



KS2 Religious Education Year 5 Autumn 1 – 7.5 hours

Theme/Unit: Harvest

Key concept: Celebration

Enquiry: Why is Harvest important?



**Unit Summary:**

Children will understand what Harvest is and why Christians celebrate this occasion. Children will also look at the links between Harvest and poverty in our society.

**Prior Knowledge:**

Children will have looked at ceremonies at the end of year 4.

**Year 5/6 Objectives:**

- Communicate** Children and young people can explain their own responses to the human experience of the concepts explored.
- Apply** They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
- Enquire** Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions and they can describe some key concepts that are particular to the specific religions studied.
- Contextualise** They can explain how these concepts are contextualised within the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
- Evaluate** They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Talking with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues raised.

**Key Vocabulary:**

<b>Harvest</b>	Collection of crops – time to replenish stocks for those who are suffering
<b>Celebration</b>	An enjoyable activity shared with friends and family
<b>Poverty</b>	The state of being extremely poor

**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:**

<http://projectbritain.com/Harvest.html>

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5-Step Enquiry: <i>Why is Harvest important?</i>		Assessment
<b>Step 1</b>	<p><b>Communicate: What is our experience of celebrations?</b></p> <p>Ask children to talk to a partner about a time when their family had a celebration. With children working in groups, set a time limit of 5 minutes for them to think of as many things to celebrate as possible. Show a selection of celebratory greetings cards for various occasions. Ask children the purpose of each celebration and what the traditions that go with it are.</p>	<p><b>Basic:</b></p> <ul style="list-style-type: none"> <li>• Describe what poverty is</li> <li>• Create captions with images which show what poverty is and how the picture depicts this</li> </ul> <p><b>Learned:</b></p> <ul style="list-style-type: none"> <li>• Create a charity which will help people in need of food. Explain what poverty is, explain how they could make a difference.</li> <li>• Use a word bank to use appropriate vocabulary.</li> </ul> <p><b>Deeper:</b></p> <ul style="list-style-type: none"> <li>• Investigate poverty in various parts of the world.</li> <li>• Make comparisons</li> <li>• Have a wider understanding of economic poverty</li> </ul>
<b>Step 2</b>	<p><b>Apply: How do celebrations affect us and others?</b></p> <p>Class discussion. How do you feel when you celebrate something? Do we celebrate everything? Why/why not? What sort of things do we celebrate? What sort of things wouldn't we want to celebrate? Why not? Are celebration always good? Why/why not?</p>	
<b>Step 3</b>	<p><b>Enquire: What are the features of celebrations?</b></p> <p>Children offer ideas eg special food, inviting guests, sending cards, giving presents, singing songs, decorating with banners and balloons, taking photos. Write each one on a piece of paper, place in a bag and ask volunteers to draw them out one by one; the volunteer mimes the feature while the others guess. (Keep the features for next step.)</p>	
<b>Step 4</b>	<p><b>Contextualise: How and why do Christians celebrate Harvest?</b></p> <p>Look at the story of Harvest – why do Christians celebrate harvest? What rituals, traditions are there? Look at the giving of bread (some children could make some bread to be offered). Focus on child food poverty around the world and the local area. Children could become a charity themselves who are raising funds/food for children and adults in poverty. Use this within assembly to explain what Harvest is, role plays etc.</p>	
<b>Step 5</b>	<p><b>Evaluate: What is the value of celebrating Harvest for Christians?</b></p> <p>Discuss the importance of the Harvest festival. Why is it important? Is it important that it continues every year? Have a class debate about whether it should continue – what are the benefits?</p>	

