

Year: 2

Term: AUT 1

Intended learning outcomes:

Children will be able to:

- Step 1** describe in simple terms their own responses to *authority* figures
- Step 2** identify simple examples of ways in which people with *authority* affect theirs and others' lives
- Step 3** describe in simple terms the meaning of the concept *authority*
- Step 4** give a simple description about events in Jesus life which demonstrate His *authority*
- Step 5** describe in simple terms the importance of Jesus' *authority* to Christians.

Informed by end of Year 2 age-related expectations

Unit to cover 6 hours

Assessment opportunities:

Evidence can be gathered when pupils:

- 1 act out and discuss scenarios
- 2 contribute to lists which describe characteristics of *authority* figures
- 3 are able to simply describe events in Jesus' life when He showed *authority* (diary entries, annotated pictures, speech bubbles, etc)
- 4 Discuss the importance of Jesus' *authority* in class.

Children to record evidence in books.

Theme/Unit: Key events in the life of Jesus

Key concept: *Authority*

Sequence of activities:

Step 1 – Communicate

Talk about who tells them what to do (has authority) – discuss experiences of telling others what to do and being told what to do. *Who tells us what to do? Why do you do what they say? Would you do a silly thing? Who do you trust to tell us what to do? Why? What sort of things do people tell you to do?* Share ideas with a neighbour. Draw and annotate a person with authority in their lives.

Step 2 – Apply

Discuss: *In what situations do you do what people tell you? Are there some people who you would not trust to tell you the right thing to do? Are there some times when you would do what **you** thought was right and disobeyed someone? When?* Discuss scenarios (e.g.: *What if I told you to go out in the playground in the rain with no shoes on?*) Act them out.

Step 3 – Enquire

What does the word *authority* mean? Pupils discuss/write descriptions and definitions. Look up in dictionaries and compare. *What are the characteristics of people in authority?* Children write lists in groups. Compare lists.

Step 4 – Contextualise (and Evaluate) select one or two stories to record in books.

Tell each story with reference to pictures and the Bible/Bible stories.

- **Jesus in the Temple** (Luke 2:41–52) Show pictures to re-tell story. Discuss. *Which part do you think was the most important part? Who had authority in this story? What would you think if you had been one of the men listening to Jesus?* (Evaluate) *Was it important for Jesus to have authority, do you think? What would have happened if the people had told Jesus to be quiet?* Pupils complete speech bubbles for Jesus and some of the men in the Temple.
- **Baptism** (Matthew 3:13–7) Read story or watch appropriate part from *Miracle Maker* (see clip below) in the classroom and discuss. *What was the most important part of the story? Which part did you like best? What do you think this tells Christians about Jesus?* Focus on voice from Heaven. *Who had authority in the story?* Discuss. (Evaluate) *Was it important that God spoke in the story? Why/why not?*
- **Calling Disciples** (John 1:35–42) Read story of how the disciples followed Jesus. Discuss. *Why did they follow? Why drawn to Him? What did they think of Jesus? Who had authority in the story? How did Simon feel? Record in differentiated way – letter from Simon Peter to re-tell from his point of view, diary entry? (see work sample)* (Evaluate) *Do you think you would have followed Jesus? Why/why not? What if the fishermen had said “No, we’re too busy”, what would Christians think about the story if the fishermen had not followed?*
- **Miracles** (Matthew: 14:22–27, Mark 6:45–52, John 6:15–21.) Tell story of how Jesus walked on water. *Why did Peter fail? What does the story say about Jesus' authority?* Sequence story or write own version from Peter's point of view.

Step 5 – Evaluate

Talk about how Jesus is special and remembered by Christians today. Christians believe that Jesus has authority and they try to behave how He told people to behave. *Do you think people should have done what Jesus said? Some people did and some people didn't – Would you have walked on water? Would you do it for anybody? Do you think it is important for Christians that Jesus shows authority in the stories?*

Resources:

- Pictures of Jesus..
- Bible or Children's Bible.
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Jesus in the temple clip

<https://www.youtube.com/watch?v=yRpmryzu8dY>or

<https://www.youtube.com/watch?v=j2vH6h8JR4k>

Miracle Maker Baptism Clip...

- <https://www.youtube.com/watch?v=JZ5jm5lx5bY>

RE KS1

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: helping children be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.

Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Developing mutual respect and tolerance of those with different faiths and beliefs.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Vocabulary (in bold) and knowledge building blocks;

Children will learn that:

- The meaning of the word **authority**.
- In the **Bible (New Testament)** Jesus demonstrated his **authority** in different ways to different groups of people.
- When **Jesus** went to the temple he was only 12 years old, but some leaders already respected him as a **figure of authority**.
- **Baptism** for **Christians** is a special ceremony when they are **blessed** and submerged in water.
- The **Disciples** were the 12 special friends of Jesus who helped and supported him spread the word of **God**.