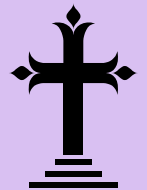
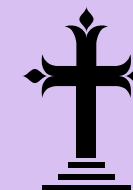


CHRISTIANITY KS 2 Unit 9: Who was Jesus?



<p>What this unit contains</p>	<p>Christians believe that:</p> <ul style="list-style-type: none"> ▪ Jesus is God's son; He is both human and more than human. ▪ Jesus showed his divine power as a miracle worker. ▪ Jesus' teaching and life give humans the perfect example. ▪ How this influences Christian beliefs about life and death.
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This unit builds on knowledge about Jesus gained from all earlier units. It is suggested that this unit should be taught in upper Key Stage 2.</p>
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ More able pupils might draw on knowledge from Buddhism units on Enlightenment and compare with Jesus as 'the light of the world'. ➤ Write a letter of complaint from a stall holder in the temple to the authorities complaining about Jesus' actions. ➤ Jesus returned the temple to a place of prayer. Write a thank you letter from someone who was pleased this occurred. ➤ When is it justifiable to be angry and to confront authority?
<p>Vocabulary</p> <p>Jesus God miracle example</p> <p>Light of the World Good Shepherd prophecy storm</p> <p>witness paralysed resurrection Bible</p> <p>Sermon crucified crucifix</p>	<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Justice, legal systems. ➤ Society finds it hard to accept people who want to change things. ➤ Tackling injustice.

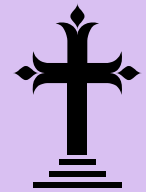
CHRISTIANITY KS 2 Unit 9: Who was Jesus?



Unit 9 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ Recall knowledge about Jesus: <ul style="list-style-type: none"> ▪ his birth, ▪ parables he taught, ▪ how he changed the lives of people he met, ▪ death and resurrection. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>		<p>Class brainstorm of knowledge already known by members of the class about Jesus. This could be recorded on a sheet surrounding an artist's impression of Jesus.</p> <p>Clarify knowledge in a sequence :</p> <p style="text-align: center;"> birth ↓ adulthood / friends teaching ↓ The end of His life. </p> <p>This sheet can remain as a focus for future lessons.</p> <p>Watch the short video clip on the birth of Jesus from the Espresso Faiths module.</p> <p>Complete a class worksheet 'Who was Jesus?' with the class, introducing the idea that He was no ordinary baby. Talk about how he could contain both divine and human characteristics.</p>	<p>Resources LgFL/Espresso Faiths Christianity 'Christmas Part 2'.</p> <p>Pictures / posters / images of Jesus "Picturing Jesus - worldwide contemporary artists" by Lat Blaylock. CEM.</p> <p>"The Christ we Share" CMS (020 7928 8681)</p> <p>Daydream design posters "Parables of the Kingdom of God" Free call 0800 0680232.</p> <p>Video: "Jesus the man behind the Millennium" (CPAS/Agape).</p> <p>Developing RE "Jesus, his importance to his believers" by Pamela Draycott RE today services.</p>

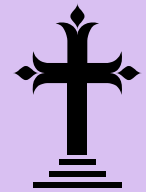
CHRISTIANITY KS 2 Unit 9: Who was Jesus?



Unit 9 Session 2

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ recall that the Bible contains different types of writing; ➤ know that prophets told people what would happen in the future; ➤ know that Christians believe that the Isaiah prophecies were fulfilled when Jesus was born. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>		<p>Using a Bible recall what pupils know about different types of writing found in the Bible.</p> <p>Remind them about the Old & New Testaments and explain that in the Old Testament are the writings of people called Prophets. Explore what a prophet was and what importance was put on a prophet's writings.</p> <p>Show pupils the text of Isaiah 7 on an OHP or interactive whiteboard and read through with the class. Play the musical version and listen.</p> <p>Recall the Nativity story and link to Mathew's Gospel chapter 1-22. Explain that Christians believe Jesus was the child Isaiah had been talking about.</p> <p>Complete the sheet about who Jesus was, with Isaiah as the source or witness.</p>	<p>Resources Isaiah 7:14; 9:6, Matthew 1: 22 Handel's Messiah - sections including the prophecy</p> <p>N.B. Two formats for recording are included with this unit, one in columns for the most able pupils who can sift and present evidence, the other for less able pupils to record evidence in a less structured form. Teachers can select the method that is most useful to the.</p>

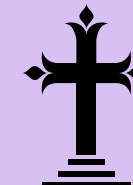
CHRISTIANITY KS 2 Unit 9: Who was Jesus?



Unit 9 Session 3

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Jesus performed miracles, for example: <ul style="list-style-type: none"> ▪ stilling the storm, ▪ feeding the 5000, ▪ healing 10 lepers ▪ 4 friends (paralysed man), ▪ blind Bartimaeus, ▪ Jairus daughter; ➤ know that followers of Jesus in the past and present time believe the miracles shows Jesus was God's son. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Explain that in this lesson pupils are going to consider evidence from Jesus' actions as recorded in the Bible.</p> <p>Organise the class into small groups, each to find out the story of one of Jesus' miracles. They should spend 25 minutes in research and record their decision about what the story shows about Jesus being a human or God's son on a "who was Jesus?" sheet.</p> <p>Feedback to class and discuss what has been found out about Jesus. What would people at the time have thought about Him and what do Christians today believe?</p> <p>Fill in class sheet</p> <p>Draw out from the group answers that Jesus was able to perform actions which no ordinary person can.</p> <p>Explain and discuss the fact that Christians believe this special power is because Jesus is the Son of God.</p>	<p>Resources</p> <p>Healing miracles reference sheet.</p> <p>Developing primary RE 'Jesus - his importance to believers' RE today</p> <p>Video - 'Jesus the Man of the Millennium</p> <p>Other Bible references : Mark 4 35-41 (Stilling the storm)</p> <p>John 6 5-13</p> <p>"Jesus through Art" by Margaret Cooling. RMEP (Jesus healing a man born blind 9 1-4)</p> <p>'The Cat's Tale' by Butterworth & Inkpen. Collins picture lions.</p> <p>N.B. Before the lesson ensure sufficient resources are available for each group's research.</p>

CHRISTIANITY KS 2 Unit 9: Who was Jesus?



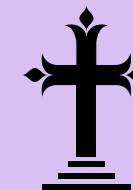
Unit 9 Session 4

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know what Jesus claimed about himself: <ul style="list-style-type: none"> ▪ I am the light of the world, ▪ I am the Good Shepherd. 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>In this lesson pupils will consider two descriptions that Jesus gave of himself.</p> <p>1. Jesus said: "I am the light of the world", Hand out text (at appropriate level for children) and read what Jesus said. Look at the Holman Hunt picture and/or images of Jesus with a halo. Discuss the significance in Art of a halo and draw out the symbolism. What did Jesus mean by light of the world? Would any ordinary person have made this claim?</p> <p>2. Jesus said 'I am the Good Shepherd' Hand out second set of text extracts and read. Recall the story of the lost sheep. What dangers might 'people-sheep' get into? How might they need to be rescued? What did Jesus mean and how might Jesus have been seen as a shepherd by Christians? Show pupils the picture image of Jesus as Good Shepherd.</p> <p>Explain that Christians believe Jesus shows people the way to live, protects, gives people 'light' in understanding.</p> <p>Who might you say is the light of the world for today?</p>	<p>Resources Daydream design posters "Parables of the Kingdom of God" free call 0800 0680232</p> <p>Video: "Jesus the man of the Millennium" (CPAS/Agape)</p> <p>'Who was Jesus?' evidence sheet</p> <p>Copy of Holman Hunt's painting 'the Light of the World' Image of Jesus as the Good Shepherd. Images from works of art of Jesus with a halo.</p> <p>Biblical passages Luke 228-32, John 8-12 John 10 & 11</p>

Unit 9 Session 5

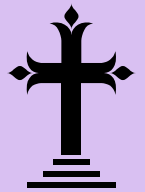
Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Jesus had enemies amongst the rulers of the country and religious leaders; ➤ know that Jesus' actions sometimes made him unpopular; ➤ know the story of the cleansing of the temple. 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>Explain that in this lesson pupils will consider what others felt about Jesus.</p> <p>Show children pictures of the angry Christ throwing the traders from the temple (El Greco).</p> <p>Tell the story of what happened in the temple in Jerusalem. If possible, show the class brief video clips of this story to emphasise atmosphere and emotions.</p> <p>Select one current event that Jesus would be angry about today either from existing knowledge or prompted by newspaper articles. Put Jesus into the scenario. How might Jesus react? Record personal views (10 minutes).</p> <p>Plenary How would the religious authorities have reacted to this? What would they say about Jesus? Who or what did they think Jesus was? Discuss and record.</p>	<p>Resources "Jesus through art" by Margaret Cooling. The story is found in Luke 19 45-48</p> <p>Video: 'Jesus the man of the Millennium'</p> <p>Newspaper articles /headlines/pictures</p> <p>'Developing primary RE - Jesus, his importance to believers'</p>

CHRISTIANITY KS 2 Unit 9: Who was Jesus?



Unit 9 Session 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ Know the story of what happened after Jesus was arrested ➤ Consider that Jesus was executed the way that criminals were executed ➤ Know that Jesus forgave people who hurt him ➤ Know that Christians believe that Jesus is God's son and that he came back to life and that this is celebrated on Easter Day ➤ Lent is a time of preparation for Easter 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>Watch video section showing events from Jesus' arrest up to the angels announcing Jesus' resurrection to the disciples on Easter Day.</p> <p>As a class, discuss and agree some answers to the following:</p> <ul style="list-style-type: none"> ▪ "Why did these people want to get rid of Jesus?" ▪ Judas, ▪ The Jewish religious leaders, ▪ The Romans, ▪ The crowd. <p>Explain that crucifixion was execution of people who had done wrong. Had Jesus done wrong? Who would have said yes and who no? Consider Jesus' words - what do they tell us about Jesus?</p> <p>Assessment Task Find out how Christians prepare for Easter during Lent. What do Christians believe happened on the first Easter Day? Why do Christians keep a cross as a symbol and what is unusual about this image? Why does this story explain why most Christians keep Sunday as their 'day of rest and worship'? Who was Jesus?</p>	<p>For Assessment Levels please see next page</p>	<p>Resources Jesus through art - images of the crucifixion, the Christ we Share crucifixion image.</p> <p>Videos Jesus, Man of the Millennium" or "Jesus of Nazareth" volume 4 or other video. Text portion of Jesus' words from the cross.</p> <p>"Storykeepers" Episode 12 'Caught at the Crossroads'.</p> <p>Cross Crucifix</p> <p>N.B. Teachers need to be sensitive to the concerns of the Jewish community that they should not be held responsible for the death of Jesus.</p>



Unit 9 Session 6

Assessment

Level 3

Attainment target 1

Pupils use a developing religious vocabulary to describe some key features of religions. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

Level 4

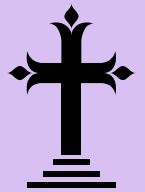
Attainment target 1

Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.

Level 5

Attainment target 1

Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They explain how religious sources are used to provide answers to ultimate questions and ethical issue.



Unit 9 Activity sheet 1

Who was Jesus?



Unit 9 Activity Sheet 2

**Jesus as the Light of the World –
picture by Holman Hunt**



Unit 9 Activity Sheet 3

Jesus as the Good Shepherd

An African Interpretation by the Mafa People in Cameroun

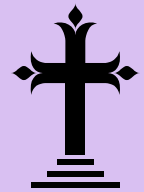


Unit 9 Activity Sheet 4

Christ throwing the traders from the temple (El Greco)



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Unit 9 Session 2 Information Sheet 1

Prophecies from Isaiah

The Lord himself will give you a sign: The virgin shall be with child and will give birth to a son, and will call him Immanuel. Isaiah 7:14

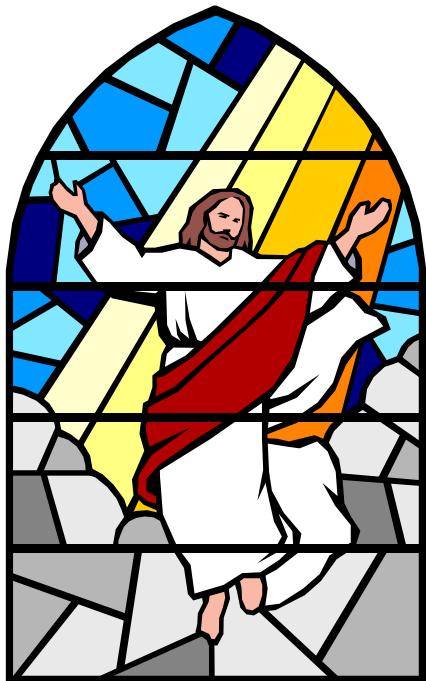
*For unto us a child is born, to us a son is given, and the government will be on his shoulders. He will be called Wonderful Counsellor, Mighty God, Everlasting Father, Prince of Peace.
Isaiah 9:6*

Unit 9 Session 3 Information Sheet 2

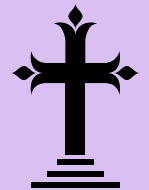
Healing Miracles Reference Sheet

What is a miracle?

A miracle is a good event, which cannot be easily explained and seems impossible in human terms. Miracles are usually ascribed to God, holy people or messengers from God.



Healing miracle performed by Jesus	Method	Bible Reference
Peter's mother-in-law -	by touch	Mark 1:29-31
A leper -	by touch	Mark 1:40-45
The paralysed man -	healing and forgiveness	Mark 2:1-12
A man with a withered hand, on the Sabbath -	by command	Mark 3:1-6
Jairus' daughter -	by word and touch	Mark 5:21-43
A deaf and dumb man -	by touch	Mark 7:31-37
A blind man at Bethsaida -	by touch	Mark 8:22-26
A centurion's servant	by command	Mark 8:5-13; Luke 7:1-10
Two blind men -	by touch	Mark 9:27-31
A woman with a bent back, on the Sabbath -	by touch	Luke 13:10-17
Ten lepers -	by calling from a distance	Luke 17:11-19
Blind Bartimaeus	by command	Luke 18:35-43
An official's son, in Capernaum	by word	John 4:46-54
A man at the pool of Bethesda	by command	John 5:1-15
A man blind from birth	by touch	John 9:1-41



Unit 9 Activity Sheet 5

Jesus: Son of God and Man.

Event	What evidence does this story give about Jesus as a human being?	What evidence does this story give about Jesus as God's son?
<i>Example</i> Jesus' birth story	<i>He had a human mother (Mary) who had been pregnant for nine months.</i> <i>Jesus was treated as a baby and was vulnerable, needing care and protection</i>	<i>Jesus did not have a human father</i> <i>Angels and a 'star' announced His birth</i> <i>Jesus' birth had been 'foretold' by Prophets</i>
Isaiah's prophesy		