

Long Term Plan for Religious Education for Primary Schools in Chester Diocese

Spring Term 2c Christian Concept: Resurrection Theme: Easter Linked Concepts: sacrifice; redemption; reconciliation; good news

Year Group	Enquiry Questions	Essential Knowledge
FS	How was Easter Day different from Good Friday?	New Testament Jesus' Life: Easter Story Luke: 24:1-12
	Why are Christians happy on Easter day?	Christian Practice Easter Sunday
Y1	What happens in church at Easter?	Christian Practice Easter customs
	Why was the empty tomb good news for Christians?	New Testament Jesus' Life: Empty tomb Luke 24:1-7
Y2	Why is the resurrection story important for Christians?	New Testament Jesus' Life: Resurrection Mark 16:1-11
Y3	How did you think Mary changed after visiting Jesus' tomb?	New Testament Jesus' Life: Jesus appears to Mary John 20:1-18
Y4	Why is the resurrection story similar and different in the gospel stories?	New Testament Jesus' Life: Ways of interpreting the Bible: literal; metaphorical; Luke 24:1-7; 36-48 Matthew 28:1-20
Y5	What did the 'Road to Emmaus' story show Christians about Jesus?	New Testament Jesus' Life: Road to Emmaus Luke 24:13-35
	What evidence is there for the resurrection?	Christian Belief Arguments for and against the resurrection
Y6	How are the resurrection and ascension of Jesus good news for Christians?	New Testament Jesus' Life: Resurrection through the eyes of Thomas John 20:24-29; ascension: Luke 24:50-54 Christian Practice Ascension Sunday
	What hope does the resurrection give to Christians?	Christian Practice Christian funeral services Christian Belief Eternal life

EYFS UNIT Spring 2c: Resurrection		Concepts: resurrection		Medium Term Plan FS
KEY QUESTION(S)	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
How was Easter Day different from Good Friday? Why are Christians happy on Easter day?	The children will learn: Jesus died on a cross and Christians call this day Good Friday. Jesus rose on Easter day and it is a joyful happy day because Christians believe Jesus is alive. Christians are Jesus' friends.	By the end of this unit: Emerging <i>(Some children)</i> I can talk about Jesus' death and resurrection. Expected <i>(All children)</i> I can explain Good Friday is a sad day for Christians because Jesus died. I can explain Easter Day is a happy day for Christians because Jesus is alive. Exceeding <i>(Few children)</i> I can explain why Good Friday is a sad day and why Easter is a happy day for Christians and make connections with what Christians do on Easter day.	Lesson 1-2 Discuss what is new in springtime. Identify signs of new life outside if possible. Identify signs of new growth eg bulbs, flowers, lambs, eggs, chicks, baby animals. Go on a 'looking walk' for objects that are dead or alive. Collect where possible, to display in class. Read 'The Very Hungry Caterpillar' Eric Carle. Reflect on new life through dance & drama. Hide dead & alive objects in the sand tray to find. Explore the Easter story using dolls, available props or a video. http://www.bbc.co.uk/cbeebies/stories/lets-celebrate-easterperformance (Sand telling of the story). A simple version can be found in Lion Storyteller Bible based on the idea of a 'Sad day' & a 'Happy day', (Good Friday & Easter Sunday). Ask: I wonder how Jesus' friends felt when he died, when they saw him alive again? What were their faces like? Revisit the making of the Easter gardens from the last unit. Show the class the Easter gardens again. Look very carefully at the tomb and the cross. Ask: What part of the Easter story do they remind you of? Explain 'Jesus died on Good Friday'. Ask: Was it a happy or sad day? Why might Christians call it 'Good' Friday? Lead Children to connect it with Easter Day. Explain	resurrection tomb new life Resources Lion Storyteller bible Good News Bible YouTube clips cut out faces and cards available play equipment

			Easter was happy day because Jesus died and came to life again and his friends were happy. Look again at the Easter garden draw attention to the empty tomb. Ask: What do you think the disciples thought when they knew the tomb was empty and why? Lesson 3-4 Ask: Was Easter Day a sad or happy day? Why? Show the class a basket of hot cross buns. Ask: what do they have on them? What part of the Easter story does the cross remind you of? Give each child a piece of paper with a cut out hot cross bun on. Ask them to draw a sad face on the bun. Look at a selection of Easter eggs. Make Easter egg cards with a happy face peeping out. Ask: What does the egg remind you of? How are the cross and egg different? How are the days they remind you of different? Explain on Easter day Jesus came back alive and this is called the resurrection. Ask: what happened to Jesus friends on Good Friday? On Easter day? What did they do? How did they feel? Compose sad & happy music to go with 2 days of the story. Paint happy and sad pictures to show the contrast between the 2 days.	
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			Role-play the 2 different days. When are they happy or sad? Explore the story over a period of time using clay, models people, costumes, puppets & dolls or small world construction. Assessment Draw two faces of a disciple of Jesus: one happy and one sad. Write a sentence explaining why the disciple is happy/sad in connection to Easter.	hot cross buns Easter eggs
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KEY STAGE 1 UNIT		Spring 2c: Resurrection	Concepts: resurrection	Medium Term Plan Year 1
KEY QUESTION(S)	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
What happens in church at Easter? Why was the empty tomb good news for Christians?	The children will learn: About what happens in church at Easter time. Christians believe that Jesus rose on Easter day and it is a joyful happy day in church because Jesus is alive. Why the empty tomb is good news for Christians.	By the end of this unit: Emerging <i>(Some children)</i> I can talk about what happens at church at Easter. I can talk about Jesus' empty tomb and resurrection. Expected <i>(All children)</i> I can name and explain at least 2 customs that happen at church at Easter time. I can explain Easter is a happy day for Christians because Jesus is alive. I can explain why the empty tomb is good news. Exceeding <i>(Few children)</i>	Lesson 1-2 Discuss any festivals/celebrations the children may have celebrated before. What did they do? Why? Ask: What do Christians remember at Easter time? What can you remember about the Easter story? Show the children a set of objects associated with Easter eg egg, palm cross, a bowl of water and towel, bread and wine (chalice and paten). Ask: Which story of Jesus do these items remind Christians of? Explain the objects remind Christians of different parts of the story of Jesus' death and resurrection which Christians celebrate in church at Easter time. To recall the events of the Easter story, show the series of 5x2 minute animated video extracts of the Easter story. http://request.org.uk/restart/2016/03/14/holy-week-and-easter/ After each clip, stop ask what happened and what they think was the most important part of this part of the story. Print on to card, cut up and give groups copies of the coloured pictures and sentences from the activity on the webpage above called 'Order Holy Week and Easter'. Ask groups to sequence the story of Easter using the pictures and sentences. Ask the local church to set up interactive Easter stations around the church for the children to visit showing different parts of the story. Show the class the objects from earlier. Discuss them together and match different parts of the story they	resurrection tomb new life Resources Lion Storyteller Bible Good News Bible video clips Easter objects: palm crosses; chalice; paten; bread; pretend wine/juice; Easter garden

		I can explain why the empty tomb is good news for Christians and make connections with what Christians do on Easter day.	sequenced to the objects eg palm cross- entry into Jerusalem. Briefly retell the Palm Sunday story again in a Godly Play style using a palm branch, donkey and play people. Make a palm cross explaining how Christians celebrate by receiving palm crosses in church. Lesson 3-4 Use the Lion Storyteller Bible to retell the story of the Last Supper. Act out the story. Watch the video which makes the link between the Last Supper and communion which shows why Christians might wash feet, break bread and drink wine at Easter time. http://request.org.uk/restart/2015/09/18/communion-a-special-meal-2/ Show the class a mixture of eggs eg chocolate, hard boiled painted red; the Real Easter egg. http://www.therealeasteregg.co.uk/ Tell the story of the Real Easter egg. Discuss the symbolism of eggs at Easter and some traditions in other countries. Eggs are connected with Easter because they are symbols of new life and are linked to the empty tomb. Remind the class of the Easter garden they made last year and the symbolism of items in the garden, (FS may have some they could show them). Explain some churches also have Easter gardens at Easter time. Lesson 5 Show the class the Easter gardens again. Look very carefully at the tomb. Ask: What part of the Easter story does this remind you of? Tell the story of Luke 24:1-7 as a guided visualisation. Ask: What do you think	pictures of the events of Easter http://request.org.uk/restart/wp-content/uploads/sites/3/2016/03/Order-Holy-Week-and-Easter.pdf
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			the disciples thought when they knew the tomb was empty and why? Create music and movement to show the events of the story. Listen to a happy Easter hymn. Ask: Why do you think the empty tomb was good news for the disciples? Think, Pair, Share. (Suggested answer: because Jesus had died and had come to life again; the women had seen him and they were told he would appear to the disciples again). Explain the empty tomb was good news because Jesus died and came to life again. Explain on Easter day this is what Christians celebrate. It is called the resurrection. Assessment Give a picture of a cut out Easter egg shape. On one side draw objects that Christians use in church at Easter and label. On the other side draw an empty tomb and write a sentence about why this is good news.	water, bread, blackcurrant juice Easter eggs selection http://www.realeasteregg.co.uk/content/pages/documents/1453941882.jpg ‘Experience Easter’ Pack Jumping Fish Publications for additional ideas. This can be a pack used in connection to your local church at Easter.
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				suitable instrumental music for telling the Easter story using movement eg music from the Passion film https://www.youtube.com/watch?v= HDBn-YSoRo or https://www.youtube.com/watch?v=YrLIWR4YSGU Miracle Maker film music could also be used. cut out egg shape
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KEY STAGE 2 UNIT Spring 2c: Resurrection		Concepts: Resurrection		Medium Term Plan Year 3
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
How do you think Mary changed after visiting Jesus' tomb?	The children will learn: The story of Jesus appearing to Mary Magdalene John 20:1-18. Why and how this story changed Mary. Why this story is important to Christians.	By the end of this unit: Emerging <i>(Some children)</i> I can recall some of the main details of the story and suggest how it may have affected Mary. Expected <i>(All children)</i> I can explain all the main details of the story. I can explain by referring to the Bible text at least 2/3 ways it may have changed Mary. Exceeding <i>(Few children)</i> I can recount all the story and explain how this story was an important event in the life of Mary.	Lesson 1-2 Children think back to good/bad news they have received. Discuss and explore feelings and how it affected them afterwards. Introduce Mary and explain how she had been a faithful follower of Jesus. Using 'Seeing the Story' Pg.25-27 explore the Bible text as a guided visualisation. Role play the different sections of the story in small groups, eg just after the cross, going to the tomb, meeting Jesus in garden, going to tell disciples. Freeze frame at different points and discuss thoughts and emotions. Write speech and thought bubbles for Mary at different points of the story: as she arrived at the tomb before she had the good news; when Mary received the good news from the 'gardener' that Jesus was alive and as she ran from the tomb. Collect and compare the different thought/speech bubbles from all the groups. Display. Ask: Which ones do you think most represents what Mary thought/said? How did Mary change after visiting the tomb? Think, Pair, Share. Ask: Why do you think Jesus said, 'Don't touch me?' Lesson 3 Revisit the story by reading the thought/speech bubbles from last lesson. Design and make masks that	resurrection tomb Mary good news new life Resources Lion Storyteller Bible Good News Bible 'Seeing the Story' Chester Diocese 2014 speech/thought bubbles

		I can suggest how it may affect Christian belief in the resurrection today.	represent two halves; one half that shows how Mary felt before she arrived at the tomb, ie half showing sadness and despair and one half as she left the tomb, showing resurrection of Jesus and new life. Write underneath a short paragraph explaining how Mary's life changed as a result of the empty tomb. More able pupils can also add a sentence explaining how the resurrection is important to Christians today. Ask: Why was this part of the story important in the whole resurrection event? Suggest and record ideas. Assessment Give the children a selection of art images of Jesus at the tomb appearing to Mary. Ask them to record what was happening in the picture and what impact it had on Mary afterwards ie what did she do next. A selection of images of different styles can be found at Google images or at http://www.jesus-story.net/painting_modern.htm Eg 'Jesus appears to Mary Magdalene' by Jeremiah Andrews; 'Easter Morning' by He Qi'.	mask art materials copies of art work of Mary visiting the tomb.
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KEY	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary															
Why is the resurrection story similar and different in the gospel stories? (Using two gospel accounts)	The children will learn: Two of the Christian resurrection stories. There are different perspectives on the same story. To identify similarities and differences between the stories. About ways people can interpret the resurrection story, ie literally and metaphorically.	By the end of this unit: <i>Emerging</i> <i>(Some children)</i> I can recall main details of the stories and suggest ways they may be understood. <i>Expected</i> <i>(All children)</i> I can explain all the main details of the two stories. I can say how the two stories are similar and different. I can suggest one way the stories might be understood.	Lesson 1-2 Children think back to good/bad news they have received. Discuss and explore feelings and how it affected them afterwards. Ask three children (prime them beforehand) to give similar but different accounts of the school sports day last year. Recall all the children can remember about the Easter story: Good Friday and Easter day. Focus on the resurrection part of the story by asking: Who visited the tomb? When? Who spoke to them? What were they feeling and thinking? What was the message? What do you think happened next? Give groups of 3-4 a copy of Luke 24:1-8 and Matthew 28:1-10 explaining this is what happened according to Luke and Matthew. Explain they are different versions of the same story found in the gospels from the New Testament part of the Bible. Read aloud the texts to each other in groups. Ask the groups to underline in one colour all the similarities and in another colour all the differences between the accounts. Ask each group to produce a chart of similarities and differences they found using the questions stems from earlier. Feedback. Ask: Why might there be different versions of the same story in the Bible? Give the class groups 10 minutes to come up with as many answers as they can (eg	resurrection, tomb, Mary good news, new life Resources Good News Bible: copies of texts speech bubbles <table><tr><td></td><td>Luke 24:1-8</td><td>Matthew 28:1-10</td></tr><tr><td>Who visited the tomb?</td><td>Women; incl. Mary Magdalene Joanna, Mary mother of James</td><td>Mary Magdalene & other Mary</td></tr><tr><td>When?</td><td>Dawn on Sunday</td><td>Very early on Sunday</td></tr><tr><td>Who spoke to them?</td><td>Two men in bright clothes</td><td>An angel Jesus</td></tr><tr><td>Feelings?</td><td>Puzzled Disciples thought it was nonsense Peter amazed</td><td>Women afraid then joyful. Guards trembled and afraid</td></tr></table>		Luke 24:1-8	Matthew 28:1-10	Who visited the tomb?	Women; incl. Mary Magdalene Joanna, Mary mother of James	Mary Magdalene & other Mary	When?	Dawn on Sunday	Very early on Sunday	Who spoke to them?	Two men in bright clothes	An angel Jesus	Feelings?	Puzzled Disciples thought it was nonsense Peter amazed	Women afraid then joyful. Guards trembled and afraid
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		Exceeding (Few children) I can recount both accounts and explain the significance of each. I can explain by referring to the Bible text at least 2 ways the resurrection may be understood by Christians today.	Feedback. Ask: Which is true? Discuss how they can both tell a general 'truth' for Christians. Lesson 3 Recap on work covered in previous lesson. Give groups a copy of Luke 24:36-48 and Matthew 28:11-20. Ask each group to read the accounts and explain what the accounts say happened to Jesus' body. Hot seat a disciple or the women who visited the tomb. Ask groups of 8 children to compose a short drama based on one of the gospel accounts showing what happened. Reinforce differences and similarities as the groups show their role plays back to the class. Watch an animated film of the resurrection from Luke's gospel http://request.org.uk/teachers/teaching-resources/2016/03/18/resurrection/ <u>Ask: Is it the same as Luke's gospel?</u> Remind the children of their ideas from the last lesson, reasons for different biblical accounts of the same story. Remind the children what each account says happened to Jesus' body. Ask: What do you think happened on Easter Sunday? Think, Pair, Share. Give groups of 3-4 a set of these statements: 1. Someone stole Jesus' body. 2. Jesus did not really die.	Teacher's Background See http://request.org.uk/life/beliefs/christianity-basically-the-resurrection/ The resurrection is one of the most important doctrines of Christianity. St. Paul, in his letter to the church in Corinth, wrote: <i>'And if Christ has not been raised, our preaching is useless and so is your faith. More than that, we are then found to be false witnesses about God, for we have testified about God that he raised Christ from the dead. But he did not raise him if in fact the dead are not raised. For if the dead are not raised, then Christ has not been raised either. And if Christ has not been raised, your faith is futile.'</i> 1 Corinthians 15
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			Ask each group to decide which statement is closest to what they think happened and why. Ask: What do you think Christians would think? Feedback asking children to justify answers. Assessment Ask children to produce a mind map of the resurrection story that shows all the ideas from both gospels. In a different colour add reasons for the different accounts.	
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KEY STAGE 2 UNIT Spring 2c: Resurrection		Concepts: Resurrection		Medium Term Plan Year 5
KEY QUESTION(S)	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
What did the 'Road to Emmaus' story show Christians about Jesus? What evidence is there for the resurrection?	The children will learn: The account of the Bible story on the 'Road to Emmaus'. There may be different perspectives on the same story. What the 'Road to Emmaus' story teaches Christians about Jesus. About evidence for and against the resurrection.	By the end of this unit: <i>Emerging</i> <i>(Some children)</i> I can recall all the main details of the 'Road to Emmaus' story. I can suggest what the story might teach Christians about Jesus. I can talk about evidence for the resurrection. <i>Expected</i> <i>(All children)</i> I can explain how the 'Road to Emmaus' story teaches Christians about Jesus making reference to the text. I can give simple arguments for and against the resurrection. <i>Exceeding</i> <i>(Few children)</i>	Lesson 1 Road to Emmaus Luke 24:13-35. Ask: Have you ever been to an important meal? Discuss the setting, the guests, the conversation. Ask: What made it important? Show the class a copy of the picture 'Supper at Emmaus', https://www.nationalgallery.org.uk/paintings/michelangelo-merisi-da-caravaggio-the-supper-at-emmaus Ask: What can you see in the picture? Is there a story behind the picture? What might it be? What are the people doing? Saying? Feeling? Who is the most important person in the picture? How do you know? What would you ask any of the people? Explain that the lesson today will give them some answers. Recall all the children can remember about the Easter story; Good Friday and Easter day. Reinforce the main parts of the story and create a timeline of events. Explain that after the women found the tomb empty there were many sightings of Jesus reported. Remind the children that the resurrection is an important event for Christians. Introduce the story of the 'Road to Emmaus'. The Lion Storyteller Bible has a simple short story version – teacher tells the story without text if possible. Copy and cut up copies of the Bible text from Luke 24:13-35. Ask groups of 3 to reassemble the text in the correct order and read it together. Role play the conversation between the characters in the story. Ask the groups of 3 to underline and mark anything they think the passage teaches	resurrection tomb road to Emmaus evidence Resources Good News Bible copies of texts art images of the 'Road to Emmaus' timeline materials Bible text cut up in pieces from Luke 24:13-35 marker pens glue large outline figures of Jesus drawn on a pieces of paper, one per group

		I can explain using some of the resurrection stories arguments for and against the resurrection. I can suggest puzzling questions it raises.	about Jesus. Groups then share with another group and pool ideas. Feedback. Give each group a large drawn outline figure of Jesus. Ask the group to record in short sentences around the outside of the figure all they think the Bible passage says about who Jesus was. Ask them to record inside the figure what this might teach a Christian about Jesus. This can be differentiated by giving children less or more vocabulary support as needed by providing answers. Lesson 2/3 Arguments for and against the resurrection Revisit the Easter timeline you made earlier. Show the children the story of the great catch of fish on the beach based on John 21: Jesus appearing to the disciples. http://request.org.uk/bible/breakfast-on-the-beach-a-miracle/ Give children copies of all the Easter resurrection texts studied in previous years: Luke 24:1-7;13-24 (Emmaus); Mark 16:1-11.; John 20:1-18 (Mary). Pose the question: What is the evidence for the resurrection? How did Jesus rise from the dead? What happened to his body? Using the texts and other knowledge of Easter ask groups to gather evidence 'for and against' the resurrection happening. If needed provide some starter ideas, (see below).	vocabulary if needed Suggested Answers: <i>Text teaches:</i> Jesus was a prophet, powerful in word and deed before God and people. He was sentenced to death and crucified. People hoped he was the messiah who would rescue Israel. On the 3rd day women found his body gone from the tomb. Angels told them he was alive. Other disciples checked and he was gone. The messiah had to suffer then enter glory. The Old Testament speaks of a Messiah. Some Christians believe based on this text: Jesus was the messiah; saviour of Israel; a prophet powerful in word and deed.
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		Ask each group to take a different perspective as they assess the evidence eg chief priests; disciples; Roman soldiers; citizens of Jerusalem. Suggested evidence <i>FOR the resurrection happening: (Example evidence)</i> Witnesses: Mary and women coming to the empty tomb and the stone rolled away and body gone; Roman guards were guarding the tomb didn't see anything so no one stole the body; The Bible: The Bible tells Christians that Jesus was the Messiah; Lots of other people saw him alive on many occasions; eg Emmaus and over the next 40 days; The disciples gave their lives to spread the word about Jesus; People knew he was special eg Pilate, soldier at the cross; Jesus said he would rise again from the dead (Mark 8:31). People encounter Jesus today. <i>AGAINST the resurrection happening: (Example evidence)</i> It's impossible to be dead for 3 days and be alive; All the witnesses were people who believed in Jesus; No photographic evidence to suggest it was true; It is possible Jesus didn't really die, he recovered in the tomb and escaped; The chief priests said the body had been stolen. Hold a class debate. Ask each group to present their case for and against the resurrection happening. Have a chairperson to keep order. Vote at the end deciding whether they think the resurrection happened or not.	Bible texts video clips evidence ideas
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			Finish the lesson by watching a video of a Christian talking about the resurrection being real for them see 2nd video 'Resurrection 2 Philip Jinadu'. http://request.org.uk/festivals/holy-week-and-easter/why-is-the-resurrection-so-important-to-christians/ Assessment Ask: Did the resurrection happen? Write down the arguments for and/or against drawing own conclusion.	
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