



INTENT: What do we want the children to remember/be able to do?

- Explain that the Bible was written by many authors over a long period of time.
- Explain how Christians use the Bible today as a source of comfort and inspiration.
- Use Bible citations to find particular passages.
- Understand key Christian concepts – creation, incarnation, salvation.
- Describe the symbolism of Advent and what the holiday means to Christians today.

NT Syllabus Programme of Study		Hook To Learning		Vocabulary	
Belief - Developing understanding of the nature of God and key Christian beliefs: Creation, Incarnation, Salvatio. - Introduction to God as Trinity (Father, Son, Holy Spirit) Authority - The Bible as the sacred book, the ‘Big Picture’ story of the Bible in showing God’s relationship with humanity: Creation and Fall, Incarnation, Salvation; its importance and impact for Christians today - How the Bible is used in private and communal worship and everyday living. - The significance of Jesus as the Son of God in Christian belief shown through key events in his life Expression of belief - The significance of rituals/objects/symbols associated with Christian worship, Christmas (including Advent and Epiphany) Impact - How Christians today live by a moral code based on the teaching of Jesus (love God and love your neighbour as yourself) - How the Bible has an impact on the lives of individuals and communities.	Show children a selection of Bibles. Advent assembly.		Advent	Guide	
	NT Syllabus Enquiry Question		Belief	Parables	
	What do we know about the Bible and why is it important to Christians? Why do Christians call Jesus the light of the world? How and why is Advent important to Christians?		Bible	Rules	
	Learning Objectives: Understand why the Bible was written and what it tells us about salvation. Explain how the Bible is structured and how to find a particular verse. Explain the symbolism associated with Advent and what Advent means to Christians. Understand the meaning of the title “Jesus is the Light of the World” and what this means to Christians today.		Christianity	Sacred	
		Commandments	Scripture		
		Creation	Teaching		
		Following Gospels	Testament		
		British Values	SMSC		
		Individual Liberty	Spiritual		
		Mutual Respect	Moral		
		Tolerance of those with different beliefs	Social		
			Cultural		
Prior Learning		Implementation		Future Learning	
In EYF/SKS1children should: - Know the Bible should be treated - Know simple symbols and objects (cross, statues, church, colours, music) - Know stories from the Bible - Know some special days, festival and celebrations in Christianity. - Know that God and Jesus are special to Christians In Y3 children should: - Know some beliefs about Jesus (Son of God, Incarnation/reincarnation, miracles of Jesus).		1. What do we already know about different aspects of Christianity and the Bible? What would we like to find out? 2. Introduction to the Bible – Who wrote it? Why was it written? How do Christians use the Bible? 3. How is the Bible structured? How can we find a particular verse (.i.e. Bible citations) How does the Bible describe God’s relationship with his people (creation, incarnation, salvation) 4. Intoduction to Advent and its symbolism. 5. To consider Christian belief in Jesus’s claim that he is the Light of the World. 6. Assessment.		In UKS2 children will: - Learn how Christians understand who Jesus was through celebrations such as Christmas - Learn how Christians show their commitment to God. - Learn about the significance of the Last Supper. - Understand the significance in the belief that God intended Jesus to die - Explore the Gospels and discuss beliefs in whether the Chritmas Story is true. - Explore why Good Friday and Easter Sunday are the most important days for Christians. - Explore beliefs in the strength of Christianity as a religion 2000 years after Jesus.	
Cycle of Enquiry					
Engage	Explore	Enquire/Investigate	Evaluate	Present	Impact: Reflect on and Evaluate Enquiry Question
Share Enquiry Question Engage using hook – eg video clip/resources from the Religious Resource Centre at Percy Main	Critical Thinking about the Enquiry Question. What do we need to find out? How can we find out? What further questions could we ask?	Investigate using a range of sources and methods.	Conclusions -what did we find out? Can we answer the Enquiry Question? Do we need to ask more questions?	Are there opportunities to present findings before assessment? Freeze frames/re-enactments/newspaper articles etc	End of unit post assessment - Vocabulary/definitions match - Retrieval – facts/people/beliefs/places/ideas - Brain Dump/extended answer on Enquiry Question