

UNIT A - YEAR 6

THE STORY OF THE PEOPLE OF GOD

ABOUT THE UNIT

In this unit children will be given opportunities to develop their knowledge and understanding of the structure of the Bible and the forms of literature that are found in the different books. The children will be introduced to stories of significant people in the Old Testament. They will discover what some of these stories tell us about their relationship with God

WHERE THE UNIT FITS IN

This unit builds on the Old Testament units from Year 4 and the work on the Passover in Year 5. It also provides a foundation for work on the Sacrament of Confirmation when we consider God's call in the lives of Christians today.

PRIOR LEARNING

It would be helpful if the children have:

- some Bible referencing skills
- knowledge of some Old Testament characters and stories.

SKILLS

Research and referencing skills, writing skills, speaking and listening group work, thinking skills.

VOCABULARY

Proverb, prophet, prayer, parable, commandment, Moses, Esther, Exodus, Israelite, Old Testament, New Testament.

ASSESSMENT

At the end of this unit:

Most children will know that the Bible is a library of books that can be placed into different categories. They will be able to identify some styles of literature found in the Bible. They will know some stories of significant people from the Old Testament and will be able to discuss the relationship these people had with God. They will know and be able to reflect on the Commandments.

A.T.1

A.T.2

4a

4a

4b

4b

4c

Less able children will know that the Bible is a library of books that can be placed into different categories. They will identify a few styles of literature from the Bible and will be able to recall parts of some Old Testament stories.

3a

3a

3c

More able children will have a greater knowledge of the structure of the Bible. Be able to identify and use different styles of literature found in the Bible. In recalling significant Old Testament stories they will understand that God called the people of Israel into a relationship with him and that they in their turn were asked to respond to his invitation. They will understand and be able to explain why the Commandments are important for life.

5a

5a

5b

5b

5c

5c

PROGRAMME OF STUDY	TEACHING STRATEGIES	LEARNING OUTCOMES	FURTHER DEVELOPMENT
R3 Hear, read and explore the Bible.	<ul style="list-style-type: none"> • Children to think about stories that they know about their family and the ancestors that went before them. • Ask the children to complete some research into their family tree. • Explain to the children that the Bible contains the story of the Jewish people in the Old Testament and is the foundation of the story of the Christian people in the New Testament. • Revise previous learning from Year Four about the Bible being a library of books rather than one book. • Explain that the Bible can be broken up into different sections. • Children to work in small groups to find the names of the books of the Pentateuch, books of the Prophets, The books of Wisdom literature, the books of the Gospels, the Letters of the New Testament writers. Report back findings to the rest of the class. • How many books are there in the Bible? • Create a class display indicating the different books. • Revise with the children that the Bible contains different styles of writing. Can they recall any of the styles of writing that might be found in the Bible? (e.g. prophecy, story, prayer, poetry, proverb, psalm, parable, letter) • Use the following quotations and ask the children to work in small groups to find out what style of writing is being used and what message is found in the writing: <i>Philemon 4: 1-4</i> a letter, <i>Micah 6: 8</i> a prophecy, <i>Proverbs 24: 1-2</i> a proverb, <i>Psalm 15 (16)</i> a psalm, <i>Lk. 15: 1-7</i> a parable, <i>Lk. 12: 22-30</i> a teaching. • Ask the children to consider which types of writing they like and which one would they use to explain an important message about God our Father or about being a follower of Christ today? • Children to write their message in the style of writing they have chosen. • Explain to the children that the books in the Bible were written at different times and that the stories of the different characters spread over hundreds of years. In this unit we will be exploring the development of the story of the People of God in the Old Testament. • Brainstorm with the children the names of Old Testament characters they can remember from previous learning. You might need Bibles to complete this work. • The children should remember Abraham, Isaac, Jacob, Joseph, Moses and King David. What can they recall about their lives and some of the things that they did? • Provide the children with a brief synopsis of the life of different Old Testament characters on pieces of card. Children to make a presentation about the character to the rest of the class without naming him and see if the class can guess the character. • Using Bibles, ask the children to find relevant stories from the Old Testament about these different characters. • Find out some approximate dates for when these people lived. • Create a class timeline indicating some of the different dates for the different people. 	<p>R3 Of how to find their way around the Bible.</p> <ul style="list-style-type: none"> • Pupils will know that the Bible is a library of books that can be divided up into different sections. • They will be able to name and categorise books into different sections. • Know that the Bible is filled with different types of literature. • Understand some reasons why different styles of writing have been used. • Be able to identify different styles of writing by studying the scriptures. • Know the names of important figures in the Old Testament. • Understand that many of them had a special relationship with God. • Be able to find out the approximate time that they lived. 	<p>The teacher needs to make sure that they have available a good Bible which provides this sort of information. The Christian Community Bible is very useful for this type of information.</p>

PROGRAMME OF STUDY	TEACHING STRATEGIES	LEARNING OUTCOMES	FURTHER DEVELOPMENT
<p>R1 Recognise joy in giving, receiving, challenge in relationships.</p>	<ul style="list-style-type: none"> • Read Genesis 3: 1-15. Explain to the children that this is a story that was written to explain freedom of choice that God had given to people and how that freedom could be abused. • What does the story tell us about the consequences of choosing to do something that is wrong? What words would you use to describe these consequences? • What do you think life would be like if people did not sin by the wrong choices they deliberately make? • Read the story of Cain and Abel. What was Cain and Abel's relationship like? Why was Cain so jealous of Abel? Why did he want to do him some harm? • The story reminds us of resentment and jealousy being two human emotions that can damage relationships between people and be a cause of sin. • Children to explore some real life scenarios when they have experienced such emotions against members of their family or friends. How have they reacted when they have felt these things? What have been the consequences of their actions? • Consider using role-play or circle-time as an opportunity to discuss some of these issues. • What can we do to overcome some of these emotions and create greater harmony in family life and in our relationships with people in general? • Create a table to record some situations where emotions of resentment and jealousy might arise. Record in another column some actions you could take to avoid using these emotions in a negative way against somebody else. • Explore with the children some qualities that are needed to live and work in harmony with other people. • Write some forgiveness prayers for times when jealousy and resentment have led to sinful actions and some prayers of intercession for families and friends. • Recall previous learning about Moses. What did God ask of Moses at the burning bush? What did Moses ask Pharaoh to do and what was Pharaoh's reply? • Recall the story of Moses leading the people from Egypt through the Red Sea. • Read some extracts of the story of Moses and the people of Israel journeying through the wilderness. • Read the story of the manna and the story of water from the rock. • Consider with the children the plight that the people of Israel found themselves in. How would you have felt at this time of difficulty? • Children to imagine that they were one of the Israelites. In twos explain to their partner their own thoughts and fears about having little food and water. • Children to write a letter as one of the Israelites to Moses begging him to find food and water. Encourage the children in their writing to consider reasons why the plea for help is so desperate. • Children to imagine that they were Moses. How would you have felt with all the people grumbling and knowing that they were in a state of despair? • Children to write a prayer as Moses to God, asking for his help to overcome 	<ul style="list-style-type: none"> • Know the Story of the Fall. • Understand that the writer uses a story to talk about human beings' freedom to choose to do right or wrong. • Be able to discuss and reflect upon choices to do right or wrong and the consequences of these choices. <p>R1 That love and service express love of God and at times this will involve sacrifice.</p> <ul style="list-style-type: none"> • Know the Story of Cain and Abel. • Understand that it reminds us of jealousy and disharmony in human relationships. • Be able to consider ways in which people can work to establish harmony in family life and in their relationships with others. <ul style="list-style-type: none"> • Know the story of Moses and the people of Israel in the Wilderness • Know the Story of the Manna and Water From the Rock • Understand why God provided for the needs of his people. • Be able to empathise with the thoughts of the people and Moses at this event. 	<p>There may be some opportunities to link work in RE with circle time here.</p> <p>Children to recall previous learning in Year Five about the Passover celebration.</p>

PROGRAMME OF STUDY	TEACHING STRATEGIES	LEARNING OUTCOMES	FURTHER DEVELOPMENT
<p>L6 How love of God is shown in obedience to God's commandments.</p>	<ul style="list-style-type: none"> these difficulties. In the story of the manna and water from the rock we discover that God provides for his people. From these stories what words could you use to describe the care of God? Introduce the children to kennings as a form of literature to describe somebody or something. Create kennings about the action of God from these two stories. Read the story of God giving Moses the commandments. Hold a class discussion about why the commandments were important for the people of Israel? What do they tell us about the way people should treat themselves and other people? Consider with the children the importance of the commandments for Christians today. Children to write some reflections about this. Children to research the meaning of the word "Prophet". Recall names of Old Testament prophets from previous work. Look up the following words of the prophets: <i>Joel 2: 12-17</i>, <i>Amos 2: 6</i>, <i>Hosea 14: 2-3</i> and <i>Hosea 14: 5-8</i>. What do the prophets have to say to the people in these different passages? What is their message? Read the story of Queen Esther and King Xerxes. Who was Esther? Who was Mordecai? Who was Haman? What reasons had Haman for wanting to kill Mordecai? What dilemma does Queen Esther face in the story? How does her faith and trust in God help her in this difficult situation? Why do you think this is an important story? Imagine that you are Queen Esther or Mordecai. Write your version of this story and explain how the difficult situation that you faced was resolved. 	<p>L6 That the Commandments are guides of true love for oneself and for other people.</p> <ul style="list-style-type: none"> Know some names of Old Testament Prophets. Be able to recognise and interpret some of their messages. Know some parts of the story of Queen Esther. Understand that she had great trust in God. Be able to identify some reasons why this story is important in Scripture. 	<p>This part of the unit might be linked with some work on social justice through Mission Together or CAFOD themes exploring the plight of people today who are starving and who live without clean water.</p> <p>Keeping the Sabbath holy is an important commandment for the Jewish people. Find out how they keep this commandment through their celebration of Saturday as the day of rest.</p>

RELATED SCRIPTURE

Genesis 3: 1-15 – The Story of The Fall

Genesis 4: 1-13 – The Story of Cain and Abel

Exodus 16: 1-18 – The Story of Manna From Heaven

Exodus 17: 1-7 – The Story of Water From The Rock

Exodus 19:-20:17 – The Giving of the Commandments to Moses

Joel 2: 12-17 – The Writings of Old Testament Prophets

Hosea 14:2-3

Hosea 14:5-8

Amos 2:6

The Book of Esther – The Story of Queen Esther and King Xerxes

COLLECTIVE WORSHIP

- Some of the stories provide opportunities for penitential liturgies to take place.
- The Story of Moses and the Manna might provide a reflection on the gift of the Eucharist and what is given in this Sacrament.

OTHER LINKS

Moral Development: There are lots of links here with values and attitudes that could be explored through circle time.

Multicultural Links: Explore some Jewish celebrations to go with the Old Testament stories being studied. Look at ways in which other world religions show honour and respect to their holy writings and books.

Recall that the Old Testament was originally written in Hebrew and the New Testament in Greek. Show the children copies of the Scriptures in these languages to indicate their origins.

EVALUATION

What went well?

Which areas of planning need to be developed/adapted next time?

What needs to be revisited/developed in a later unit?