

RE Unit Plan

Year: 4

RE Unit: Detectives – Investigating Jesus

Prior learning: KS1 – Jesus, his stories and his miracles

Prepare prior to learning:

	Enquiry Question(s)	Key knowledge and vocabulary	Teaching points/ Activities	Resources/Links
1	What were some of the key events early in Jesus' life?	<p>Nativity</p> <p>Jerusalem (Middle East) When discussing where Jesus was born, give children the context to understand where Jerusalem is in the world in show UK on the map for comparison.</p> <p>Messiah = Saviour / Chosen one</p> <p>Son of God</p>	<ul style="list-style-type: none"> - Introduce topic by explaining what it means to be a detective. Teacher may have props, such as a magnifying glass! Explain to children that detectives draw their own conclusions from the clues they find and put together the pieces which they have inferred, like a jigsaw puzzle. Open PPT "Lesson 1 key events PPT" and show slide 1 – 2, telling chn that the question we will be investigating throughout the topic is: "Who is Jesus?" - Discuss: Nativity. Chn can share with their partners what they already know before T summarises key info about Jesus' birth. Include key vocab in summary : Mary, Joseph, Angel Gabriel, immaculate conception, Census, Bethlehem, stable, manger. - Discover where Jesus was born – T shows chn the world map on slides, identifying that Jesus came from the Middle East (Israel). For context, pointing out where we are now – UK. 	<p>Video: Temple in the time of Jesus</p> <p>Video: Jesus' Childhood in Nazereth</p> <p>"Lesson 1 Key events PPT"</p>

			<ul style="list-style-type: none"> - Watch: video of 3D model of Jerusalem temple in the time of Jesus - Watch: Video on Jesus' childhood in Nazereth - Discuss: BC AD as this is relevant to discussing dates for Jesus / biblical stories. Slide 11 on PPT - Recap / consolidate - children to "vote with their feet" - T to label 2 walls in class "True" or "False", and to read aloud statements about Jesus referring to events from session so far and some from the upcoming lessons, for children to share what they might already know. Example questions for game: "Jesus was born in a cave." (False, but he resurrected from a cave) "Jesus was rich and grew up in a palace" "Jesus grew up in a warm country" "Jesus was a calm, kind child" "Jesus had blond hair" (linked to lesson 2) "Jesus had many friends" (link to following sessions) <i>T to use the responses to questions as AFL and opportunities to identify misconceptions</i> 	
2	<p>What did Jesus look like?</p>	<p>Establish that there is very little known about his physical appearance and different cultures have drawn Jesus differently in their culture.</p> <p>Discuss with children what we think he is most likely to look like based on what we know about the area he was from and the parables we know about him.</p>	<ul style="list-style-type: none"> - Recap at the beginning of this lesson: What were some of the key events of Jesus' life? Children write down what they can remember on a post it. - Show: Powerpoint 'Investigation – Jesus - children act as detectives to establish what they know already about Jesus: Part 1- His use of parables for teaching Part 2 - His death 	<p>"Lesson 2 investigation Jesus PPT"</p> <p>"Lesson 2 Jesus' Face worksheet"</p> <p>Images of Jesus' face within folder: "Lesson 2 – Jesus' Face images"</p>

			<p>Part 3 – His Physical Appearance</p> <ul style="list-style-type: none"> - Independent activity: Children look at pictures of Jesus’ face scattered around the classroom (Stick pictures of Jesus in various places) for children to rotate around the room and look at Jesus’ Physical appearance. - Chn in 2s, look at the Faces and decide how near to Jesus’ face it would be, circling the number on their WS – “Lesson 2 Jesus’ Face worksheet” and discussing in pairs their justification. - Evidence the investigation in children’s books by taking pictures of children as they walk around the room. - Discuss: Through discussion, establish that there is very little known about his physical appearance and different cultures have drawn Jesus differently in their culture. 	<p><i>For more detailed research, see useful article:</i> What did Jesus really look like? - BBC News</p>
3	<p>Was Jesus a good friend?</p>	<p>Disciples Betrayal Miracles Christian belief: Jesus was a good friend and his disciples were devoted to him as he had respect for all.</p> <p>Mary and Martha</p> <ul style="list-style-type: none"> - Martha was busy preparing a meal and asked Jesus to tell Mary, who was sat at Jesus’ feet to help. Jesus told her that Mary has chosen the better thing to do and it would not be taken away from her. <p>Mary, Martha and Lazarus</p>	<ul style="list-style-type: none"> - Introduce session with the class discussion: What makes a good friend? - Read story that will lead into the discussion: Do we see these traits in Jesus? Read or adapt the story of Mary and Martha, Lazarus and Watch video of the story. - Discuss: Do we see these traits in Jesus? - Recap/consolidate vote with your feet activity “True or False” posters on opposite walls in class. States could be: “Lazarus was Jesus’ enemy” “Mary and Martha believed in Jesus” 	<p>Video link for Lazarus story</p> <p>Resources: “Lesson 3 – child-friendly story of Lazarus” “Lesson 3 – ORIGINAL bible text Lazarus”</p>

		<ul style="list-style-type: none"> - Mary, Martha and Lazarus were brother and sisters & were friends of Jesus. - Lazarus became ill and Mary and Martha, his sisters, sent for Jesus, who was away. Jesus said it would not end in death but it was for God's glory. He stayed 2 more days. - He said Lazarus was dead, but they should return. The disciples said the Jews tried to stone him last time he was there. - Many Jews from Jerusalem were there with Mary and Martha. - On Jesus' arrival, Lazarus had been in the tomb 4 days. Martha, then Mary, came to him saying if he had been there Lazarus would not be dead. Jesus wept with Mary. - He went to the tomb – a cave with a stone in front. He asked for the stone to be rolled away – and after objections about the smell, they did. - Jesus called 'Lazarus, come out.' With tomb bandaging around him still, Lazarus came out. 	<p>"Lazarus was in hospital when Jesus told him to wake up." "Jesus helped Lazarus because he cared about him"</p> <ul style="list-style-type: none"> - Activity: On the printed extracts of the story they read aloud, chn to annotate (highlight / underline) the text to indicate evidence for their views in answering the question: Was Jesus a good friend? Lesson ends with a class discussion where children share their Detective deductions along with the evidence they have used to support their 	
4	<p>What was Jesus' effect on crowds of people? Contrast views of Jesus in the stories e.g. Mocked as "king of Jews" at crucifixion,</p>	<p>Miracle (see dictionary definition in slides) appreciation wonder topical words: paralytic (Jesus heals a paralytic man), leper (Jesus heals people with leprosy)</p>	<ul style="list-style-type: none"> - Introduce lesson by explaining that we will be investigating events in Jesus' adult life. Use presentation slide 1 to recap events from Jesus' Childhood from lesson 1. - Discuss: "what is a miracle?" (slide 4). Ensure children understand terminology to continue with lesson. 	<p>Video link for Jesus at the temple</p> <p>Resources: "Lesson 4- the miracles of Jesus"</p>

	<p>but beloved by disciples</p> <p>- further supporters of Jesus (examples)</p>		<ul style="list-style-type: none"> - Discover a variety of Jesus’ miracles using next few slides – allow time for chn to ask questions, discuss with their partners: What do some of these miracles have in common? What kind of people did Jesus help? - Read text: “Lesson 4-the miracles of Jesus” Followed by slides on Jesus at the temple (slides 11 – 12) - Discuss: using slides 13 + 14, begin to gather information for children’s final POV as a detective. What was Jesus’ effect on crowds of people? - Independent activity: written work – Children to write down their response to today’s investigation using structure support from slides 14 + 15 if needed. Children can then discuss / have a debate in class. 	<p>Lesson 4 – effect on people</p>
<p>5</p>	<p>How did Jesus treat others who might challenge him?</p>	<p>Romans – The Romans were generally “despised” by the people in Jerusalem, due to their terrible treatment of them. A centurion was a leader of troops of men. They in particular would be hated, as a symbol of the Roman control over the local people.</p>	<ul style="list-style-type: none"> - Introduce lesson by explaining that we will be investigating how Jesus treated people who challenged him and his ideas / way of life. - Discuss: slide 2 – who do you react to people when they challenge you? Ask children to begin by thinking inward. To understand that it takes a calm, critical thinker to react neutrally or even positively when somebody criticises what we do. It is quite common to react negatively. - Discover and Watch information on Jesus and the centurion. The Romans were generally “despised” by the people in Jerusalem, due to their terrible treatment of them. Watch the video and answer the discussion questions. This story will show the children that Jesus had no prejudgements of the man, and treated all who believed in the Lord the same way. - Read following slides, investigating the accusations that the Pharisees made of Jesus 	<p>Video : Jesus and the centurion</p> <p>Video: Jesus and the pharisee’s question</p> <p>Resources:</p> <p>Presentation “Lesson 4: Jesus treats challengers”</p>

			<p>and (vice-versa) the accusations Jesus made of the pharisees</p> <ul style="list-style-type: none">- Discuss: video clip linked of Jesus and the pharisees' questions- Independent activity: drama activity – children to act out in groups of 4 – 6 an interaction between Jesus and the pharisees.	
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