# ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

**SUBJECT: RE UNIT: Incarnation (Digging Deeper) TERM: Autumn 2 YEAR GROUP: 6**

| THE BIG QUESTION | |
|---|---|
| **Was Jesus the Messiah?** | |
| **END OF UNIT OUTCOME** | (Linked to The Big Question) I wonder question – **The world doesn't need a messiah — it just needs people to love each other.** |
| **OBJECTIVES** | Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms.<br><br>Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday.<br><br>Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world.<br><br>Weigh up how far the world needs a Messiah, expressing their own insights. |
| **CONCEPT: Legacy** | What does the Transfiguration of Jesus provide for his followers – proof of his true identity. |
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| **LESSON 1 QUESTION** | **What does the event of the Transfiguration of Jesus show?** |
| **KEY KNOWLEDGE** | **The Transfiguration: MATTHEW 17:1–9 OR LUKE 9:28–36**<br><br>This is another event in Jesus' life in which his followers receive clues to his true nature. They walk together on a hill top (a 'mountain') when a series of amazing things happen. Jesus shines white, he is seen accompanied by Moses and Elijah, two major prophets of Judaism, and a voice from the heavens describes him as 'my son'. This *awe*some event gives us an insight into a moment when Jesus' followers realised, he was special, connected to the old prophecies, and a link between God and humanity. |
| **RICH TASK** | Introduce The Big Question – what do they already know from core learning last year about evidence that Jesus was the Messiah?<br>Explore KO – copy in book after title page and paper copy home. **Focus on the bottom section on the right-hand side**<br><br>Recap what Jewish people hoped for in a messiah or saviour, and what Jesus' followers were starting to believe about him. What things would make them think that someone was sent by God to save people? Create a list.<br><br>Read the Transfiguration text (Matthew 17:1–13 or Luke 9:28–36). This is a good text to act out in groups. Ask the audience as they watch each group's performance to comment on what they think is happening and what it might mean. List the things they see which seem to offer clues that Jesus is the Messiah. What indications are there that Jesus is more than that — the Son of God? Explore links to the Trinity, |

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<tr><td></td><td colspan="3">Father, Son and Holy Spirit, in the passage. Discuss if the texts have any similarities or differences between them – use of highlighters to note sections for discussion.<br><br>Think and Link Activity – After discussion and the discovery of the Transfiguration text, ask children to think of four different examples of how Jesus reveals that he is the Messiah – Link Question – Is there anything about these four pieces of evidence that show that Jesus is not just a simple man but the son of God?</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – discussion and use of drama to act out the transfiguration event, talk partners, discussion of the Big Question at the start of the unit.<br>C – Can children include the following vocabulary in their explanation – incarnation, trinity, prophecies, God, Transfiguration, ensure that their linked question answer is backed up by evidence from prior bible stories and units studied.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Incarnation<br>Transfiguration<br>Prophecies<br>Trinity<br>Transformation</td><td>RESOURCES</td><td>Transfiguration of Jesus text<br>Think and Link activity<br>Hall – drama</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 2 QUESTION</td><td colspan="3">How is the transfiguration of Jesus represented through art?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3"><u>Raphael’s Painting:</u><br><br>The top scene: Depicts Jesus on Mount Tabor, radiant with light and flanked by Moses (representing the Law) and Elijah (representing the Prophets). A voice from a cloud above them declares, "This is my beloved Son, whom I love; with him I am well pleased. Listen to him!".<br><br>The bottom scene: Shows the remaining three Apostles below, distressed and unable to heal a possessed boy who is brought to them. They are overwhelmed by their inability to help<br><br><u>Bellini’s Painting:</u><br><br>Christ's Divinity: The central image of Jesus, beaming with light, highlights his divine nature and authority as the ultimate messenger of God, surpassing Moses and Elijah.<br><br>Fulfilment of Prophecy: The figures of Moses (Law) and Elijah (Prophets) are present to signify that Jesus's appearance on Mount Tabor marks the fulfilment and continuity of the Old Testament.<br><br>The Trinity: The painting's composition, with Jesus at the apex and the apostles below, creates a symbolic triangular structure, representing the divine presence.<br><br>A Sign of Grace: Bellini's masterful use of colour and light creates a spiritual atmosphere, conveying heavenly grace and a foretaste of the glorious transformation of Christ.</td></tr>
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| **RICH TASK** | **Retrieval practice activity** – Mind spider – Can the children think of eight pieces of evidence or examples of how people believed that Jesus was the Messiah to put on each leg – use of partner talk to support<br>Revise KO – Images of paintings by Raphael and Bellini<br><br>Look at some artworks expressing this scene, for example, comparing Raphael (www.artbible.info/art/large/613.html) and Bellini (www.artbible.info/art/large/21.html)<br><br>Discuss with the pupils whether they can see: shining white, Moses and Elijah, the mountain. What do they think each of these might mean? Ask pupils to write the description to be put under the art when it is displayed in a gallery. They must include the connections to the text, the meaning of this story for Christians, and the clues this text gives that Jesus is more than the expected Messiah, and actually the Son of God.<br><br>**Dual Coding Retrieval –** Use the images to help you retrieve the main points – put snipping tool images from the painting into different sections and then ask children to explain what each part of the painting is representing about the transfiguration of Jesus. Who are the characters? Why were they painted in that way? Do the characters link to other bible stories that they know? | | |
| **SUPPORT AND CHALLENGE** | S – Opportunity to discuss the symbolism of both paintings and make notes before the main task<br>C – Can children complete both grids and explain the links between both paintings at the end. | | |
| **KEY VOCABULARY** | Raphael<br>Bellini<br>Transfiguration<br>Moses<br>Elijah | **RESOURCES** | Dual coding retrieval table<br>Images of both paintings |
| | | | |
| **LESSON 3 QUESTION** | **How can following Jesus transform the lives of others?** | | |
| **KEY KNOWLEDGE** | Transfiguration means 'transformation'. For Christians the belief that Jesus is more than the Messiah — but God in the flesh — means that faith in Jesus can transform individuals' lives now: the Gospels are not just stories. In all the ways Jesus turned expectations on their heads, God shows Christians how their lives can be transformed.<br><br>The Four Canonical Gospels<br>• **The Gospel of Matthew**: Presents Jesus as the Messiah and King of the Jews.<br>• **The Gospel of Mark**: Focuses on the suffering and service of Jesus.<br>• **The Gospel of Luke**: Emphasizes Jesus as the Saviour for all people.<br>• **The Gospel of John**: Offers a unique, more theological perspective on Jesus' divine nature. | | |

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<tr><td></td><td colspan="3">The term "gospel" itself comes from the Old English "god-spell," meaning "good news" or "good message," an English translation of the Greek word euangelion. Together, these four books provide the foundational accounts of Jesus' life, ministry, death, and resurrection, which form the central message of Christianity.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity – Match up the parts of the painting to the correct characters without looking back in your book.<br>Revise KO – look at the vocabulary top ten. Slow reveal some definitions after partner talk – opportunity to earn house points for each correct word defined.<br><br>Rich Task - Ask pupils to list some simple ways a Christian's life might be transformed by following Jesus; for example, trying to support somebody local by doing their shopping, giving away 10% of what they earn to charity.<br><br>Write a letter to Andrew in pairs asking how he believes that lives can be transformed by following this faith. Ask for examples of testimonies of ways in which people believe their lives have been transformed by faith in Jesus that he has experienced.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – gathering ideas prior to letter writing. Paired work, word banks, spelling word books, previous work in unit in books, shared write / structure strip for letter<br>C – Can the children include an example of how they think pupil's lives could change within the letter.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Transformed<br>Christian<br>Faith<br>Testimonies</td><td>RESOURCES</td><td>Letters<br>Envelopes<br>Word books</td></tr>
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<tr><td>LESSON 4 QUESTION</td><td colspan="3">How do Christians reach out to others as God reached out to them?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">World Vision has a long history of taking action that transforms the world. Their focus is on helping the most vulnerable children, in the most difficult places, overcome poverty and experience fullness of life.<br><br>Together, with supporters, they have partnered with millions of children and families to find a way out of poverty, and are often among the first to help when a crisis strikes.<br><br>As a Christian charity, World Vision help children – of all faiths and none – in some of the world's most dangerous places. They believe it takes a whole community to create happy and fulfilling childhoods and they work together with communities so they are empowered to do just that.<br><br>Their integrated approach includes water, healthcare, education, child protection, and income generation, with the aim of allowing every child to fulfil their God-given potential.</td></tr>
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<tr><td></td><td colspan="3">Across almost 100 countries, their impassioned community of supporters, volunteers and community leaders work together to transform children's lives.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity – Give children the following four answers: (Transformation, Raphael, doing someone's shopping + Matthew and Luke) Get children to write four questions to these answers based on their learning so far in the unit.<br>Revise KO – Think about the facts linking to the transfiguration of Jesus – can the children remember where this happened and who was there. Can they define transfiguration too?<br><br>Rich Task - Think about how reaching out to others can transform both those in need and those who help. Look at adverts for child sponsorship schemes run by Christian development charities, such as the World Vision scheme: www.worldvision.org.uk/child-sponsorship (scroll down to watch a film showing how much being a sponsor means to Amanda). Record the benefits (Christians might call them 'blessings') that the child and the sponsor would gain from this.<br><br>Christians try to reach out to others as God reached out to them in the person of Jesus. In the process of reaching out they themselves are transformed, by the power of the Holy Spirit.<br><br>Write an advert or poster for a church newsletter or noticeboard advertising child sponsorship. Use the idea of transformation in the advert or poster showing how doing this will mean that they are following Jesus</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – iPads and use of website to support, word books, examples of church newsletters<br>C – Can children include key vocabulary in their own advert – transfiguration / transform / holy spirit / blessings</td></tr>
<tr><td>KEY VOCABULARY</td><td>World Vision<br>Sponsorship<br>Scheme<br>Advert<br>Newsletter<br>Holy Sprit<br>Charities</td><td>RESOURCES</td><td>iPads with QR code to website<br>card / paper for advert</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 5 QUESTION</td><td colspan="3">I wonder … if the world doesn't need a messiah — it just needs people to love each other?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">In the Bible, the term "Messiah" refers to "the anointed one" or "the chosen one," embodying the hope of a deliverer predicted in Old Testament prophecies, which Christians believe is fulfilled in Jesus Christ.<br><br>The Gospels affirm that Jesus is the Messiah, chosen by God to save His people from their sins. The Messiah's role includes delivering people spiritually and redeeming them from sin through His death and resurrection.</td></tr>
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| **END OF UNIT OUTCOME** | KO quiz<br>Gather reasons fore and against the statement – children to have 5 minutes for each side to gather their ideas on post-it notes and stick to the board. Have time after ideas have been gathered to read all thoughts allowed and discuss opinions in the room.<br>Outcome linked to The Big Question – I wonder question - **I wonder** … if the world doesn't need a messiah — it just needs people to love each other?<br><br>What links to our concept have you found? | | |
| **SUPPORT AND CHALLENGE** | S – previous work in RE unit throughout books, wordbooks, idea gathering at the start of the lesson on post-it notes.<br>C – can the children include any links to our class concept and mention specific bible stories including the transfiguration to support their reasoning | | |
| **KEY VOCABULARY** | Messiah<br>Transfiguration<br>Transform | **RESOURCES** | Post-its<br>RE books<br>I wonder question |