

Learning Objectives	Activities and Experiences	Key Questions
to understand the different understandings of the Messiah in Judaism and Christianity; to raise, and suggest answers to questions about who Jesus was	Brainstorm children's designations eg child, pupil, buddy, son/daughter, brother/sister, cub/brownie, friend, etc. Link to religious designations eg 99 names of Allah; titles for Jesus, depictions of Hindu gods. Research Jewish ideas of the Messiah: descendant of King David, fair and just and king (Jeremiah 23: 5), ruler of nations (Isaiah 11: 10). Discuss how well Jesus measures up to this. Look at Jesus' words and actions about his work eg servant (John 13: 2 – 16; 17: 19); rejection of the temptation to rule the world (Matthew 4: 8 – 11). Pupils design a comparison of Messianic understanding in words and pictures.	What roles do you have? eg child. What are some of the 99 roles or names of Allah? What titles do Hindu gods have? Does Jesus have any titles? What ideas did Jews have about the Messiah? What sort of Messiah do Christians think Jesus is? What do Jesus' words (in John 17: 19) and his actions (in John 13: 2 – 16) (or Matthew 4: 8 – 11 or Mark 9: 12) say about how Jesus understood his life and work?
to understand why some titles are given to Jesus; to raise, and suggest answers to questions about who Jesus was	Look at some of Jesus' titles eg bread of life (John 6: 35): discuss the importance of bread as a staple food and in language eg breadwinner, bread and butter. Discuss why Jesus uses the title. good shepherd (John 10: 11): brainstorm the characteristics of a good shepherd; hotseat a good shepherd and discuss Jesus' use of the title. true vine (John 15: 1): discuss the importance of vines in the middle East and why Jesus uses the title.	What is a breadwinner? If something is likened to bread and butter, what is it? (basic and important) Why does Jesus use the metaphor 'bread of life'? What is a bad shepherd? What is a good one? Why does Jesus use the title? What do vines produce? Why are they important, especially in the middle East? Why does Jesus use the title?
to understand why Jesus is called the light of the world; to raise, and suggest answers to questions about who Jesus was	Use Holman Hunt's picture: 'The Light of the World' for a philosophy for children activity (see SAPERE website). Alternatively discuss the picture without initially revealing the title. Then discuss it knowing the title. Discuss the title in relation to Jesus. Link this to Candlemas (Luke 2: 25 – 38). Extended writing of a description of the painting and its symbolism.	Describe the picture, its colours and style. What title would you give it? Why? Where does the light come from? Why does the door not have a handle? What is beyond the door? Why is everything overgrown? Why do Christians call Jesus the 'Light of the world'? Why do we need light? Does light exist without darkness? What do light and dark often symbolise? Why? Give eggs from Christian, other religious and non-religious sources.
to understand how Jesus thought of his work; to raise, and suggest answers to questions about who Jesus was	Look at the parable of the vineyard owner's son (Matthew 21: 33 – 40). Discuss who the characters represent (owner = God; servants = prophets, including John the Baptist; tenants = some religious leaders; son = Jesus) and what Jesus is saying about his future. Act out the parable, creating and photographing tableau at important points. Pupils use the photographs as a basis for discussing, hotseating and writing about the thoughts and feelings of characters.	Who do the characters represent? Who could the owner / son / etc be? What is Jesus saying about his future? How does he know? (cf Year 5 – growing opposition) How have the tenants treated the servants? Why? Why does the owner send his son? What does the father expect to happen? What do you think the son expects to happen? Why does the son obey his father? Why do some sons (not) obey their father? What does Jesus do?
to understand the variety of mothers and fathers in TV, film and literature; to apply their ideas of parenthood to their own lives	Investigate mothers and fathers in film and literature eg Coronation Street, The Simpsons, The Royle Family. Little Women, The Secret Garden, The Railway Children. Pupils can act some of the characters and situations for the rest of the class to guess who is represented. Pupils discuss the sort of mother/father they would like to be and draw up a person specification for the role.	What are the mothers/fathers like in? What sort of parent would you want to be? What are their characteristics? What sorts of experience do you need to have had? What skills do you need? What attitudes do you need? What values do you need?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Messiah king ruler just/right/fair servant suffering	Interpret Apply Analyse Reflect Evaluate Express	Self-awareness Respect for all	Bible	Written and illustrated comparison of the role of the Messiah as understood by Jews and by Christians (and Jesus)	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> describe some of Jesus' titles (AT1) ask questions about who Jesus was and link their responses to those of others (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> describe and show understanding of the meanings of titles for Jesus (AT1) raise, and suggest answers to, questions about who Jesus was (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> understand and explain different understandings of religious titles between Christians, Jews, Muslims and others (AT1) raise, and suggest answers to, questions about who Jesus was, relating their own views to those of different religions or philosophies (AT2) 	
Bread of life Good shepherd True vine	Interpret Apply Analyse Reflect Evaluate Express	Open-mindedness Awe and wonder	Bible	Display to illustrate Jesus' titles: bread of life, good shepherd, true vine		
Light of the world	Interpret Apply Analyse Discern Reflect Evaluate Express		Bible http://www.artchive.com/artchive/H/hunt/hunt_light_of_world.jpg.html www.sapere.net	Descriptive and interpretive writing on Hunt's 'The Light of the World'		
parable vineyard owner son servants obedience suffering	Interpret Analyse Reflect Express		Bible Digital camera	Photographs and writing about characters in the parable of the vineyard owner's son		
mother father characteristics skills attitudes values experience	Interpret Empathise Apply Analyse Reflect Evaluate Synthesise Express		Film and TV extracts Extracts from children's books	Person specification for the mother or father the pupil would wish to be		