****[**Religion Planning**](http://www.rec.bne.catholic.edu.au/Pages/default.aspx) **Year 4 “Challenge and Change”**

**Jubilee Primary School Duration: 10 Weeks**

|  |
| --- |
| [**Fertile Question**](http://religioncurriculump-12.weebly.com/planning.html) |
| **How was the Word promoted in the early Australian settlement?** |

**VISION for Religious Education**

**The Vision for Religious Education gives voice to what each school hopes for their students in terms of their religious literacy and faith formation**.

***The schools and colleges of the Archdiocese of Brisbane aspire to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.***

|  |  |  |
| --- | --- | --- |
| [**Religious Life of the School**](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Pages/default.aspx) | [**General Capabilities**](http://www.rec.bne.catholic.edu.au/Organisation/Pages/General-Capabilities.aspx) | [**Cross-Curricular Priorities**](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/default.aspx) |
| [Religious Identity and Culture](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/RIC/Pages/default.aspx)* + [Ethos and charism (ICE)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Ethos-and-charism-%28ICE%29.aspx)
	+ [Authentic Christian community (ICC)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Authentic-Christian-community.aspx)
	+ [Sense of the Sacred (ICS)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Sense-of-the-Sacred-%28ICS%29.aspx)

[Social Action and Justice](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/SAJ/Pages/default.aspx)* + [Justice in the school community (SJS)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Justice-in-the-school-community-%28SJS%29.aspx)
	+ [Action for justice (SJA)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Action-for-justice-%28SJA%29.aspx)
	+ [Reflection on action for Justice (SJR)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Reflection-on-action-for-Justice.aspx)

[Evangelisation and Faith Formation](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/EFF/Pages/default.aspx)* + [Living the Gospel (EFG)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Living-the-Gospel-%28EFG%29.aspx)
	+ [Spiritual Formation (EFF)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Spiritual-Formation-%28EFF%29.aspx)
	+ [Witness to the wider community (EFW)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Witness-to-the-wider-community-%28EFW%29.aspx)

[Prayer and Worship](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/PW/Pages/default.aspx)* + [Christian prayer (PWP)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Christian-prayer-%28PWP%29.aspx)
	+ [Celebration of liturgy and sacraments (PWL)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Celebration-of-liturgy-and-sacraments-%28PWL%29.aspx)
	+ [Ritualising everyday life (PWR)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Ritualising-everyday-life-%28PWR%29.aspx)
 | * [Literacy](http://www.australiancurriculum.edu.au/GeneralCapabilities/Literacy)
* [Numeracy](http://www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy)
* [Information and communication technology (ICT) capability](http://www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability)
* [Critical and creative thinking](http://www.australiancurriculum.edu.au/GeneralCapabilities/Critical-and-creative-thinking)
* [Personal and social capability](http://www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability)
* [Ethical understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Ethical-understanding)
* [Intercultural understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding).
 | * [Aboriginal and Torres Strait Islander histories, cultures and spiritualities](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Aboriginal-and-Torres-Strait-Islander-histories-cultures-and-spiritualities.aspx)
* [Asia and Australia’s engagement with Asia in a multi-faith context](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Asia-and-Australia%27s-engagement-with-Asia-in-a-multi-faith-context.aspx)
* [Sustainability and ecological stewardship.](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Sustainability-and-ecological-stewardship.aspx)
 |
| ***Year Level Description*** |
| The Religion Curriculum involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts.In Year 4, students develop their understanding of God’s Word in Scripture as they use the Bible’s referencing system to locate books, people, places and things in the Bible, and engage with a variety of books and text types in the Old Testament and New Testament. They listen to, read, view and interpret Scriptural passages that express God as Father, as Son and as Holy Spirit to learn that Christians believe that God, as Trinity, is relational in nature. begin to appreciate the significance of community for Christians; of living in loving relationship with God, others and all of creation. They develop their understanding of community through an exploration of different texts, including the Decalogue and the wisdom of St Paul, and the experiences of different communities, including Jewish communities, early Church communities in Australia (c.1788 CE – c.1850 CE) and contemporary parishes and dioceses. They examine how free choices result in actions that affect the individual and their community. They broaden their understanding of the significance of the Sacraments for Church communities through an exploration of the Sacraments of Healing: Anointing of the Sick and Penance. They examine prayers of blessing and adoration, and prayers of petition and intercession, to facilitate an appreciation of the significance of these forms of prayer for Christian communities.  |
| ***Achievement Standard*** |
| By the end of Year 4, students identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God’s Word. They use the Bible’s referencing system to locate books, people, places and things in the Bible. They recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining Scriptural passages that express God as Father, Son and Holy Spirit. They explain the significance of community for Christians; of living in loving relationship with God, others and all of creation. They connect ideas about living in community from different texts (including the Decalogue and the wisdom of St Paul) and from the experiences of different communities (including early Church communities in Australia (c.1788 CE – c.1850 CE) and contemporary Church communities). They explain how free choices result in actions that affect the individual and their community; their loving relationships with God, others and all of creation. They explain how and why the worship of Jewish communities has changed since the time of Jesus and identify aspects that remained the same. They describe practices and characteristics of contemporary parishes and dioceses (including the celebration of Sacraments of Healing: Anointing of the Sick and Penance) and explain how these are modelled on the mission and ministry of Jesus. They use an appropriate structure to create prayers of blessing and adoration, and prayers of petition and intercession, and demonstrate understanding of the significance of these forms of prayer for Christian communities. They participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of blessing and adoration, and prayers of petition and intercession. |

|  |
| --- |
| ***Class Context for Learning***  |
| Multi-faith traditions – Catholic, Anglican, Uniting and ApostolicIndividualised Learning NeedsPractising/non-practising members |

|  |
| --- |
| **Learning Intentions** |
| By the end these learning experiences, students* Develop an understanding of the Early Catholic Church in Australia
* Engage with scriptural texts – New Testament
* Develop an understanding of parables e.g. Prodigal Son, Good Shepherd, Mustard Seed and Good Samaritan
* Retell a key parable
 |

|  |
| --- |
| **Success Criteria** |
| * Students recognise the actions of people within the Early Australian Catholic Church and their significance in bringing about change.
* Identify the points of view of Aboriginal people around the time of the Early Australian Catholic Church.
* Students are able to successfully gain an understanding of the meaning of the parable and demonstrate this by retelling a key narrative.
 |

|  |
| --- |
| **Assessment**  |
| **Focus Area 1:** Students create a digital timeline (timetoast.com) sequencing 2 key people and events (secular and religious) of early colonial Australia (c.1788 CE – c.1850 CE).**Focus Area 2:** Students select a parable discussed and retell it using iMovie |

|  |
| --- |
| **Content Descriptions**  |
| **Sacred Texts** Old Testament New TestamentChristian Spiritual Writings and Wisdom  | **Beliefs** TrinityHuman ExistenceWorld Religions  |
| ***Religious Knowledge and Deep Understanding*** | ***Skills*** | ***Religious Knowledge and Deep Understanding*** | ***Skills*** |
| **STNT10** - The use of different language features (images, characters, setting, and vocabulary) in retelling key parables from the New Testament (e.g. Lost Sheep, Lost Coin, Two Sons) can assist the reader to make meaning of Scriptural teachings. | Identify and explain language features of parables, namely images, characters, vocabulary and settings.Experiment with changing particular aspects of key parables namely images, vocabulary, setting and characters.Explore their own experiences and imagining to retell key parables from the New Testament and apply the teaching to their lives. |  |  |
| **Church** Liturgy and Sacraments People of GodChurch History | **Christian Living** Moral FormationMission and JusticePrayer and Spirituality |
| ***Religious Knowledge and Deep Understanding*** | ***Skills*** | ***Religious Knowledge and Deep Understanding*** | ***Skills*** |
| **CHCH3 -** The first Catholics in Australia preserved their faith in an environment of suspicion and conflict, mostly without the presence of priests.Official recognition and toleration ushered in a new era for Catholics in Australia.Catholic laity and clergy were among the first to recognise and respond to the impact of settlement and expansion on Aboriginal people. | Sequence some key people and events (secular and religious) of early colonial Australia (c.1788 CE – c.1850 CE) and recognise their significance in bringing about change.Develop historical narratives about some key events and people’s experiences in the early Church in Australia (c.1788 CE –c.1850 CE) using appropriate historical terms.Identify different points of view towards Aboriginal people in early colonial Australia (e.g. squatters, missionaries, free settlers, convicts, clergy). |  |  |

|  |
| --- |
| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| **Mandated Scripture**The Good Samaritan[Luke 10:25-37](http://www.biblegateway.com/passage/?search=Luke%2010:25-37&version=NRSVCE) | **Supplementary Texts**The Forgiving Father (Two Sons)[Luke 15:11-32](http://www.biblegateway.com/passage/?search=Luke%2015:11-32&version=NRSVCE)The Sower[Mark 4:1-10, 13-19](http://www.biblegateway.com/passage/?search=Mark%204:1-10%2c%2013-19&version=NRSVCE)  |

|  |
| --- |
| **Significant Days and Celebrations**  |
| NAIDOC Week, Father’s Day, Track Day, PCYC Excursion, Gold Coast Show, Book Week, School Photos |

|  |
| --- |
| **Learning Experiences** |
| **Core Content Area One**Focus – **What was the religious Australian identify before, during and after the British invasion?** | [**Resources**](http://religioncurriculump-12.weebly.com/planning.html)[**Teacher Background**](http://www.rec.bne.catholic.edu.au/Pages/Theological-Background-Search.aspx)[**Mandated Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| Tuning In | * Introduce students to Inquiry question: What was the religious Australian identify before, during and after the British invasion?
* In groups of 4, using 1 Mac Book Air, students are to create a SmartArt Relationship Graph to identify what they know and what want to know. When complete, students are to AirDrop the Word Document to each member of the group.
 |  |
| Finding Out | **Aboriginal Spirituality** * Aboriginal Spirituality Video: <http://www.youtube.com/watch?v=0YJ2VanCulI>Read and discuss Jukurrpa: The Dreaming or Dreamtime. Students take notes.
* Imagine that you wake up to learn that a foreign and more powerful group has come into your area. The intruders do not speak your language. They have a different religion and set of beliefs. They have different attitudes and values. They have different and superior weapons. Their way of living interferes with your use of the land and your spiritual beliefs. They quickly outnumber you, and start to take over your land. You fear that they will soon dominate you and change your way of life. **What do you do?** List a variety of possible responses. Briefly outline the main advantages and disadvantages of each possible action. Discuss these in class, and decide which one you think you would choose in this situation.

|  |  |  |
| --- | --- | --- |
| Possible Action | Advantages | Disadvantages |

* Aboriginal Case Studies (National Museum of Australia Website)Create and complete p.3 table in a Word Document. Students to complete the lessons for each case study as per the National Museum of Australia Website (x4 lessons)

**Richard Johnson*** Who started Australian Church services? How were they conducted? Where were they conducted? Students to are to use website one to answer these questions.
* In pairs, students are to research Richard Johnson (Australia’s first Chaplain). Students must take notes from website two, chapter: *Man on a Mission*. Students to conclude by answering: What did Rev Richard Johnson do for Australia’s first Catholics.
* As a class read and discuss website two, chapter: *Two other Men.* Students to answer: Why did Arthur Phillip and Rev Richard Johnson not see eye to eye?Read website two, chapter: *What shall I render unto the Lord for all his benefits to me?* Students to take keynotes on their MacBook Air.
* The future of education of the colony was the duty of Richard Johnson as Chaplain. On Sunday 3rd February 1788 Richard Johnson (conductor of the first Christian sermon in Australia) said “It is from a long and ardent wish that the minds of the rising generation of this Colony may be duly impressed with such moral and religious sentiment, that a plan has been adopted and rules and regulations made, which I hope every parent as well as others concerned in bringing up children will see it to be their duty and interest to promote”. As a class, translate this into our words today and discuss.
* Mac: Complete reading close on Richard Johnson (Found on the portal)

**The First Church in Australia*** Students to read copy of ‘The First Church in Australia – 1793’ (found on the portal).

Students to answer the following questions using this information:1. Where is the memorial to the 1793 mud-brick church?
2. Which Anglican Chaplain built this Church?
3. What was the other purpose of the Church?
4. How much did it cost for schooling each week?
5. What day were Christian services held?
6. Who burnt down the first Church?

**Father James Dixon*** In pairs, students are to research \* Who was Father James Dixon? \* What did he do? \* Why is he so important to the history of the First Church in Australia?’ Students are to write 1-2 paragraphs to answer each question
* Mac: Complete reading close on Fr James Dixon (Found on the portal)

**Father John Joseph Therry*** Students to read website three.

Students are to create a timeline in their RE book using all key dates from this website.* Mac: Complete reading close on Fr John Joseph Therry (Found on the portal)

**Caroline Chisholm*** Students to read website four. Students to use this information to answer:

\* How did Caroline Chisholm change the lives of women?\* Can you think of a charity or person on the community who is improving the lives of others?**Views towards Indigenous Australians*** In pairs, students are to select and research the different points of view towards Aboriginal people in early colonial Australia. Students must select one of the following ‘missionaries, free settlers, convicts, clergy’. Students must write a one page detailing how their group viewed the Aboriginal people and how they think the Aborigines viewed the British invasion.
 | National Museum of Australia Website: [http://www.nma.gov.au/\_\_data/assets/pdf\_file/](http://www.nma.gov.au/__data/assets/pdf_file/0011/131141/Resisting_colonisation_bw_Oct2012.pdf)Jukurrpa: The Dreaming or Dreamtime[http://www.nma.gov.au/\_\_data/assets/pdf\_file/](http://www.nma.gov.au/__data/assets/pdf_file/0004/19408/Yiwarra-Kuju-Dreaming.pdf)Website One: [http://www.sl.nsw.gov.au/discover\_collections/history](http://www.sl.nsw.gov.au/discover_collections/history_nation/religion/early/)Website Two: [http://acl.asn.au/resources/richard-johnson-first-](http://acl.asn.au/resources/richard-johnson-first-chaplain-to-australia/)Website Three: [https://sites.google.com/a/syd.catholic.edu.au/](https://sites.google.com/a/syd.catholic.edu.au/fjtbalmain/father-john-therry)Website Four:[http://www.kidcyber.com.au](http://www.kidcyber.com.au/topics/chisolm.htm)Opportunities for Religious Life of the SchoolEthos and Charism* Embedding ethos and charism - ICE1
* Communicating the ethos and charism - ICE3
 |
| Sorting Out |
| Communicating  | * Today’s Meet: If Rev Richard Johnson had not come to Australia on the First Fleet where would the Australian Catholic Church be today?

**Focus Assessment 1:** Create a digital timeline using MacBook Air and [www.timetoast.com](http://www.timetoast.com)Students are to research and sequence 2 key people discussed during this unit and events (secular and religious) of early colonial Australia (c.1788 CE – c.1850 CE). Students must type a brief description under each date identifying the change that occurred from the event. |  |
| Reflecting and Evaluating   | * What was the role of a Chaplain in the late 1700s? How has this role changed today?
* 1700s Church in Australia. 2000s Church in Australia. How/What has changed?
* How do you see the Church developing in the future?
 |  |

|  |  |
| --- | --- |
| **Core Content Area Two**Focus/Question - **Why do we need parables?** | **Resources****Teacher Background** |
| Tuning In | * Introduce students to inquiry question: Why do we need parables?
* Discuss as a class (students to write answers in religion book):

What is a parable?What do we know about parables?What would we like to know about parables? |  |
| Finding Out | * **The Prodigal Son**
* Complete Prodigal Son Gold Parable Box Activity
* Draw a storyboard of the parable
* Students to answer:

What was the message?Who was the audience?How would you use this parable today?Found in which gospels?* Watch Prodigal Son YouTube clip
* **Good Shepherd**
* Complete Good Shepherd Gold Parable Box Activity
* Complete a Scriptural Think Pad
* Watch Good Shepherd YouTube clip
* **Mustard Seed**
* Complete Mustard Seed Gold Parable Box Activity
* Create a scripture probe on the Mustard Seed
* Watch Good Samaritan YouTube clip
* **Good Samaritan**
* Complete Good Samaritan Gold Parable Box Activity
* Students to answer:

What surprised you?What moved or touched you?What inspired you today?What was you’re ‘a ha!’ moment?What idea appealed to you the most?* Watch Good Samaritan YouTube clip
* Students complete The Good Samaritan Crossword
* Take all of these parables and place them on note cards. Have each student draw a card and give an example of how to use this parable today.
 | **Prodigal Son** Luke 15:11-32 [http://www.youtube.com](http://www.youtube.com/watch?v=V96rkM5Gpn0)**Good Shepherd**Matthew 18:10-14[http://www.youtube.com](http://www.youtube.com/watch?v=im57YbFS9LI)**Mustard Seed**Mark 4:30-32[http://www.youtube.com](http://www.youtube.com/watch?v=UvFU69u0mjM)**Good Samaritan ( Core Text)**Luke 10:25-37[http://www.youtube.com](http://www.youtube.com/watch?v=A8VRSFuFDGk) |
| Sorting Out |
| Communicating  | * Today’s Meet: Do you think parables are an important part of religious life?

***Focus Assessment 2*:** Using iMovie, students are to retell one of the parables discussed this term and explain its significance in their lives. |  |
| Reflecting and Evaluating  | * Individual students write a concise headline that summarises their learning from this unit e.g. I have learnt that the Gospel writers have used some symbols to represent important themes in gospel e.g. Boat for the Church
 |  |

***Teacher Reflection and Feedback***

|  |  |
| --- | --- |
| *Religion Unit:* |  |
| *Year Level:*  |  |
| *Teachers:* |  |

|  |
| --- |
| *2 STARS**Provide some positive feedback on your Religion Unit below. What activities and lessons were engaging for students? What resources were most useful? Were the lesson plan ideas helpful?*  |
|   |  |
|   |  |
| 1 WISHWhat would you change should you teach this unit again? What resources do you wish you could have used to engage children in this unit more?  |
|   |  |