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| **Name of Unit:** Nativity Characters  “Which Character Are You? Why Are You Important?” | **Faith:**  Christianity |
| **Key Stage in which this unit should be taught:** KS1 | **Recommended Year Group *(if specified:)*** |
| **Previous Learning:**  Incarnation: Why Is Christmas Special For Christians?  *(If previously taught:)* Where Is The Light of Christmas? | |
| **AT1 Learning About Religion**  **Focus:** Beliefs, teachings and sources | **AT2 Learning From Religion**  **Focus:** Meaning, purpose and truth |
| **What This Unit Teaches:**  Bible stories – The Nativity Story  What Christians believe about the Nativity  The importance of the Characters, who they were, and how they impacted on the lives of others  Christian living, the Church, ordinary people  Belonging and the importance of love, tolerance, respect and faith | |
| **Key RE Vocabulary:**  Angel, News, God’s favour, Bible, Announcement, Flock, Jealousy, Refugees, Shepherd, The Grinch, Wise Men, King, Faith, Tolerance, Love, Christian, Christmas, Nativity, Church | **Cross-Curricular Links:**  Literacy, Drama, Oracy, Computing, History, Geography, Art, Music, PHSE, Philosophy. |
| **Spiritual, Moral, Social and Cultural Development:**  Reflection Collaborative learning Cultural opportunities | **Sensitivities:**  Be mindful of pupils’ cultural backgrounds and beliefs. |
| **Possible Further Thinking and Extension Activities:**  Dressing up – Bibliodrama, construction, visit to a manger / zoo / farm / Nativity play, discussion on displaced communities and refugees, good versus evil, following the star, the meaning of gifts.  Church service / talk from incumbent.  Collective worship – looking at words in well known carols and songs. | **Things you should know** |



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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 1**  Pupils should: AT1 –  P8 - Listen attentively to The Nativity Story.  L1- Remember the story of The Nativity and talk about it.  L2 - Tell the Nativity story and say some things that Christians believe.  L3 - Describe what a Christian might learn from the story of The Nativity.  AT2 –  P8 - Begin to understand that the Nativity story carries moral and religious meaning.  L1 – Talk about what they find interesting or puzzling.  L2 – Talk about some things in the Nativity story that makes people ask questions.  L3 – Ask important questions about life and |          |  | **Angels - What Was The ‘Good News’?**  Introduction:  Tell the Christmas story, with emphasis on the angels in particular Angel Gabriel.  Class discussion: What is an angel?  What do they look like?  What was the ‘good news’?  How does The Bible tell us that angels delivered the ‘good news’? What do the pupils think about Angel Gabriel’s message?  Why did God choose the Angel Gabriel to deliver His news?  Activities:  Make angel wings with the message of the ‘good news’. Select the part of the text you would like to use; the children can re-write it using their own words.  Luke Chapter 1: 29 – 31 (GNT)  *“Don't be afraid, Mary; God has been gracious to you.*  *31 You will become pregnant and give birth to a son, and you will name him Jesus 32 He will be great and will be called the Son of the Most High God. The Lord God will make him a king, as his ancestor David was, 33 and he will be the king of the descendants of Jacob forever; his kingdom will never end!”*  On completion of activity, select children to use their wings and act out delivering the good news.  Plenary:  Who else did the Angel deliver the message to? | Biblical text: Luke 1  **Resources:**  Bible  Christmas story  DVD: On Angel wings – based on the book by Michael Morpurgo  Card for wings, scissors, glitter, pens, pencils, string  Computers (to support reluctant writers)  Camera for photo opportunities to support collection of evidence  **Sensitivities:**  Remember to use the phrase  “Christians believe...”  If you have Muslim pupils in your class, be sensitive to the religious rules of not drawing / making angels or people. |

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| compare my ideas with  other people. |  |  | Why did God choose these particular people to receive His message?  Why was the angel an important character in the Nativity story? What was his central role in the Nativity story?  Extension:  What different ways do we use today to deliver news?  Share picture of newspaper headlines and newscaster reports  How might today’s ways of delivering the news share the news of Jesus’  birth? |  |



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| **Lesson 2**  Pupils should: AT1 –  P8 - Pupils listen attentively to the Nativity story.  L1- Remember the Nativity story and talk about it.  L2 - Tell the Nativity story and say some things that people believe.  L3 - Describe what a believer might learn from Mary and Joseph’s parts in the Nativity story.  AT2 –  P8 - Begin to understand that the Nativity story carries moral and religious meaning.  L1 – Talk about what I find interesting or puzzling from the Nativity story.  L2 – Talk about some things in the Nativity story that make people ask questions. |      |        | **Mary and Joseph - Why Were They Chosen?**  Introduction:  Recap about Mary and Joseph, can the pupils remember who they are?  What were their roles in the Christmas story?  For Discussion:  What did God see in Mary and Joseph that made Him choose them to be  Jesus’ parents?  Talk Partners: How might we try to do good things every day? What is it that makes us decide to try to do the right things? Link to school’s Christian values and Christian living.  Activities:  Working in groups, pupils to write questions to ask candidates what would make them suitable parents for baby Jesus?  Another group to create “Wanted posters” for Jesus parents  Then decide who will be Marys and who will be Josephs - pupils to pose questions written; class anonymous vote to decide on who they have selected.  Take photos of elected children and create a display showing selection process, questions and checklist used.  Plenary: | **Resources:**  Writing tools/computers/laptops  Paper for posters, paint/pencils/felt pens Mary and Joseph costumes  Camera for photo opportunities.  **Sensitivities:**  Remember to use the phrase  “Christians believe...” |



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| L3 – Ask important  questions about life and compare my ideas with other people. |  |  | Reflection - God chose Mary and Joseph because they led a good and  simple life and were ordinary people.  Mary was shown God’s favour when she was chosen to be the Mother of  Jesus.  What do the Church and school do to help us as ordinary people to follow Christian values? |  |



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| **Lesson 3**  Pupils should: AT1 –  P8 - Pupils listen attentively to the Nativity story.  L1- Remember a Christian story and talk about it.  L2 - Tell the Nativity story and say some things that people believe.  L3 - Describe what a Christian might learn from the Nativity story.  AT2 –  P8 - Begin to understand that the Nativity story carries moral and religious meaning.  L1 – Talk about what I find interesting or puzzling from the Nativity story.  L2 – Talk about some things in the Nativity story that make people ask questions.  L3 – Ask important |      |    | **Shepherds – Just Ordinary People!**  **Why Did They Leave Their Flocks (jobs)?**  Introduction  Read “On Angel Wings” by Michael Morpurgo / watch DVD. Recap on the delivery of the ‘good news’.  What was the shepherd’s role in the story?  What were the Shepherds told? What was their reaction?  Discussion:  Who were the Shepherds, what was their job?  Why were the shepherds chosen by God to be the first people to receive the good news that Jesus was born?  What would happen if they left their flock? What was so important that they left their flock?  What Christian symbol represents the importance of the Shepherds as part of the Nativity?  Activities:  Children to make a Class crook to add to the previous display to include a message on the crook telling the shepherd why they had been chosen by God to receive the good news first  Write messages on individual sheep templates, proclaiming the birth of Jesus in their own words  Plenary: | Bible Text: Luke chapter 2: 8-20  **Resources:**  Kitchen roll tubes, ribbon, sheep templates  ‘On Angel Wings’ by Michael Morpurgo  – book and /or DVD  **Sensitivities:**  Remember to use the phrase  “Christians believe...” |



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| questions about life and  compare my ideas with other people. |  |  | Jesus said he was the Shepherd.  What do the pupils think this means?  Who do Christians believe are the Shepherds for the church today?  By appearing to the shepherds first, what message was God giving to the world about who the gift of His son was for? |  |



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| **Lesson 4**  Pupils should: AT1 –  P8 - Listen attentively to stories from religious and other beliefs.  L1- Remember the Nativity story and talk about it.  L2 - Tell the Christian story of the Nativity and say some things that people believe.  L3 - Describe what a believer might learn from the religious story of The Nativity.  AT2 –  P8 - Begin to understand that religious and other stories carry moral and religious meaning.  L1 – Talk about what I find interesting or puzzling.  L2 – Talk about somethings in stories that make people ask questions. |      |    | **Herod - Why Was Herod Jealous?**  Introduction  Recap on who Herod was. What does the word jealous mean?  Activities and Key Questions:  Opener: watch the following clip (taken from The Grinch:) <https://www.youtube.com/watch?v=0mGmEE20CR0>  What sort of person was the Grinch described as in the film clip? (Answer: as a person whose heart was two sizes too small)  What do the pupils think this quote means?  Quote from film *“The real joy of Christmas does not come from presents,*  *decorations and food. It comes from a heart filled with love.”*  Who do you think is the Grinch in the Nativity?  (Answer: **Herod**; his heart was too small, and he felt threatened that Jesus would take over his kingdom.)  Who did Herod instruct to find baby Jesus for him?  What did they do?  Good King (Jesus), Bad King (Herod) Which one is a superhero and why?  Bibliodrama: *(Assessment opportunity)*  Choose one of the Characters we have investigated over the last few weeks and role play the character. Ask: where are you? Which part of the story will you choose to act out – the beginning, middle or end?  Pupils to freeze frame their character for a still photograph or it can be taken from the video recording and to write their thoughts about ‘ What does your character teach the world?’ | **Resources:**  Film clip  Costumes for role play & props Camera / video recorder to film activity for evidence  Assessment materials  **Sensitivities:**  Remember to use the phrase  “Christians believe...”  Check suitability of film clip prior to use. |



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| L3 – Ask important  questions about life and compare my ideas with other people. |  |  | Plenary:  Give the children the opportunity to inhabit the text, and then refer to the original question.  “Which Character are you? Why are you important?” |  |