



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
RE UC Kingdom of God	When Jesus left, what was the impact of Pentecost?	4	Summer 2	6 hours

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activity	Resources
Lesson 1	1 hour	When Jesus left, what was the impact of Pentecost?	<p>You will need a Bible one between 2 for these lessons.</p> <p>Invite Rev Simon for lesson 5</p> <p>Mind map-What do you know about Pentecost?</p> <p>Recap previous learning</p> <p>Good King, Good Queen, Bad Queen, Bad King: a role-play game. Each group of four prepares a pupil to be a good or bad king or queen, suggesting some rules or commands they could give to the class: snuffle like a dog, sing like an X Factor loser, spell some hard words, touch little fingers with everyone. Anyone who is late or last to comply is out. How can we tell who is being a good ruler, and who a bad ruler?</p> <p>Consider: if Jesus was queen, or king, what would he want people to do (refer to prior learning)?</p> <p>Introduce the idea of the Kingdom of God: pose some key questions to elicit pupils' prior understanding: Is the Kingdom of God a place? Who is its leader? Who is part of the Kingdom of God? How can someone become part of it? (Use Essential Information to help.)</p>	.

			<ul style="list-style-type: none"> • Remind pupils of their learning about salvation in Unit 2a.5: <p>'Why do Christians call the day Jesus died 'Good Friday'?' Christians might say it is because it was the day when love saved the human race. Jesus died and was raised to life to bring in a new 'Kingdom' where God rules in people's lives. If Jesus has gone back to heaven, however, what impact will that have on his followers?</p> <p>These lessons will explore what happened next. Do they have any guesses?</p> <p>The Day of Pentecost: Acts 2: 1–15, 22 and 37–41. Set the scene for this event (see Essential Information).</p> <p>Pentecost and the Apostles Religious Studies BBC Teach - YouTube</p> <p>Watch to 2.52</p> <p>Ask pupils to create an emotion graph of six key moments in the story, from the death of Jesus to resurrection and to this story.</p> <p>Decide and explain when the disciples were scared, confused, excited, relieved, amazed, fearful, mystified, and so on.</p> <p>They wanted to show everyone that God rules on earth — but how? What did they need? What might happen next? Label the graph (see Resource Sheet 1).</p> <p>Using the emotion graph as a guide- children write about how the disciples felt at each point- justifying evidence</p> <p>I predict that.</p>	
Lesson 2	1 hour	When Jesus left, what was the impact of Pentecost?	<p>Next, put a selection of artworks, including those using more symbolic imagery, in the centre of big pages of paper on tables: pupils circulate, writing questions, labelling symbols, commenting on the Christian beliefs shown in the art, and saying what they like and dislike. Which parts of the narrative have been emphasised? Why? Which parts of the narrative have been missed out? Why? Study the emotions on the people</p>	

			<p>in the artwork. Why might they feel like that? Which parts of the narrative has the artist had to portray symbolically? Investigate: what do these symbols mean? Add more ideas and information to the 'emotions graphs' the class started earlier in this section.</p> <ul style="list-style-type: none"> • Ask each pupil (in pairs?) to write and read aloud, a diary piece for two people involved in the story: one from one of those who welcome God's rule into his or her life, one from an onlooker who is less impressed. The diaries need to show that not everyone sees events like this in the same way! 	
Lesson 3	1 hour	When Jesus left, what was the impact of Pentecost?	<p>Ask pupils to recall and suggest the meanings of the objects in the story bucket. Challenge them to connect these with the art they have looked at, looking for uses of, for example, wind, dove, flame, water, heart. Discuss: why are these used? What do they represent? Which do pupils think are easiest and hardest to understand? Which seem to be most used in artwork or churches today?</p> <ul style="list-style-type: none"> • Connect with their learning on God as Trinity (Unit 2a.3). Who or what do Christians think the Holy Spirit is? Why do Christians think the Holy Spirit is important now? Christians might say the Spirit of God is like a battery: Christians can't do God's work and live in God's way without the Holy Spirit's power. Watch the film below to see what Christians think; read the tweets from a vicar to a young Christian about the Holy Spirit (see Resource Sheet 2), then list the ways in which the Holy Spirit helps Christians: • Pupils in pairs make mind maps on the symbols for the Holy Spirit: wind/fire/dove/water/comforter. Group up pairs with different maps and explain similarities and differences. What do they suggest about the Holy Spirit? Pupils write poetry or other creative writing (for example: cinquaine, acrostic, ten lines on five metaphors) to question or explore, expressing key ideas about the Holy Spirit using symbolism 	

Lesson 4	1 hour	When Jesus left, what was the impact of Pentecost?	<p>. BBC Two - My Life, My Religion, Christianity, Worship</p> <p>Since Pentecost, Christians have been trying to make the world look more like the Kingdom of God. Ask pupils to describe what it might be like, if God really did rule in everyone's heart. Talk about why Christians would say God's rule on Earth is a good thing today.</p> <ul style="list-style-type: none"> • Look at the words of the Lord's Prayer: what clues does that give to what Christians might believe the Kingdom of God should be like? (Use Resource Sheet 3.) • Pentecost is the Church's birthday. Ask pupils to suggest ways in which Christians should celebrate this birthday — the giving of the Holy Spirit. List some activities Christians might do and say; where would this be, and why. Think about ways of capturing the excitement of that first Pentecost with sound, movement, colour, and so on. • Compare with Church of England celebrations of Pentecost Sunday (see Resources, or invite a local Christian in to talk about what they do on Pentecost Sunday). • As a whole class, you might get pupils to design, then take part in creating, a banner to hang in a church at the festival of Pentecost. Include: the story, the symbols, the big ideas, the images and the work of the church. Show what Christians should do as a result of believing in the Holy Spirit. 	
Lesson 5	1 hour	When Jesus left, what was the impact of Pentecost?	<p>. Remind the pupils what sort of text we find the description of Pentecost in: a history book, the Acts of the Apostles. Introduce on cards the Bible passages from Acts, 1 Corinthians and Galatians to the pupils (see Resource Sheet 4).</p> <ul style="list-style-type: none"> • Sort the extracts into different types — letters (advice and explanations) or history. • What are the features of the texts that tell you this? 	

			<ul style="list-style-type: none"> • Share information about who wrote each of these, and who they were writing to or for: Luke wrote history in Acts, Paul wrote advice in Corinthians and Galatians. <p>Take a deconstructed ballpoint pen into the classroom. Put it back together in front of the class (secretly leave out the spring). Ask someone to write with the pen; this should be impossible. Take the pen to pieces and 'realise' that the spring is missing. All the pen parts are needed to make the pen work.</p> <ul style="list-style-type: none"> • Bring in a cut-out head, eye, ear, foot and hand. Discuss: what do they all do, why are they all useful, what would the problem be without them? Note how useless they are without the rest of the body. Would anyone want a top footballer's foot? It would be no use without the rest of his or her body. • Split the passage into three parts: v12–14, v14–20, v21–26. Read the passage out one section at a time, with pupils representing parts of the teaching: for example, v12–14 body, separate body parts, sign saying Jewish, Greek, Slave, Free. • Think of a football team, one team but different roles and all of them important. Ask the class what they are good at as individuals. What could they do better when they work together? 	
Lesson 6	1 hour	When Jesus left, what was the impact of Pentecost?	<ul style="list-style-type: none"> • Explore some church noticeboards and/or websites. Look up what they are doing that welcomes everyone (see 1 Corinthians 12:13) and that shows how the body of the church is made up of people doing different things. <p>In groups and then as a class, make a list of all the ways a church helps other people, including people within the church community and those outside of the church itself. Can pupils explain how these actions reflect the teachings of Jesus? See if it is possible to rank these actions</p>	

			<p>according to how much difference they make within and outside the church community.</p> <ul style="list-style-type: none"> • Christians are told to be the 'body of Christ' on Earth. Jesus is in heaven, Christians have to be his 'hands'. Ask pupils to explore the type of things that Christians do by looking at Christian charities local and international, and explain how these Christians are showing the 'hands' of God at work. Make a 'paper hand chain' and stick a symbol of a charity on each hand. Write underneath how a Christian would say this charity shows the 'hands' of God. <p>The Speech That Brought An Entire School To Tears - Nick Vujicic Motivation (MOST INSPIRING STORY) - YouTube</p> <p>There needs to be a moment of quiet reflection having watched the video clip.</p> <p>This profound clip will raise lots of questions and children need to be given time to discuss this.</p> <ul style="list-style-type: none"> • Have a look at a video clip of disabled Christian evangelist, Nik Vujicic. Use this to go deeper into the idea of what we mean by 'body'. What can this teach Christians? Perhaps that a person or a church does not need to be 'perfect' or even to meet expectations, to be able to help others. See if pupils have other suggestions. <ul style="list-style-type: none"> • Explain that Christians believe the coming of the Holy Spirit brought amazing fruit (but not strawberries) into people's lives. Read the verses and get the pupils to note the nine fruits (which are all parts of the one 'fruit of the Spirit'). Discuss what they mean, and think of examples when pupils have seen people showing these fruits in school, family and wider. Arrange pupils into nine groups and get them to create a short drama showing the 'fruit' being enacted. 	
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