

Key Stage: 2

Year: 5

Subject: Prophets; Christmas

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
To recognise some of the features of a prophet; To link Biblical values to those of today.	Introduce Amos and his background (see notes). Tell the story of the vision of the plumbline (Amos 7: 7 – 9). Discuss what it means to be 'straight'. Explain why the people of Amos' time did not 'measure up'. Discuss in what ways people today do not 'measure up' or are not 'straight'. Write a letter pointing out the faults of our time.	If we say someone is straight, what might we mean? Why were people then not straight? (the rich oppressed the poor; they focused on religious ceremonies rather than justice) Why would God punish the people? In what ways do we not measure up today?
To identify the impact of God on a prophet; To relate a prophet's experience to their own.	Introduce Jeremiah and his background (see notes). Tell the story of Jeremiah in prison and in the well (Jer 37: 11 – 38:13). Discuss the dangers of speaking God's word. Discuss what the pupils would be willing to risk their life for. Relate this to being a prophet. Look at Jeremiah's call to be a prophet. (Jer 1: 4 – 10). Compare it with that of Amos (Amos 7: 15). Design a poster advertising for a prophet.	Why was Jeremiah put in prison / the well? Why was it dangerous to tell the king what God wants? How far would you be willing to risk your freedom / life? What would you risk it for? What are the characteristics of a prophet? Do we have a prophet in our school / town / England / the world? Who? Why?
To suggest meanings for the symbolism of Isaiah 6; To respond to what inspired Isaiah.	Look at the call of Isaiah, the prophet (Is 6: 1 – 8). Discuss how Isaiah must have felt. Hot seat Isaiah. Small groups devise dramas in sound and movement to represent the event and Isaiah's feelings. Allow time for reflection before pupils respond in art, poetry or writing to the event.	Where was Isaiah for this experience? Why was this place important? (At that time, the Temple was the only place for the main worship of God.) How must Isaiah have felt when he experienced this? Would it have convinced him to speak God's word? Why?
To link understanding of Isaiah 11 to Christian belief about the Messiah; To describe what inspires themselves and others.	Look at Isaiah 2: 1 – 4, a prophecy of peace. Discuss how this differs from most prophetic messages. Draw pictures based on this passage.  Look at Is 11: 1 – 9. Explain that this is often read just before Christmas. Discuss why. Discuss what is attractive about this prophecy. Design a class collage based on this passage.	Why is this prophecy unusual? (It presents a positive picture of the future rather than concentrating on present wrongs) How important is God in this prophecy? Why do Christians read Isaiah 11: 1 – 9 around Christmas time? (Christians believe it is a prediction of Jesus, the Messiah and this is what the Christian world will look like.)
To link Christian beliefs to artistic sources; To answer questions about the meaning of Christmas.	Choose two stories, poems or carols with the same Christmas theme eg. giving, celebration, joy, peace, birth, incarnation, visitors, etc. Children draw and label with key words their key scene from each and describe how the theme is expressed in different ways in different sources. Brainstorm questions to ask a character in the story, poem or carol. (This could be a hotseat activity.)	What theme have you chosen? How does the scene you have selected express your theme? How do the scenes show different aspects of the theme? In what ways are they similar? What questions would you ask a character in the story / poem / carol?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
prophet vision God 'measure up'	Interpret Reflect Apply Express	Self-awareness  Respect for all	Bible Amos and the Righteousness of God (The Great Bible Discovery series) (OM Publishing, 1995; 1850782156)	Letter (to Amos?) expressing the faults of our time.	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> <li>identify prophesy as a religious feature and retell stories of prophets (AT1)</li> <li>recognise their own values and those of others(AT2)</li> </ul> <p>many children will be able to:</p> <ul style="list-style-type: none"> <li>describe some features of prophecy and how Christmas themes are expressed in a variety of ways (AT1)</li> <li>make links between their own and others' values and behaviour (AT2)</li> </ul> <p>some children will be able to:</p> <ul style="list-style-type: none"> <li>suggest meanings for religious ideas expressed by prophets and by Christmas stories, poems and carols (AT1)</li> <li>describe what inspires and influences themselves and others (AT2)</li> </ul>	
prophet God God's word	Interpret Empathise Reflect Apply Express	Open-mindedness  Appreciation and wonder	Bible	Poster advertising for a prophet.		
prophet call God holy almighty churubim seraphim	Interpret Empathise Reflect Apply Express		Bible The Lion Bible for Children (Lion; ISBN 780745940465)	Creative work based on Isaiah's vision		
prophet prophecy Messiah peace Christmas	Interpret Empathise Reflect Apply Express		Bible The Lion Bible for Children (Lion; ISBN 780745940465)	Class collage based on Isaiah 2vv 1 - 4		
Christmas	Interpret Analyse Reflect Express		Selection of carols, Christmas stories and poems.	Labelled drawing of a key scene from a Christmas story or carol. Description of how the Christmas theme is expressed differently in each source. Hot-seat a character in the story or carol.		