

Living Difference IV syllabus-

Prior Learning-

Year R- Birthdays- Celebrations

Year R- Christmas- Nativity

Year R- Harvest

Year R- Mother's and Father's Day

Year R- Easter

Year 1- Harvest

Children are required to engage with and study aspects of what it means to live life in the Christian traditions, along with a depth study of a second tradition. If the depth study in addition to Christianity is selected from another Abrahamic tradition, an overview study should be designed to include a Dharmic tradition ([see Notes](#)). If there are children from other traditions in the class, the teacher can also include these in an overview study at KS1 as well as study of non-religious perspectives.

Vocabulary:

Journey, Jesus, Nativity, Mary, Joseph, Angel Gabriel, Innkeeper, Bethlehem, Shepherds, Kings, God, Christians, visit.

Snapshot overview

To know what a journey is and discuss a journey from experience.

Communicate
Apply

To be able to say items you would need to take on a journey.

Communicate
Apply

To be able to say where Mary and Joseph were travelling to and why.

Inquire

To be able to say how Mary was feeling on her journey and why.

Inquire

R.E. Medium Term Planning

Year Group: Year 1

Term: Autumn 2

Topic: R.E. – Journeys

	Learning Objective	Input (including key questions and vocabulary)	Task	Key Learning
Session 1	I can identify a journey I have been on.	<p>Circle of enquiry- Communicate, Apply</p> <p>Ask the children if they know what the word journey means. Tell the children it means travelling from one place to another. Allow children time to think about a journey they have made:</p> <p>Where did they go? How did they get there? Who were they with? What was it like?</p> <p>Have them talk to a partner about a journey they have made and feedback to class.</p>	<p>Children to draw in books a picture to show a journey they have made. Children to write a sentence to say where they started their journey and where they travelled to.</p> <p>This could be scribed by an adult.</p> <p>Children to then share their journey with a partner, discussing similarities and differences.</p>	<p>To be able to say what a journey is and discuss a journey I have been on.</p>

<p style="text-align: center;">Session 2</p>	<p>I can list items I would need to take on a journey.</p>	<p>Circle of enquiry- Communicate, Apply Recap last lesson and what the word journey means. Discuss what you would have in a suitcase for a holiday? Have a picture of a suitcase and a couple of items as a prompt. Can the children finish packing? What else do you need to take?</p> <p>Have the children discuss what further items would be required and make a list?</p>	<p>Children to write a list or draw pictures depending on their writing capacity of what they would take on a journey. Prompts might be: Where are you going? What will you need to take? For children with less capacity for writing let them draw and annotate their work. Children to then share their items they would need to take, discussing similarities and differences.</p>	<p>To be able to say items that I would need to take on my journey.</p>
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I can discuss the journey Mary and Joseph had to make from Nazareth to Bethlehem.

Circle of enquiry- Inquire

Remind children of journeys and ask them if they know any other stories that involve a journey? Remind children about the Nativity story. Last year we acted out the Nativity and you were different characters. Can you remember what happened in this story? How is this linked to Journeys?

Explain to children that Christians believe that a long time ago a special journey was made by Mary and Joseph from Nazareth to Bethlehem. Read the Nativity story (in resources) on the powerpoint Discuss why Mary and Joseph had to make the journey from Nazareth to Bethlehem.



Share image of map so children can understand how long the journey was. 90 miles. Remind children that Mary and Joseph had to walk and travel by donkey.

Children to draw a picture of Mary and Joseph travelling on their journey. Children can write/have scribed where Mary and Joseph started their journey, where they were going and the reason for their journey.

To say where Mary and Joseph were travelling to and the reason why.

Session 4	I can reflect on how Mary felt on her journey.	<p>Circle of enquiry- Inquire Remind children of previous lesson. Where did Mary and Joseph begin their journey? Where were they travelling to? Why did they have to make the journey? Show children the video of what the journey would have been like using videos from youtube. Make sure they are realistic to show the harsh conditions.</p> <p>Stop the video at points to talk about the feelings of Mary and Joseph. Would this have been a good journey to make or not? How do you think Mary felt at the beginning of the journey? Why? How do you think Mary was feeling on the journey? Why? She was having a baby so had a big tummy. How do you think she felt when they arrived in Bethlehem? Why?</p>	Children to be given pictures of Mary from the short films. Children to write sentences/have scribed how Mary was feeling at that point in the journey and why.	To be able to say how Mary was feeling on her journey and why.
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Impact:

To be able to talk about a journey I have been on and what items I would take.

To be able to say where Mary and Joseph went on their journey and why.

All children to be able to say how Mary felt on her journey.