

# Topic Title: Christianity – Kingdom of God

Year 1 Summer 2



## Background for Teachers:

Taken from *Understanding Christianity*:

Core beliefs behind this unit, taken from *Understanding Christianity*:

- Christians read the Bible as telling a story of the relationship between God the Creator and creation. Specifically, it is about God's relationship with human beings. The Bible starts with everything going well, with humans as good friends with God, but humans mess up their friendships by preferring to go their own way. The rest of the Bible explores ways in which God draws humans back into a close friendship with him. This includes choosing a special people (the Hebrews or people of Israel, also called the people of God) to demonstrate what it is like to be friends with God, so that everyone would want to be friends with God. It is important to know this because it helps to explain why some people are not obeying God, or why some want to run away, and why God is so pleased to welcome people back.
- This shows how the Bible can be used in human attempts to understand the nature of God. Christians believe that the Bible reveals what God is like, and that he is worth being friends with – more, he is worth worshipping!
- Christians use the stories of Jesus in various ways. Jesus' parables have been a source of comfort, inspiration and challenge for centuries. Christians might explore the story and its meanings in a Bible study group, act it out in drama, listen to a vicar preach about it in church, and try to find out what Jesus is teaching them about how to behave.

## Previously On ... (Links to Prior Learning):

Look together at a stained-glass window depicting the story of Jonah: for example, the roundel from the Redemption Window in Canterbury Cathedral. What do the children notice first when they look at the image? Second? Third? Share opinions of the image, then work in pairs or small groups to create a title.

## Enquiry Question:

What do Christians believe God is like?

## Disciplinary Focus:

Theology

## Big Questions:

What might Jonah have been feeling at this point in the story?

What might the 'hidden meaning' of the story be?

What might this part of the story teach Christians about God?

Which other stories might Christians learn about God from? Which songs?

What is the most important thing that a Christian might learn about God from this song?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	<p><b>LO:</b> to tell the key points of the story of Jonah from the Bible.</p>	<p><b>Starter:</b> Look together at a stained-glass window depicting the story of Jonah: for example, the roundel from the Redemption Window in Canterbury Cathedral. Ask the children what they notice first, second and third when looking at the image. Invite them to share their opinions of the image. Which parts do they like? Dislike? Children to work in pairs or small groups to create a title for the window.</p> <p><b>Input:</b> Tell the story of Jonah in an interactive way. For example, ask the children to help you devise relevant sounds or actions for them to perform whenever a key word is read in the story (such as 'Jonah', 'Nineveh' (the wicked city), 'God', 'fish', 'storm' and so on). At appropriate points in the story, ask the children what they think Jonah must have been feeling. Suggest some alternatives: was he scared or sorry, angry or worried?</p> <p>Discuss the children's responses to the story. What were the best bits? Which part is most puzzling? Why? What were their feelings during the story? What do they think the story is about? This text is not a parable but if there is a 'hidden meaning' in it, what might it be?</p> <p>What happened when Jonah tried to run away from God? How did God find Jonah? How important was it for Jonah to go to Nineveh? Why?</p>	<p><b>Task:</b> Children to work in groups, each group with one key event from the story. For example:</p> <ul style="list-style-type: none"> <li>• God commanding Jonah to go to Nineveh</li> <li>• The storm</li> <li>• Jonah praying inside the fish</li> <li>• Jonah leaving the fish</li> <li>• Jonah going to Nineveh</li> <li>• The people of Nineveh changing their ways</li> <li>• God saving Nineveh</li> <li>• Jonah getting cross</li> <li>• God explaining to Jonah the importance of being concerned for the people and animals of Nineveh</li> </ul> <p>See Resource Sheet 5 – the children might do some quick sketches to show their part of the story.</p> <p>Children to work in their groups to decide which emotions Jonah is feeling at each stage (emotions dice or Resource Sheet 6 to scaffold) and what their part of the story might teach a Christian about God. You could have a selection of cards with a range of ideas about God for the children to choose from and justify.</p>	<p><b>Plenary:</b> Each group to feed back to the rest of the class – invite groups to share in chronological order.</p>

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Lesson 2	<b>LO:</b> to understand what a Christian might learn about God from stories and songs.	<p><b>Starter:</b> Recap – what did we find out about God in the story of Jonah?</p> <p><b>Input:</b> Explain to the children that there are many other stories, as well as songs, that Christians learn about God from – and that, just like the story of Jonah, we'll be exploring what Christians find out about God from these. Why do the children think Christians sing in church?</p>	<p><b>Task:</b> Children to work in groups to create a piece of 'Story and Song Wallpaper' – which stories and songs do the children know of that they think help Christians to think about what God is like? This could be a combination of story and song titles, key words and phrases and illustrations.</p> <p><b>Further Challenge:</b> Children could begin annotating the stories and songs that they have included with words to show what Christians would learn God is like. A bank of adjectives would help scaffold this.</p>	<p><b>Plenary:</b> 'Wallpaper Walk' – children to walk around and explore other groups' 'wallpaper' – which stories and songs could they add to their own?</p>

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Lesson 3	<b>LO:</b> to understand what a Christian might learn about God from stories and songs.	<p><b>Starter:</b> ‘Popcorn Share’ – children to have time to think of as many songs as they can that help Christians to think about what God is like. Call ‘Popcorn’ – children to quickly ‘pop up’ from their chairs one at a time to share a song title.</p> <p><b>Input:</b> Recap why Christians sing in church – understanding that God is worth thinking about and worth worshipping, which Christians do through singing. Many songs teach them a bit more about what God is like.</p> <p>Choose one of the songs from the Resources page and clap, dance or sing along. Talk together about the rhythm, rhyme and repetition and about which words stand out as being important. Work together to decide on these words and highlight them on a copy of the song lyrics under the visualiser. What do the children think is the most important thing a Christian might learn about God from the song?</p>	<p><b>Task:</b> Play a second song from the Resources page. Think, pair, share – talk together about which words stand out as being important in this song, then ask the children to decide on words to highlight on their own copy of the song lyrics. What do the children think is the most important thing a Christian might learn about God from this song – to be recorded as a sentence.</p> <p><b>Further Challenge:</b> Chopped up versions of the lyrics for both songs – children to choose a lyric and write a sentence to explain what it means.</p>	<p><b>Plenary:</b> How might a Christian put their beliefs about God from the songs into practice?</p>

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Lesson 4	<b>LO:</b> to explore how Christians describe God.	<p><b>Starter:</b> What words would the children use to describe the wind? Talk about the qualities of the wind – how it’s invisible but powerful and how although we can’t see it, we can feel it. What good things can the wind do? Flying kites, generating electricity ... Discuss the power of the wind – even though we can’t see it, it is powerful enough to knock down trees and even buildings sometime.</p> <p><b>Input:</b> Show a ping pong ball and demonstrate how light it is. Then show a straw and invite a child to come up and try to steer the ping pong ball through some obstacles on the floor. They can blow through a straw but it mustn’t touch the ball.</p> <p>How does this represent Christian beliefs about God? Build on children’s suggestions to explain how Christians believe that God can guide us through by the invisible power of his Spirit, which is often visualised as the breath of God.</p> <p>If God is invisible, how would Christians describe God? What have they learned about Christian ideas of God from the story and songs explore?</p>	<p><b>Task:</b> Children to work individually or collaboratively to create a ‘gust of wind’ made up of words and phrases that Christians would use to describe God.</p> <p><b>Further Challenge:</b> Children to record questions that they have about these ideas of God in thought bubbles.</p>	<p><b>Plenary:</b> Share the words and phrases that children have chosen to describe God – how are these qualities shown in the stories and songs that we have shared?</p>

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Lesson 5	<b>LO:</b> to explore how Christians describe God.	<p><b>Starter:</b> Stick the following words up around the classroom:</p> <ul style="list-style-type: none"> <li>• Forgiveness</li> <li>• Love</li> <li>• Power</li> <li>• Care</li> <li>• Friendship</li> <li>• Creating</li> <li>• Creation</li> </ul> <p>Children to choose one of these words to stand by – what have they learnt about this as a Christian idea of God from the stories and songs explored? What other words might need to be added about Christian ideas of God?</p> <p><b>Input:</b> Explain to the children that today, we are each going to create a small piece of art to represent one of these ways in which Christians understand God – or a way of their own. How might we represent forgiveness through a piece of art? Love? Work collaboratively to create a piece for one of the ways.</p>	<p><b>Task:</b> Children to create a small piece of art to represent one of the ways in which Christians understand God. Ensure that each of the ways discussed is covered.</p> <p><b>Further Challenge:</b> Which idea do the children think is most important to people who believe in God?</p>	<p><b>Plenary:</b> Put the pictures together to form a large class collage using the key question as the title: What do Christians believe God is like. Is there only one idea about God or are there lots?</p>