> </ul>	<p>Bibles</p> <p>A variety of Christmas cards</p> <p>Christmas carol words</p> <p><a href="http://www.tes.co.uk/teaching-resource/Christmas-RE-Check-what-the-Bible-actually-says-6383622/">http://www.tes.co.uk/teaching-resource/Christmas-RE-Check-what-the-Bible-actually-says-6383622/</a> a range of matching activities, true or false activities. These could be used instead of the first group activity suggested.</p> <p><a href="#">TES similarities and differences work sheets</a></p> <p><a href="#">TES Nativity comprehensions - differentiated</a></p>

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## Lesson 6

Learning Objectives	Key Questions	Success Criteria	Possible Content	Possible Resources
<p><b>AT1 Show Understanding</b></p> <p>I can describe some similarities and differences that exist within a religion (L4)</p> <p><b>AT 2 Apply</b></p> <p>I can explain someone else's perspective on a religious event (L5)</p>	<p>Why is the birth of Jesus seen from different perspectives?</p> <p>What is each author trying to express about Jesus?</p>	<p>I can describe simple similarities and differences both within and between religions (L4)</p> <p>I know that Matthew and Luke tell their stories from different points of view (L4)</p>	<p>Recap on last week's lesson. Ask the children what they found out about the accounts of the Nativity in Matthew's and Luke's Gospels.</p> <p>In groups, ask the children to suggest reasons why the two Gospel writers included different things. What is each author trying to express as being most important? What kind of leader are they trying to portray? (Matthew: that Jesus fulfils the prophecies of the Old Testament and is the promised Jewish Messiah. Jesus would be a King. Luke: that Jesus has come for all people, Jew or Gentile, rich or poor).</p> <p>In pairs, pupils to find parts of the story which show this.</p> <p>Discuss different interpretations of the meaning and importance of Christmas.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>• Write a "Matthew" or a "Luke" newspaper item – headlines and detail – which demonstrate either the Matthew or Luke emphasis.</li> <li>• Write part of the Christmas story from differing perspectives - Mary believes Jesus is the Messiah and King Herod doesn't believe it and feels threatened</li> </ul>	<p>Bibles</p> <p><a href="#">The Christmas story -key points in Matthew and Luke</a> (scroll down to Christmas story)</p> <p>This could be an AT2 Assessment opportunity. Either activity could be used.</p>