****[**Religion Planning**](http://www.rec.bne.catholic.edu.au/Pages/default.aspx) **Year 2 “Clues from the Past”**

**Jubilee Primary School Duration: 10 weeks**

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| [**Fertile Question**](http://religioncurriculump-12.weebly.com/planning.html) |
| **How is God revealed in the Word and in the community?** |

**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.***

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| [**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)
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| ***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 2, students learn about aspects of God’s nature and God’s relationship with people, as they engage with a variety of New Testament texts depicting the teachings and actions of Jesus, and Old Testament texts that describe God’s relationship with the Jewish people. They explore contextual information about the first century Mediterranean world, to better appreciate the life and times of Jesus. They learn about Jesus’ mission and ministry and explore ways in which Jesus’ teachings and actions continue to guide the life of the Church community today. They explore, recognise and appreciate the history of a parish community as it is revealed in many ways. Theylearn about the sacredness of all creation, especially human life; the call to be co-creators and stewards of God’s creation; and the responsibility to pursue peace and justice out of respect for human life and all creation. They develop their understanding of the loving relationship God offers to people unconditionally; and their understanding of sin, as evident in the free choices that harm the individual and their loving relationships with God, with others and with all creation. They explore ways in which believers seek to heal these relationships through reconciliation and prayer. They investigate ways in which believers celebrate reconciliation with God and with others in the Sacrament of Penance. They examine ways in which prayer and the wisdom of the saints help believers to nurture their loving relationships with God, with others and with all creation. They develop their understanding of prayer in the Christian tradition through an exploration of prayer for forgiveness (acts of contrition and Penitential Act) and meditative prayer. |
| ***Achievement Standard*** |
| By the end of Year 2, students analyse some teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God’s nature. They discuss their ideas about God’s relationship with the Jewish people as described in some Old Testament stories. They pose questions about the life and times of Jesus and use sources provided to answer these questions. They make connections between Jesus’ teachings and actions and the way members of the Church community live today. They recognise the sacredness of God and all creation, especially human life. They identify ways in which human beings respond to the call to be co-creators and stewards of God’s creation. They suggest ways to pursue peace and justice out of respect for human life and all creation, drawing on their own experiences. They recognise free choices that harm an individual and their loving relationships with God, with others and with all creation. They explain ways in which believers seek to heal these relationships through reconciliation and how they celebrate reconciliation in the Sacrament of Penance. They recognise that prayer and the wisdom of the saints help the believer to nurture their relationship with God, with others and with all creation. They participate with respect in a variety of personal and communal prayer experiences, including meditative prayer and prayers for forgiveness. |

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| ***Class Context for Learning***  |
| Class/Individual NeedsMulti-faith Traditions – Catholic, Anglican, Apostolic, UnitingPractising / Non-practising members |

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| **Learning Intentions** |
| By the end these learning experiences, students* Identify some features of text organisation, namely the titles ‘Old Testament’ and ‘New Testament’ and the ‘Table of Contents’ to locate some of the ‘Books’ containing familiar Old Testament Bible stories, and ‘Books’ depicting the life and teaching of Jesus (Gospels) and the early Christian Church (eg Acts of the Apostles, the Letters)
* Gather and record information about geographical, cultural and historical context of the first century Mediterranean world
* Identify and place some key events and people of first century Mediterranean world (Gospel stories) within a time sequence
* Pose questions about aspects of the past of a local church community (eg significant patrons, saints, site, building, natural environment)
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| **Success Criteria** |
| * Record features of text organisation within the Bible
* They pose questions about the life and times of Jesus and use sources provided to answer these questions.
* Pose questions about aspects of the past of a local church community (eg significant patrons, saints, site, building, natural environment)
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| **Assessment**  |
| **Focus Area 1:** Students create a visual depiction (digital or other) of the Bible as a library of books. **Focus Area 2:** Students use a Scripture Think Pad to highlight similarities and differences between home life and culture in Jesus’ times compared to contemporary times.**Focus Area 3:** Students design a sketch of their local church community building and write a short explanation of the activities associated with the building. |

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| **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*** |
| **STOT4** - The Bible is a library of books. It is made up of two parts: the Old Testament and the New Testament.  | Identify some features of text organisation, namely the titles ‘Old Testament’ and ‘New Testament’ and the Table of Contents, to locate some of the books containing familiar Bible stories. |  |  |
| **STNT4** - The New Testament consists of 27 books that proclaim the life and teaching of Jesus and the early Christian Church.  | Identify some features of text organisation, namely the titles ‘Old Testament’ and ‘New Testament’ and the Table of Contents to locate some of the books depicting the life and teaching of Jesus (Gospels) and the early Christian Church (e.g. Acts of the Apostles, the letters). |  |  |
| **STNT6 -** Knowledge of the historical, cultural and geographical context of the first century Mediterranean world assists the reader of the Gospels to better appreciate the life and times of Jesus.  | Gather and record information about the geographical, cultural and historical context of the first century Mediterranean world.Identify and place some of the key events and people of the first century Mediterranean world within a time sequence.Add contextual information (historical, geographical and/or cultural) about the first century Mediterranean world to familiar Gospel stories.  |  |  |
| **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*** |
| **CHCH1 -** Each local church community has its own past, which is revealed in many ways (for example in its pastors and people, buildings, sites or parts of the natural environment). | Pose questions about aspects of the past of a local church community (e.g. about the patron saint of the parish, a significant person, site, building or part of the natural environment).Sequence some key events in the past of a local church community (e.g. events related to the patron saint of the church, a significant person, site, building or part of the natural environment).Develop a narrative about aspects of the past of a local church community (e.g. about the patron saint of the church, a significant person, site, building or part of the natural environment). |  |  |

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| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| **Mandated Scripture**Jesus heals two blind men[Matthew 20:29-34](http://www.biblegateway.com/passage/?search=Matthew%2020:29-34&version=NRSVCE)Jesus heals a crippled woman [Luke 13:10-13](http://www.biblegateway.com/passage/?search=Luke%2013:10-13&version=NRSVCE)Jesus walks on the water        [John 6:16-21](http://www.biblegateway.com/passage/?search=John%206:16-21&version=NRSVCE) | **Supplementary Texts**Welcome all to the table[Luke 14:7-14](http://www.biblegateway.com/passage/?search=Luke%2014:7-14&version=NRSVCE)Jesus in the synagogue[Mark 6:1-6](http://www.biblegateway.com/passage/?search=Mark%206:1-6&version=NRSVCE) |

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| **Significant Days and Celebrations**  |
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| **Learning Experiences** |
| **Core Content Area One**Focus/Question– **The Bible is a Library of Books** | [**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 | * Discuss
* What is the Bible?
* What is it used for?
* Why is it ‘sacred’?
* Who is the Bible intended for?
* How do we look after the Bible?
* Show front cover picture of “*God’s Great Book of Books*” to highlight how long ago this ‘sacred’ book was written.
 | The BibleBig Book “***The Bible: God’s Great Book of Books***” by Kathryn Robinson |
| Finding Out | * View ‘*What is the Bible*?’ to help students see what other young children share about what the Bible is for them.
* Explore the Bible to discover features such as table of contents, titles (Old Testament and New Testament) and the titles of some books from the Old Testament. Use ‘Knowing God’ worksheet.
* Use “The Bible – God’s Great Book of Books” to introduce the two Testaments of the Bible and their contents. Note major Books of stories of which students would be aware.
* View “*Books of the Bible Song, Readeez-Style*” (youtube clip)
* Locate familiar texts under headings of ‘Old Testament’. Eg:
* Book of Genesis: story of ***Creation***
* Book of Genesis: God calls ***Noah*** to build the Ark
* Book of Genesis: ***Joseph*** and his technicolour dream coat
* Book of Exodus: God calls ***Moses*** to free his people from slavery in Egypt
* Book of Psalms: ***King David*** wrote many prayers to God
* Book of Daniel: God protects ***Daniel*** in the lion’s den
* Book of Jonah: God protects ***Jonah*** inside the whale

 Use ‘*Make a Book – Old Testament*’ worksheet (refer to Appendix)* Locate familiar texts under headings of ‘New Testament’. Eg:
* Gospels: Matthew, Mark, Luke and John write about Jesus’ life and ministry. Gospel writers tell of his parables , miracles, healings, teaching, praying, travels, family
* Acts of the Apostles: the story of the Early church community
* Letters: Paul and other writers travel and help people to become Christians

Use ‘*Make a Book – New Testament*’ worksheet (refer to Appendix)* Use tags to distinguish the New Testament books which focus on the life and times of Jesus from those which focus on the early Church eg ‘Jesus’ tag for Matthew, Mark, Luke and John. ‘Church’ tag for Acts of the Apostles, Letters.
 | [What is the Bible?](http://www.youtube.com/watch?v=51zIRCRvQEc)‘***Knowing God***’ WorksheetBig Book “***The Bible: God’s Great Book of Books***” by Kathryn Robinson[Books of the Bible Song](http://www.youtube.com/watch?v=ENT6HD58yA4)‘***Make-A-Book – Old Testament***’ worksheet***‘Make-A-Book – New Testament’***worksheet  |
| Sorting Out |
| Communicating  | ***Focus Assessment 1***: Students create a visual depiction (digital or other) of the Bible as a library of books. Eg Old Testament, New Testament, Table of Contents, Book of Psalms (prayers).  |  |
| Reflecting and Evaluating  | * Use cue cards for students to arrange in order of Books found in the Old and New Testaments. Re-visit ‘*Books of the Bible Song’.*
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| **Core Content Area Two**Focus/Question– **Clues about the life of Jesus** | **Resources****Teacher Background** |
| Tuning In | * What would the world in Jesus’ time in First Century Palestine have looked like?
 | [www.ebibleteacher.com](http://www.ebibleteacher.com)[www.worldatlas.com](http://www.worldatlas.com) |
| Finding Out | * Illustrate and label a map that identifies key geographical features named in Gospel stories. Students study a map of First Century Palestine and label major places of significance for Jesus. Eg. birth place, where he grew up, where he travelled and taught, where he suffered and was crucified.
* Construct a model of a typical village or house in the time of Jesus. Compare and contrast a house of Jesus’ day to students’ own home today. Sketch house plans to show comparison.
* Explore questions about the life and times of people in Jesus’ day. Eg
* What were homes like?
* What did a typical village look like?
* Why was it built that way?
* What were the sleeping arrangements like?
* Why were windows small?
* How did they see at night time?
* What jobs did men do? What jobs did women do?
* What furniture/utensils were used?
* What did people wear? Significance of ‘cloak’.
* What foods/drinks did they have?
* What transport was used?
* What did they farm?
* What animals were useful?
* Illustrate and label the above on relevant worksheets.
* Create a tasting table for foods of Jesus’ time. Compare 1st Century Palestine foods with foods of our time. How are the settings for food-eating different? What was the preparation for meals? How were meals begun?
* Access and engage with the Virtual Nazareth Village site
* Compare and contrast daily life actions of today with those of the first century Mediterranean world (e.g. collecting water, obtaining food, clothing, occupations)
* Construct a visual chart (digital or other) of key historical people and events of the first century Mediterranean world.
* Key People: Mary and Joseph, John the Baptist, Disciples, Mary Magdalene, King Herod, Pontius Pilate, God the Father, Holy Spirit
* Key Events: Birth, growing up, miracles, teaching, prayer, Sermon on the Mount, Palm Sunday, Last Supper, suffering and death, resurrection
* Use digital technologies to add historical, geographical and/ or cultural notes to familiar Gospel stories, demonstrating an appreciation of the life and times of Jesus:
* Jesus’ birth (Matthew 2:1) [Bethlehem in Judea, Mary and Joseph, Wise Men, Herod]
* Jesus growing up (Luke 2:39-40) [Nazareth]
* Boy Jesus in the Temple (Luke 2:41) [Jerusalem]
* Jesus baptism (Matthew 3:13-17) [River Jordan in Galilee]
* Jesus Calls Four Disciples (Matthew 4:18-22) [Sea of Galilee - Simon called Peter, Andrew, James and John of Zebedee]
* Passover Festival (Matthew 26:17) [Jerusalem]
* Investigate how geographical features are recorded in New Testament scripture passages by creating a Ministry Trail linking stories about or by Jesus with the feature identified. The table below provides some suggested stories:

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| Scripture Story | Scripture Reference | Location  | Geographical Feature |
| Birth of Jesus | Luke 2: 1-7 | Bethlehem | Town |
| Calming the Storm | Mark 4: 35-41 | Sea of Galilee | Lake |
| Baptism of Jesus | Mark 1: 9-11 | River Jordan | River |
| Wedding at Cana | John 2: 1-11 | Cana | Village |
| Feeding the Five Thousand | Luke 9: 10-17 | Outside Bethsaida | Hills |
| Good Samaritan | Luke 10: 25-37 | Road between Jericho and Jerusalem | Desert |
| Crucifixion | Mark 15: 21-24 | Outside Jerusalem | Hills |
| Transfiguration | Matthew 17: 1-13 | Mt Tabor | Mountain |

 | Worksheet: ‘***Map of Early Israel’*** (refer to Appendix)‘***Life and Times of People in Jesus’ Day’*** (refer to Appendix)***Life and Times of Jesus******Jesus’ Birth*** Matthew 2:1***Jesus growing up*** Luke 2:39-40***Boy Jesus in the Temple*** Luke 2:41***Jesus’ Baptism*** Matthew 3:13-17***Jesus calls four disciples*** Matthew 4:18-22***Passover Festival*** Matthew 26:17 |
| Sorting Out |
| Communicating  | ***Focus Assessment 2***: Students use a Scripture Think Pad to show similarities and differences between home life and culture in Jesus’ times to contemporary times. |  |
| Reflecting and Evaluating  | * Discuss similarities and differences between life in 1st Century Palestine in the time of Jesus to our way of living today.
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| **Core Content Area Three**Focus/Question– **Who and what is my local church community?** | **Resources****Teacher Background** |
| Tuning In | * Discuss:
* What community do you belong to?
* What roles do people have?
* What jobs do people do?
* Where do you celebrate?
* How do you celebrate?
* Why do you celebrate?
* What is the ’church’?
* What does your church building look like?
* Where is your church building?
 |  |
| Finding Out | * Invite a local church member from each of our faith traditions at Jubilee (Catholic, Anglican, Uniting and Apostolic) to share about their church community. Have students create inquiry questions to pose to visitors.
* Discuss how we use buildings where we can gather as a Christian community. Many gathering places have existed for a long time. Some new gathering places have been built more recently too. Consider a significant building or site in one of our local church communities. Questions might include:
* What does it look like now?
* What condition is it in?
* How might its use have changed?
* What was its purpose?
* How was it built / created?
* How was it paid for?
* What is its use and importance in the present?
* Each Christian community gathering place has a history. Order key events in the history of a local church community using photographs and annotations (e.g. using voicethread)
* Students investigate the history of a significant Christian building or person using sources provided (e.g. physical, visual, oral) and recount what this tells them about the past of this local church community (e.g. using voki)
* Use the ‘Five Ws and H’ strategy to collect stories about a significant family associated with a local church community and develop a short report (e.g. photostory, honour board/ lino)
 |  |
| Sorting Out |
| Communicating  | ***Focus Assessment 3***: Students design a sketch of their local church community building and write a short explanation of the activities associated with the building. |  |
| Reflecting and Evaluating  |  |  |

***Teacher Reflection and Feedback***

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

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| *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?*  |
|   |  |
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| 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?  |
|   |  |