

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
RE UC Concept Salvation	Why do Christians call the day Jesus died 'Good Friday'?	3	Spring 2	6 hours

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activity .You will need a Bible between 2 for this unit.	Resources
Lesson 1	1 hour	Why do Christians call the day Jesus died 'Good Friday'?	<p>Ask pupils to recall what they know about what happened to Jesus at Easter. Get them to come up with as many questions as they can about it. Introduce the key question for the unit and see if their questions are linked. Prepare pupils to see the context by looking at the 'big story'. Write concepts (Gospel, Incarnation, Creation and Fall) from the 'big story' on cards. Ask pupils to draw a quick symbol/picture for each of the concepts as you call them out. Find the concepts on the frieze. Agree on four good symbols for the concepts. Use pupils to order them into a timeline and match them to the frieze. Introduce the concept for this work — Salvation — together with a picture of a cross. What does this concept mean? Where does it fit into the 'big story' timeline?</p> <p>Can they remember any of the events in Holy Week? Show pupils three crosses: a palm cross, a crucifix and a plain cross (see Resource Sheet 1). Ask pupils which cross links to which aspect of Holy Week.</p>	.

			<p>Tell the pupils that one way of categorising these is palm crosses, Friday crosses and Sunday crosses. Show pupils a selection of crosses to sort. Can they explain why the crosses are sometimes given these names?</p> <p>Tell pupils that they are going to be writing a diary for Mary, the mother of Jesus, for three important days in Holy Week: Jesus entering Jerusalem (Palm Sunday). In order to do this they need to listen carefully as you retell the story of Holy Week, using extracts from the Gospels below (remind pupils that the Gospels tell the life and teachings of Jesus: see Essential Information). Use drama or pictures as appropriate.</p> <p>Matthew 21:7–11</p> <ul style="list-style-type: none"> • Luke 23:13–25, 32–48 • Luke 24:1–12 • After each retelling of the story, stop and discuss what Mary might think about this. How does she feel and how did the disciples feel? What do people think about her son at this part of the story? What was surprising about the events, to her and to the disciples? Which cross matches to this part of the story? Why does it match? Come up with some questions to ask Mary. After each story either you or another member of staff could 'arrive' in role as Mary to respond to the questions of the pupils. <p>Each piece must include a picture of the appropriate cross. In her diary Mary needs to explain why she has included that cross, what has happened on that day, how she feels, and what she thinks the day might mean. Give pupils appropriate sentence starters to support this work, depending on their ability</p>	
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Lesson 2	1 hour	Why do Christians call the day Jesus died 'Good Friday'?	<p>Tell pupils that they are going to be writing a diary for Mary, the mother of Jesus, for three important days in Holy Week: the day Jesus died (Good Friday), and the In order to do this they need to listen carefully as you retell the story of Holy Week, using extracts from the Gospels below (remind pupils that the Gospels tell the life and teachings of Jesus: see Essential Information). Use drama or pictures as appropriate.</p> <p>Matthew 21:7–11</p> <ul style="list-style-type: none"> • Luke 23:13–25, 32–48 • Luke 24:1–12 <ul style="list-style-type: none"> • After each retelling of the story, stop and discuss what Mary might think about this. How does she feel and how did the disciples feel? What do people think about her son at this part of the story? What was surprising about the events, to her and to the disciples? Which cross matches to this part of the story? Why does it match? Come up with some questions to ask Mary. After each story either you or another member of staff could 'arrive' in role as Mary to respond to the questions of the pupils. <p>Each piece must include a picture of the appropriate cross. In her diary Mary needs to explain why she has included that cross, what has happened on that day, how she feels, and what she thinks the day might mean. Give pupils appropriate sentence starters to support this work, depending on their ability</p>	
Lesson 3	1 hour	Why do Christians call the day Jesus died 'Good Friday'?	<p>Tell pupils that they are going to be writing a diary for Mary, the mother of Jesus, for three important days in Holy Week:), and the day Jesus came back to life (Easter Sunday). In order to do this they need to listen carefully as you retell the story of Holy Week, using extracts from the Gospels below (remind pupils that the Gospels tell the life and</p>	

			<p>teachings of Jesus: see Essential Information). Use drama or pictures as appropriate.</p> <p>Matthew 21:7–11</p> <ul style="list-style-type: none"> • Luke 23:13–25, 32–48 • Luke 24:1–12 <ul style="list-style-type: none"> • After each retelling of the story, stop and discuss what Mary might think about this. How does she feel and how did the disciples feel? What do people think about her son at this part of the story? What was surprising about the events, to her and to the disciples? Which cross matches to this part of the story? Why does it match? Come up with some questions to ask Mary. After each story either you or another member of staff could 'arrive' in role as Mary to respond to the questions of the pupils. <p>Each piece must include a picture of the appropriate cross. In her diary Mary needs to explain why she has included that cross, what has happened on that day, how she feels, and what she thinks the day might mean. Give pupils appropriate sentence starters to support this work, depending on their ability</p>	
Lesson 4	1 hour	Why do Christians call the day Jesus died 'Good Friday'?	<p>As a class (or in small groups) create an emotion graph for Mary (see Resource Sheet 2). Record her emotions at each of the three parts of the story.</p> <p>Ask pupils whether or not Mary would call the day Jesus died Good Friday? Why? Why not? Return to the questions they asked at the start. How many have been explored so far? Do they have any answers? • Talk about pupils' responses and reactions to the story: how did it make them feel? Consider whether there is a difference between how Christians and people with other religious or non-religious worldviews respond to this story</p>	

Lesson 5	1 hour	Why do Christians call the day Jesus died 'Good Friday'?	<p>BBC Two - My Life, My Religion, Christianity, Easter</p> <p>Introduce the pupils to two Christian children, Nathan and Lara, from the film clip below. Show the film from 'My Life, My Religion' (see Resources), which shows some of the things they do to mark Good Friday and Easter Sunday. Watch the film through once and then show it again. This time split the pupils into groups and give each group a specific focus to make written notes: what do the children do, what do the clergy do, what do people remember, what do people feel, what do people make, or what do people say?</p> <p>Ask pupils to show what Christians are celebrating/ remembering on Palm Sunday, Good Friday and Easter Sunday. Create freeze-frames to show how Nathan or Lara might be feeling on each of these days. Photograph the freeze-frames and ask pupils to add speech to show why he or she feels this way: for example, Nathan/Lara feels... on Palm Sunday because...</p>	
Lesson 6	1 hour	Why do Christians call the day Jesus died 'Good Friday'?	<p>Find out what churches do to celebrate Palm Sunday, Good Friday and Easter Sunday by researching on the internet, collecting photographs and information from local churches, looking in books.</p> <p>Prompt pupils to look for:</p> <ul style="list-style-type: none"> • decoration/lack of decoration of the church • colours of robes (where worn) • music • actions and rituals during services • use of candles. • Split the pupils into three groups. Each group has to create a display either to go in a window that can be seen from outside the church, or another form of presentation that can go on the church website, showing the importance of either Palm Sunday, Good Friday or Easter Sunday. The 'display' needs to include a suitable cross with an explanation about what this reminds Christians of: a synopsis from the 	

			<p>Bible of what happened; a visual element showing what will happen in the church; how this is celebrated in school; some quotes from children – for example Nathan and Lara, about what the day might mean. You might title each of the displays:</p> <ul style="list-style-type: none"> • Why is Palm Sunday so important to Christians? • Why do Christians call the day Jesus died Good Friday? • What do Christians believe happened on Easter Sunday? 	
Lesson 7	1 hour	Why do Christians call the day Jesus died 'Good Friday'?	<p>Bring in a reminder/symbol of something that is important to you: for example, a rock you collected on a special holiday, a card that a child made for you a long time ago. Share the story of the symbol with the pupils. Do they have anything similar at home that they could talk about?</p> <p>Set up your classroom without chairs; lead the pupils in to sit around a cloth on the floor. On the cloth have a series of foods that would have been shared at Passover (or pictures of them — see Resources for details). Have some real unleavened bread and red grape juice.</p> <ul style="list-style-type: none"> • Tell the pupils the story of the Last Supper. Remind them that Jesus entered into Jerusalem and everyone cheered. Since then he has been telling parables and throwing out people who were selling things in the temple. It seems things are going pretty well. This Passover meal should be a great celebration. Tell the pupils that Passover is a festival every year during which Jewish people remember the terrible things that happened to them when they were captive in Egypt, and how they were set free by God and led out of Egypt by Moses. Retell or read the story from a suitable Bible: the Last Supper, from Matthew 26:17–25. Stop the story before Judas betrays Jesus. How has the mood changed? What do they think Judas is going to do? Why? You could use the Conscience 	

			<p>Alley strategy, with one pupil playing the part of Judas, one line of pupils suggesting why Judas should betray Jesus, and one line of pupils suggesting why Judas should not betray Jesus</p> <p>Next tell the final part of this story: Matthew 26:26–30. Place the following items into the middle of the cloth: bread, wine, picture of Jesus, picture of blood, Bible, music. Ask the pupils to think in pairs about: Which of these they would pair together and why? What might each of these have to do with the story of the Last Supper? What might each of these help the disciples to remember? Why did Jesus want them to remember? • Use Resource Sheets 3A and 3B, with a photo of someone washing feet on Maundy Thursday, and some art showing Jesus washing feet. Ask the pupils to respond to the sentence starters about what might be going on in the picture. Explain to the pupils that in John’s Gospel, the writer includes an episode not in Matthew’s account: Jesus washing the feet of the disciples. Retell or read John 13:4–17. Give each pupil an outline of a foot and ask them to write on one side about what Jesus washing the disciples’ feet teaches Christians, and on the other side think of how Christians could follow the example of Jesus by being a servant</p> <p>Talk about the key question(s): Why do Christians call the day Jesus died ‘Good Friday’? Or: Why do Christians still remember the events of Holy Week? (This should include a theological explanation about the importance of Jesus and Salvation, but also the emotional power of the story for Christians.)</p> <ul style="list-style-type: none"> • Talk about pupils’ responses to the text — questions, surprises, reactions to people, and what happened, any feelings the text evokes in them. <p>Refer back to original question- Why do Christians call the day Jesus died “Good Friday”? Children write response in books.</p>	
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