ST LAWRENCE C.E. PRIMARY SCHOOL RE LEARNING JOURNEY

UNIT: People of God TERM: Autumn 1 YEAR GROUP: 6

I WONDER QUESTION			
How can following God bring freedom and justice?			
END OF UNIT OUTCOME	**Essay answer – using connect four images as a starting point to help explore connections (linked to I Wonder question)**		
OBJECTIVES	• Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. • Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. • Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.		
CONCEPT: Legacy	The legacy of Moses's life – freeing the Israelites from Egypt		
LESSON 1 QUESTION	**How did Moses feel about God's request?**		
KEY KNOWLEDGE	Help pupils to learn the first four of eight events from Moses' life: 1) being put in the basket and found by Pharaoh's daughter 2) killing of the taskmaster 3) fleeing Egypt 4) the burning bush. Focus on the burning bush. What are Moses' feelings about going back to Egypt? Why do pupils think this is? Pupils think of adjectives to describe Moses' feelings throughout the story of the burning bush together as a class and give appropriate reasons. Explain that Moses and the children of Israel were part of the People of God.		
RICH TASK	Recap on the big story, sorting the core concepts along the frieze. Annotate panel. Children to have three heads task – Which head best describes how Moses felt about the task that God gave him? Ask children to justify their reasoning based on the story so far.		
SUPPORT AND CHALLENGE	S – Children to watch clips of Moses early life and make jottings to support them later in the lesson, class discussion, list of adjectives to describe feelings Moses is born: https://www.youtube.com/watch?v=t9HNNvInyzo 2 & 3. The killing of the taskmaster and Moses escapes Egypt: https://www.youtube.com/watch?v=jD2AJnc5pK0 4. The burning bush: https://www.youtube.com/watch?v=LZpYMr-Ed0Q C – Children to have a 'blank' head of their own and write their own monologue to show how they feel Moses would feel.		
KEY VOCABULARY	Pharoah Taskmaster Israelites Justice Israel	**RESOURCES**	Frieze panels Concept cards Three Heads reasoning task Video clips of Moses's life.

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LESSON 2 QUESTION	**Were the ten plagues necessary to free the Israelites?**		
KEY KNOWLEDGE	Continue learning the eight events in Moses' life by looking at event number 5), the ten plagues. Watch the clip of the 'Ten Plagues' of Egypt These plagues are detailed in Exodus as follows: 1. Water turned to blood: The Nile River and all waters in Egypt turned to blood, killing the fish and making the water undrinkable. 2. Frogs: An infestation of frogs swarmed out of the Nile and covered the land of Egypt. 3. Lice (or Gnats): Insects, described as lice or gnats, emerged from the dust and plagued both people and animals. 4. Flies: Hordes of flies or wild animals caused destruction throughout Egypt. 5. Livestock pestilence: A fatal disease struck and killed most of the Egyptian livestock. 6. Boils: All Egyptians and their animals suffered painful boils. 7. Hail: A severe hailstorm with fire struck down crops and trees. 8. Locusts: Swarms of locusts devoured all remaining crops and vegetation. 9. Darkness: A thick, oppressive darkness enveloped the land of Egypt for three days. 10. Death of the firstborn: All firstborn sons of the Egyptians and firstborn cattle died, while the Israelite households, marked with the blood of a lamb, were "passed over		
RICH TASK	**Retrieval task** – Four in four – can the children summarise the first four aspects of the life of Moses? Ask pupils to put themselves in the positions of Moses and Pharaoh after the eighth plague (locusts) and create a 'conscience alley' for each of these men. • Moses' conscience alley: Pupils on one side give reasons for Moses to continue following God's will and attempting to get the slaves released; the other side state reasons why Moses should give up. • Pharaoh's conscience alley: Pupils on one side give reasons why Pharaoh should keep the Hebrews as slaves, the other side give reasons why Pharaoh should grant their freedom. After drama task, children to share their thoughts and feelings using evidence about Moses and the Pharaoh during the ten plagues.		
SUPPORT AND CHALLENGE	S - drama, group work, class discussion, jottings and group ideas notes on IWB, video of the ten plagues section of Moses's life. C – children to have time after the drama activities to write and explain their own thoughts and feelings in more detail.		
KEY VOCABULARY	Plagues	**RESOURCES**	Hall

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	Conscience Hebrews Slaves God's will Grant		Ten plagues video to support
LESSON 3 QUESTION	**Are the ten commandments still important today?**		
KEY KNOWLEDGE	Learn the last three of the events from Moses' life: 6) leading children of Israel out of Egypt 7) crossing the Red/Reed Sea, 8) the covenant on Mount Sinai. Remind pupils that God rescues his people in the story of Moses by delivering them from Egypt and then making the covenant with them — not demanding that they obey the commands first and only rescuing them if they manage it		
RICH TASK	**Retrieval Task** – Task to give children the chance to consolidate their knowledge of the story. 'Quick draw 10 jigsaw pieces': What different plagues can the children remember from last lesson? Help pupils to identify some main themes in the story of Moses' life; for example, freedom, God, suffering, leadership, vulnerability, obedience, evil. Ask groups to make two tableaux representing a theme — one showing it within the story, the other within the world today. Which theme do pupils think is most central to the life of Moses and why? Look at the Ten Commandments given at Mount Sinai (see Resource Sheet 1) and remind pupils of their learning about in previous units. For each commandment, ask pupils to work out what some people must have been doing, if the People of God had to be given that command. (You don't need rules to make you do something if you are doing it already!) **Task 1, 2, 3 Activity** - Ask pupils to work out which of the Commandments they think would be hardest for a Christian to keep. Is it possible to keep all ten, always? Is it hard not to kill? Is it harder to never be greedy, or to always tell the truth? What happens when humans fail to live up to the standard? Should a person be punished or helped? Why? Ask them to weigh up which Commandments would have most impact on the world, if everyone followed them.		
SUPPORT AND CHALLENGE	S – collect themes and class discussion to unpick questions before independent tasks, drama, video clips to support C – Children to be encouraged to complete task 2 as well as the knowledge of the commandments in task 1 – How would the commandments have an impact on the world today?		
KEY VOCABULARY	Commandments Mount Sinai	**RESOURCES**	Resource sheet – UC Sugar paper Video clip to discuss last sections

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			IWB Wordall – theme collection
LESSON 4 QUESTION	**How can we live in a more free and just world?**		
KEY KNOWLEDGE	Give scenarios for pupils to role play with two endings — the first when Jesus' great commandments are followed, the second when they are not. For example, how to respond to: someone who never lets you join in, someone who is in your group for project work but mucks about and is unhelpful, someone you have never met before but is in a bad situation (hurt/homeless and so on), when you yourself are finding something difficult to master, when you fall too ill to do something really important to you, when your friends are poking fun at religion. Discuss what might happen in the scenarios if the commandments were followed but not fully. For example, God was loved but not with all heart, soul and mind, and neighbours were loved but not as 'yourself'. How do these commands help to bring freedom and justice?		
RICH TASK	**Retrieval Task** – Jigsaw activity (8 sections of the story) – can children explain how justice is shown within the life of Moses? In groups and then as a class, don't write Ten Commandments, but write Ten lessons for Living, where pupils show what we can all do to bring more freedom and justice, explaining why these are good Lessons for Living. See if there are three easy steps that pupils can take toward justice themselves.		
SUPPORT AND CHALLENGE	S – discussion scenarios to support the positive ways that people may choose to live, real life contexts, jottings and notes C – Children to think carefully individually about their own 'Lessons for Living', word books, prior learning, real life experiences / link to cultural capital that is occurring in the world today		
KEY VOCABULARY	Commandments Freedom Justice Followed	**RESOURCES**	Discussion scenarios Sugar paper Jotters
LESSON 5 QUESTION	**How can following God bring freedom and justice?**		
KEY KNOWLEDGE	God frees the people from slavery in Egypt and they arrive at the 'Promised Land' with Moses and Joshua (although Moses does not enter); eventually, under King David and his successors, they establish a land and a kingdom. Through choosing to follow Jesus, Christians see themselves as becoming members of the People of God with a mission that includes being salt and light in the world. Moses is seen to be a great prophet and leader of his people; as the end of Deuteronomy says: 'Never since has there arisen a prophet in Israel like Moses.' Freedom is an important theme in Exodus. God delivers the children of Israel from		

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	Egypt, but the story definitely does not stop there. Importantly, he makes a covenant with them at Sinai. Moses is a key figure in both the Exodus narrative and the receiving of the law before leading the children of Israel to the Promised Land. From a Christian perspective, God rescues humankind through sending Jesus. Moses lives hundreds of years before this time and is seen as foreshadowing Jesus. Christians would say that God's rescue mission for humanity is already planned by the time Moses is alive and is indicated through his story.		
END OF UNIT OUTCOME	Revision of key knowledge – Retrieval Task – Cops and Robbers I wonder…**How can following God bring freedom and justice?**		
SUPPORT AND CHALLENGE	S – use of retrieval tasks previously, recapping knowledge and the story, cops and robbers' activity, class discussion C – encourage children to think about elements of Moses's story as well as how this story could influence how people live now too.		
KEY VOCABULARY	Justice Freedom God Commandments	**RESOURCES**	IWB Clips