ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: RE UNIT: HINDU TRANSFORMATION TERM: SPRING 1 YEAR GROUP: 4

THE BIG QUESTION	
Why is transformation important?	
END OF UNIT OUTCOME	Children to choose an invention that was created that caused a transformation and create an explanation piece of writing to show how the invention was created, what transformation it caused, was the transformation good or bad and why, did the transformation affect people's lives. - Research invention if needed for facts and fill in planning grid - Use shared writing to write each paragraph – print or draw pictures to go with the published version
OBJECTIVES	• Describe what transformation means • Describe what Christians and Hindus believe about how Saul and Lord Ganesh were transformed • Describe why Christians & Hindus value the idea that Saul & Lord Ganesh were transformed • Describe their own responses to transformation • Describe examples of how transformation affects theirs and others' lives.
CONCEPT: Transofrmation	Saul and Lord Ganesh were transformed
LESSON 1 QUESTION	**What does transformation mean?**
KEY KNOWLEDGE	- Transformation means a marked change in form, nature, or appearance. - Objects can transform like a CD. - People's lives can also be transformed - Joan of Arc life transformed her life after getting a message from an angel.
RICH TASK	Introduce The Big Question – what do they already know? Complete a class wordle of the word transform, including a definition. Show pupils how something has been transformed – eg vinyl record tape, CD, mini disc,i-pod. Pupils consider how many vinyl records would it take to fill my i-pod? Pupils discuss: Is this a change or a transformation? What is the difference between the two words? Do the children need to go back to their definitions and refine them further? Tell the story of Joan of Arc (in resources) and discuss with pupils was she changed or transformed?

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SUPPORT AND CHALLENGE	S-Use real objects (vinyl, tape, CD, iPod) to show physical change. Use sentence stems: -Before the transformation -After the transformation Provide picture prompts showing before/after changes. C-Write their own definition of transformation		
KEY VOCABULARY	Transformation Change Before After Impact Significant Object Life Belief Experience	**RESOURCES**	Wordle Examples of tapes, CDs , mini discs and IPod. Story of Joan of Arc
LESSON 2 QUESTION	**What stories religions have about transformation experiences?**		
KEY KNOWLEDGE	- The Road to Damascus is a Christian Story about transformation. - How Ganesh got his Head is a Hindu story about transformation.		
RICH TASK	Retrieval practice activity Revise KO - Focus on: The Road to Damascus (p. 30) and How Ganesh got his head (p.38) from Transformation Booklet. - Questions for discussion: children to complete the table to answer these questions (in resources) - Was there a moment of transformation? - What was it like before? - What was it like afterwards? - What caused the transformation? - What difference did the experience make to the person? - Did the transformation have an effect on anyone else in the story? If so, how? - Did the transformation have any effects which lasted a long time? - Was the transformation experience sudden or gradual? Why? - Pupil volunteer to be "hot seated" as Saul or Ganesh. Discuss responses as a class.		

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SUPPORT AND CHALLENGE	S-Retell both stories using simple, sequenced storytelling (beginning / middle / end). Use storyboards or picture prompts for: Saul on the Road to Damascus and How Ganesh got his head Read key parts aloud and pause to explain meaning. C-Compare the two stories and decide whether the transformation was sudden or gradual.		
KEY VOCABULARY	Transformation Religion Christian Hindu Belief God Goddess / God Saul (Paul) Ganesh Experience	**RESOURCES**	Question table. The Road to Damascus story. How Ganesh got his head story.
LESSON 3 QUESTION	**Why are these stories important for a Christian and a Hindu?**		
KEY KNOWLEDGE	Transformation stories help believers understand God or divine power. Christians believe God has the power to transform people. Hindus believe the gods can transform life and restore balance. Transformation gives stories meaning and purpose. These stories teach lessons about change, hope, forgiveness, and identity.		
RICH TASK	Retrieval practice activity Revise KO Pupils consider the Christian story about Saul. - What would the story be like if Saul had not been transformed? QUESTIONS: put these onto bits of sugar paper for pupils to answer – silent debate style (take photo for books) - Would this be a memorable story? Why/why not? - Why do Christians remember this story? - How do you think the story might help them? - Who has the power to transform in the story?		

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<table>
<tr><td></td><td colspan="3">- If Saul hadn't been transformed, would there be Christianity? Is there a point to the story? What difference does transformation make?

Now consider the Hindu story.
QUESTIONS:
- Would this be a memorable story? Why/why not?
- Why do Hindus remember this story?
- How do you think the story might help them?
- Did transformation happen? What caused it?
- Is there a point to the story?
- What difference does transformation make?</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S- Revisit the key parts of both stories using a simple recap or visual timeline.

Display key questions one at a time during the silent debate to reduce cognitive load.

Provide sentence stems for written and spoken responses:
-Christians remember this story because
-The transformation matters because

C-Deeper thinking- Is the transformation more important for the character or the believers who hear the story?</td></tr>
<tr><td>KEY VOCABULARY</td><td>Transformation
Belief
Power
Purpose
Meaning
Christianity
Hinduism
God
Gods
Story</td><td>RESOURCES</td><td>Christian and Hindu Story</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 4 QUESTION</td><td colspan="3">How does transformation affect lives?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Transformation can happen to individuals, communities, or the world

Transformations can be positive, negative, or mixed

Transformations can be fast or slow

People, nature, governments, and inventors can cause transformation</td></tr>
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	With power to transform comes responsibility
RICH TASK	Retrieval practice activity Revise KO <u>Personal Transformation (Pairs)</u> Talk about: -Something in your life that has changed or transformed -How life was before the change -How life is after the change Use the sentence stem: **"Before the transformation…, but after the transformation…"** Pairs choose one example to share (no pressure to share anything private). <u>Big Transformations (Small Groups)</u> In groups, look at cards or images showing: -A tsunami or earthquake -A major invention (electricity, the internet, mobile phones) -World War II For each example, discuss: -What was transformed? -Who was affected? -Was the transformation fast or slow? -Did it bring positive, negative, or mixed outcomes? <u>Groups record ideas using a Before / After / Impact chart.</u> Debate – Are Transformations Always Good? Move to different sides of the room: -Transformations are mostly good -Transformations can be good and bad

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<table>
<tr><td></td><td colspan="3">-Transformations often cause harm

Pupils must explain why they chose that position using evidence from Step 1 or 2.

<u>Power and Responsibility (Whole Class)</u>

Discuss:

Who has the power to cause transformation?

Nature

Individuals

Governments

Inventors

Should people with power be careful when creating change?

<u>Final Reflection (Independent)</u>

Pupils complete one sentence:

“Transformation is powerful because…”

Draw a simple Before / After picture with labels.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S- Use sentence stems to support talk and writing:
Before the transformation and After the transformation
This affected people by

Provide Before / After / Impact charts already partially filled in.

C-Justify their debate position using evidence.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Transformation
Impact
Effect
Positive
Negative
Power
Responsibility
Debate
Change</td><td>RESOURCES</td><td>Examples of world events</td></tr>
</table>

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LESSON 5 QUESTION	Does the world need transforming?		
KEY KNOWLEDGE	Transformation means significant change, not just small differences. The world has already been transformed by inventions, events, and people. Some transformations improve life, while others cause harm. Different people and religions have different views about change. Christians may believe the world needs transforming through love, forgiveness, and justice. Hindus may believe the world is renewed through balance, duty (dharma), and the actions of gods. People's beliefs and values affect whether they think transformation is necessary or desirable.		
RICH TASK	Retrieval practice activity Revise KO Complete I wonder questions- Does the world need transforming?		
SUPPORT AND CHALLENGE	Provide sentence stems: I think the world needs transforming because One problem in the world is C- Encourage multiple viewpoints. Would everyone agree with you?		
KEY VOCABULARY	Transformation World Change Justice Balance Belief Values Opinion Responsibility	**RESOURCES**	I wonder question
LESSON 6 QUESTION	**Why is transformation important?**		
KEY KNOWLEDGE	Transformation means significant change Inventions can transform the world		

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	Religious stories use imagery to show transformation Transformation affects people's lives in lasting ways People respond differently to transformation		
END OF UNIT OUTCOME	Revision of key knowledge Outcome linked to The Big Question- Children to choose an invention that was created that caused a transformation and create an explanation piece of writing to show how the invention was created, what transformation it caused, was the transformation good or bad and why, did the transformation affect people's lives. - Research invention if needed for facts and fill in planning grid - Use shared writing to write each paragraph – print or draw pictures to go with the published version What links to our concept have you found?		
SUPPORT AND CHALLENGE	S- Provide a planning grid and use shared write. C-Encourage evaluation – Was the transformation mostly positive, negative or mixed?		
KEY VOCABULARY	Transformation Invention Impact Before After Effect Cause Positive Negative Responsibility	**RESOURCES**	Different inventions Images of inventions