

## 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 Thanking

Year 1- Journeys

Year 1- Change

Year 1- Paschal's Candles

Year 1- Special Places

Year 1- Krishna

Year 2- Ideas about God

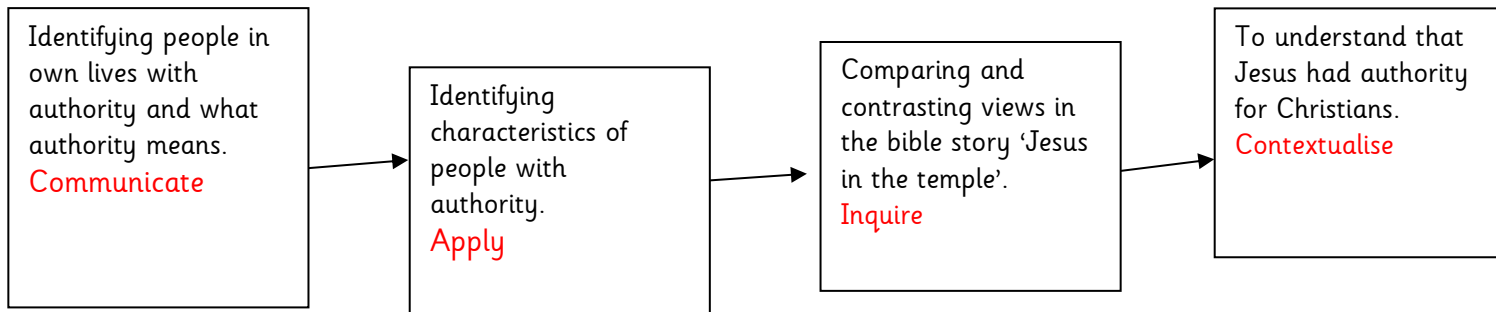
Year 2- Angels

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:

Authority, experiences, trust, affect, disobey, definitions, helpful, safe, patient, happy, command, bible, Jesus, Mary, Joseph, Teachers, God, compare, different, Christians, obey, reactions, temple

## Snapshot overview



R.E. Medium Term Planning

Year Group: Year 2

Term: Spring 1

Topic: R.E. - Authority

	Learning Objective	Input (including key questions and vocabulary)	Task	Key Learning
Session 1	I can identify a person in my own life with authority.	<p><b>Circle of enquiry- Communicate</b></p> <p>Share the word 'Authority'</p> <p>Children discuss what they think it means.</p> <p>Talk about the meaning- the power or right to give orders, make decisions, and enforce obedience.</p> <p>Discuss meanings of key words in definition</p> <p>Discuss experiences of telling others what to do and who tells us what to do. Why? Who do you trust to tell you what to do? Why? What sort of things do people tell you to do?</p> <p>Talk about different people that have authority in the children's life- adults are home, teachers, police etc</p> <p>Model task to children.</p>	Children to draw a person with authority in their life and write sentences to explain who they are and what they do and why they have authority.	<p>To be able to understand what authority means.</p> <p>To be able to recognise who has authority in their life.</p>

Session 2	I can outline the meaning of the word authority.	<p><b>Circle of enquiry- Apply</b></p> <p>Discuss previous learning with the children around what authority means and who has authority. Discuss with the children the characteristics that people have if they have authority. Model task to children of making a poster to show the meaning of authority.</p>	Children to create a poster with authority in the middle, writing descriptions and definitions e.g. helpful, safe, patient, happy, command, kind and include pictures and phrases to make it stand out.	To be able to recognise characteristics of people who have authority.
Session 3	I can compare and contrast the different views of people in a bible story.	<p><b>Circle of enquiry- Inquire</b></p> <p>Tell the story of Jesus in the temple. <a href="https://www.youtube.com/watch?v=qYMcR6HFpL4">https://www.youtube.com/watch?v=qYMcR6HFpL4</a></p> <p>Children in groups to act out different parts of the story in a freeze frame. Take photo for books. Discuss: Which part was the most important? Who had authority in this story? Model writing sentences about which people in the story have authority and why e.g. Jesus has authority in the story because he is the son of God. The others adults were surprised because he was wise.</p>	Children to have photos of freeze frames stuck into their books. Children to write sentences about why the people in the story had authority e.g. Mary/Joseph, Teachers, God, Jesus.	To reflect on the importance of Jesus' authority to Christians.
Session 4	I can reflect on the importance of Jesus' authority to Christians.	<p><b>Circle of enquiry- Contextualise</b></p> <p>Discuss how Jesus is special and remembered by Christians today. Christians believe that Jesus had authority and they tried to obey this. Do you think people should have done what Jesus said? Some people did and some people didn't, why is this? Would you have obeyed him? E.g. would you have walked on water? Why/why not?</p>	Class discussion about why Jesus is important to Christians. Children to make a class mind map.	To reflect on the importance of Jesus' authority to Christians.

Impact:

To be able to understand what authority means.

To be able to recognise who has authority in their life.

To be able to recognise characteristics of people who have authority.

To reflect on the importance of Jesus' authority to Christians.