



## KS2 Religious Education Year 4 Autumn 2 – 7.5 hours

**Theme/Unit:** Christmas: The Magi and their gifts

**Key concept:** Prophecy

**Enquiry:** *Is the future predictable?*



### Unit Summary:

In this unit, children recall and sequence the Easter story. They consider who suffering is shown throughout the story, particularly in the events that happened to Jesus. Children think about the suffering that we face in our lives and how this makes us feel.

### Prior Knowledge:

Children will be familiar with Jesus and some of his teachings. They may be able to define what Easter is and why Christians celebrate this. They can talk about the symbols associated with Easter.

### Year 3/4 Objectives:

- Communicate** Children can describe their own responses to the human experience of the concepts studied.
- Apply** They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.
- Enquire** They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).
- Contextualise** They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
- Evaluate** They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.

### Key Vocabulary:

<b>Prophecy</b>	A prediction of what will happen in the future
<b>Prophet</b>	a person regarded as an inspired teacher or proclaimer of the will of God
<b>Magi</b>	A singular Magus - also known as the Wise Men in Christian Tradition
<b>Kingship</b>	The state or position of being a king
<b>Frankincense</b>	An incense as a symbol of deity
<b>Myrrh</b>	An anointing oil

**Spiritual:** providing an opportunity to 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.

**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.

### Text drivers/Resources:

- Magi topic box from RE Centre (01962 863134)
- Model of Magi from nativity set.
- Art images (eg: Christmas cards).
- Frankincense, gold, myrrh.
- Copies of Bible passage, or Bibles.
- Definitions of the gifts.
- *Christmas at KS2 RE teaching pack* (RE Centre 01962 863134)

5-Step Enquiry: <i>Is the future predictable?</i>		Assessment
Step 1	<p><b>Enquire</b>  <i>What does prophecy mean?</i> Look up in dictionary. Brainstorm, discussion, concept mapping. Alternatively, find images of prophets in art and sculpture and show to the children one at a time and invite them to guess the concept they will be studying.</p>	<p><b>Basic:</b></p> <ul style="list-style-type: none"> <li>• Write out another label for each of the 3 gifts – explain what it is used for.</li> <li>• Use a word bank to match correctly</li> </ul> <p><b>Learned:</b></p> <ul style="list-style-type: none"> <li>• Explain the significance of the each of the presents. What are their purpose? Use a word bank to match correctly</li> </ul> <p><b>Deeper:</b></p> <ul style="list-style-type: none"> <li>• Discuss alternatives with the teacher. If there was a fourth gift, what would it be? Why? How would it be made? What would its significance be?</li> </ul>
Step 2	<p><b>Contextualise</b>            Pull out a model of one of the Magi (from nativity set) from a mystery bag. <i>Where would this be found? Who would use it? Where have you seen one before? On what occasions? Why is it special? To whom?</i> Get the children to help you piece together the Magi story, do not at this point correct any misconceptions, eg: that they were kings or they had names. Use Storysack type artefacts to help bring tale to life – including gold, frankincense and myrrh. Smell and investigate the latter two particularly. <i>Can children guess how they might be used?</i> In pairs, speculate upon their use and why they were given as presents, maybe writing out a detailed label to go with each gift. Appoint three <i>experts</i> to read cards with actual definitions of the three gifts.            In pairs/threes, children go on to be <i>detectives</i> looking at the actual Bible references about the Magi (Matthew 2:1–12). Take feedback about what surprises them (does not say <i>three</i> – this number is only extrapolated from the fact there are three gifts, not <i>kings</i> but <i>wise men</i>, no camels, no names).  <i>Why were these gifts chosen? Were the Magi prophets? In what way?</i> Use questioning and discussion to draw out the possible symbolic significance of the gifts: gold for kingship, frankincense for worship, myrrh to foreshadow death.            Children write out another label to go with each gift, explaining its use and significance. Use this as an assessment opportunity.</p>	
Step 3	<p><b>Evaluate</b>  <i>Would it make a difference to Christians if the gifts were absent or different?</i> Suggest that maybe the story should be re-written to make it more child-friendly or modern. Using the statement: <i>It doesn't matter what presents were to given to Jesus</i> as a debating point, children write their opinions for or against, ready for short debate.</p>	
Step 4	<p><b>Communicate</b>            Divide children into groups and give each a question to discuss such as one of the following: <i>Have children any experience of telling the future? Is it possible to tell the future? Where can we find out about the future? Can you predict what your friends will become in later life?</i> Explore such ideas through drama and discussion. You could add certain scenarios for the drama, such as a birthday, a busy road or a holiday.</p>	
Step 5	<p><b>Apply</b>            Discuss: <i>Would it be good to always be able to predict what happens or what a person will become? In what situations might that be useful or not?</i></p>	