


Learning journey	RE	Interpretation – Birth Narratives (Christianity)	Year 6 AUT2	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
<p>In year 5, children learn about the birth of Jesus linked to the Magi and the fact that the gifts they were given prophesise about his life.</p> <p>Before the start of the unit they will know that Christians believe Jesus was the Son of God and will know the story of his birth.</p>	<p>Children will explore the concept of Interpretation – they will think about what it means, how everyone interprets things differently and will be presented with some situations to discuss.</p> <p>They will then hear both Luke and Matthew’s gospel of Jesus’ birth and think about the differences, which links to people’s different interpretation of events.</p>	<p>In Spring 2, children will learn more about Christianity, linked to Easter and Jesus’ resurrection.</p>	<p><b>Bible</b> – Christian holy book (split into <b>2 parts</b>)</p> <ol style="list-style-type: none"> <li><b>Old Testament</b> - completed before Jesus was born</li> <li><b>New Testament</b> – New holds the story of Jesus’ life and his teachings.</li> </ol>	<p><b>Gospel</b> – biblical narrative (story)</p> <p><b>Bible</b> – Christian holy book</p> <p><b>Jesus Christ</b> – the man Christians believe is the son of God</p> <p><b>Magi</b> – the men, thought to be Kings, who visited Jesus when he was born</p>

NC coverage and HWJS skills development	Knowledge organisers
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**HWJS skills development (from Living Difference IV)**

**Communicate** - children can **respond creatively as well as begin to explain** their response to their own experiences of the concepts/words introduced

**Apply** - children can **explain some examples** of how their responses relate to events in their own and other people’s lives

**Inquire** - children can **accurately explain meanings of concepts/words** in the traditions encountered and studied

**Contextualise** - children can **accurately explain** the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions


**Evaluate** - children can **discern the value** of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise.

Children can **discern possible value** in the concepts/words for their own lives and communities.

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**Knowledge – Beliefs, practices and rituals within Christianity**

The stories of Jesus’ birth are found in the New Testament – there are two versions, which were both written for two different audiences. However, both tell the story of Jesus (the son of God) being born in Bethlehem to his mother, Mary



**Resources in school:** Bible  
**External resources:** n/a

<u>Connections / deepening understanding</u>	<u>RADE</u>	<u>Assessment</u>	
PSHE – Valuing differences Links to Christmas assemblies, Carol service opportunities	<b>UNCRC</b> <b>Article 12</b> –respect for the views of the child <b>Article 14</b> – freedom of thought, belief and religion.	By the end of the unit, the children will be able to understand what the term ‘Interpretation’ means and how it can be applied to their lives and the lives of others. They will know many people were at the birth of Jesus and there are two written gospels about it – Luke and Matthew – which slightly differ due to their interpretations and the audiences they were writing for.	
Assessment recording for the unit - checking the level of pitch of the work			
<u>Key skill(s)/ knowledge to be assessed by the end of the unit</u>	<u>Lower attaining</u>	<u>Middle attaining</u>	<u>Higher attaining</u>
<b>Key skills:</b> <b>Apply</b> - children can <b>explain some examples</b> of how their responses to ‘Interpretation’ relate to events in their own and other people’s lives	Children can <b>explain some examples</b> of how their responses to ‘Interpretation’ relate to events in their own lives.	Children can <b>explain some examples</b> of how their responses to ‘Interpretation’ relate to events in their own lives and other people’s lives.	Children can <b>explain some examples</b> of how their responses to ‘Interpretation’ relate to events in their own lives and other people’s lives - understanding that people’s views and beliefs are different.
<b>Key knowledge:</b> Many people were at the birth of Jesus and there are two written gospels about it – Luke and Matthew – which slightly differ due to their interpretations and the audiences they were writing for.	Children know that many people were at the birth of Jesus and there are 2 written versions of the story.	Children know many people were at the birth of Jesus and there are two written gospels about it – Luke and Matthew – which slightly differ due to their interpretations.	Children know many people were at the birth of Jesus and there are two written gospels about it – Luke and Matthew – which slightly differ due to their interpretations and the audiences they were writing for.

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports