



Year Group: Year 5

Religion: Christianity

Where does the Christian bible come from?



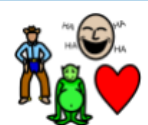
Final Outcome:

Programme of Study
NC Requirements

Term taught: Autumn

Learning Objectives	Subject Specific Vocabulary	What do we want children to know?	Suggested Learning Activities	Resources	Plenary
Session 1 Enquiry question: Is the Bible a best seller? Concept – Beliefs Retrieval Practise Long term Retrieval Biblical Genre Speed Match What is the Bible - Genres of writing (Y4) Match the Bible book/passage to its genre: - Psalm 23 → Poetry - Genesis creation → Historical narrative - Good Samaritan → Parable - Romans 8 → Letter - Isaiah prophecy → Prophecy Quick question: Why did God inspire different types of writing in the Bible?	 Christianity  Christians  Bible	Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.	New Learning Ask children which they think the best-selling book in the world is, and how many books have been sold. Show some examples. Explain that the Bible is the world's best selling book with at least 2 billion copies in existence worldwide. More than 100 million copies are bought each year. Why? Ask children to think, pair, share ideas for why the Bible continues to sell so many copies. What do you already know about the Bible? List some prompts on the board (e.g. characters, stories, dates, facts) and ask children to mind map ideas in small groups. Share with the class after 5 or 10 minutes. List the ideas under the appropriate columns on the slides. Task 1 - Guided Practice Task (We Do) Why is the Bible So Popular? Think-Pair-Share Activity Think (2 minutes): Individually consider why the Bible might sell over 100 million copies each year Pair (5 minutes): Share your ideas with a partner and listen to theirs Share (8 minutes): Pairs contribute ideas to a whole-class discussion Guided Discussion Points: - What makes a book popular today? (films, social media, recommendations) - How might the Bible be different from other books? - Who might buy or read the Bible and why? - What role does tradition and family play in book popularity? Class Recording: - Teacher records all ideas on the whiteboard under headings: - Religious reasons - Historical/Cultural reasons - Personal reasons - Other reasons Task 2 - Independent Task (You Do) Bible Knowledge Mind Map Working in groups of 3-4, create a detailed mind map showing everything you know about the Bible. Your mind map should include ideas about: Characters (people from Bible stories you know) Stories (famous Bible stories or events) Dates (when things happened or when the Bible was written)	Bible Large paper Colours	You are detectives investigating why the Bible became the world's best-selling book! Activity: Individual Reflection (3 minutes) - Look at your mind map and the class ideas about why the Bible is popular - Choose ONE reason why you think the Bible is a best seller - Find ONE piece of evidence from your mind map (a character, story, or fact) that supports this reason Detective Report (5 minutes) - Complete this sentence starter on your mini-whiteboard or in your book: <i>"I think the Bible is a best seller because _____ . My evidence for this is _____"</i>

			• Facts (interesting information about the Bible) • Places (locations mentioned in the Bible) • Objects/Symbols (important items or symbols from the Bible) Task Requirements: 1. Use a large sheet of paper with "THE BIBLE" in the centre 2. Create branches for each category (characters, stories, dates, etc.) 3. Add at least 2 ideas to each branch 4. Use colours and small drawings to make your mind map clear and interesting 5. Be prepared to share 2-3 interesting points with the class Extension Challenge: If you finish early, add a section called "Questions" - write down things you'd like to know more about regarding the Bible.		_____ because _____." 3. Gallery Walk (2 minutes) ○ Walk around and read 3 other people's detective reports ○ Give a thumbs up to reports that made you think differently
Session 2 Enquiry question: How many translations are there of the bible? Concept – Beliefs Retrieval Practise Long term Retrieval Buddhist Festival Quick Facts Buddhist Festivals - Vesak (Y4) Fill in the blanks: • Vesak celebrates Buddha's _____, _____, and _____ • Buddhists celebrate by visiting _____, releasing _____, and practicing _____ • The festival teaches about _____ and _____ Think-pair-share: How does Vesak help Buddhists remember what's important in their faith?	 Christianity  Christians  Bible  translation  language	Explain how some forms of religious expression are used differently by individuals and communities.	Connected Learning What makes the Bible a best seller? New Learning Pre-prepare an envelope containing an 'ancient document' (a tea-stained copy of the Ancient Document sheet with ripped/burned edges). Tell children that a museum has approached you asking you to translate a newly found ancient document. Put on a pair of latex gloves or similar, and use a pair of tweezers to gently extract the document. Talk to children as you are doing this about what they might find inside and why it is so important to take such precautions. Ask children how old this might be if it was a Biblical document. Go through the flips describing a rough timeline of the Bible and a breakdown of the books within it. Make sure to tell the children that the first five books of the Old Testament are found in the Jewish Torah. Task 1 - Guided Practice Task (We Do) Museum Experts: Handling Ancient Documents You are now trainee museum curators learning how to handle precious ancient documents. Part A: Document Analysis 1. Observation Round ○ Look carefully at the 'ancient document' (without touching) ○ What do you notice about its condition? ○ What clues tell us this document is very old? 2. Guided Questions (Teacher leads discussion): ○ Why do you think we need gloves and tweezers? ○ What could damage an ancient document? ○ If this was a real Biblical manuscript, how old might it be? ○ What would happen if documents like this were lost? Part B: Timeline Connection 3. Class Timeline Building ○ As we learn about the Bible's timeline, help create a human timeline ○ Volunteers hold timeline cards and arrange themselves chronologically ○ Discuss: How has the Bible survived for so long? 4. Key Connections ○ Link the 'ancient document' to real Biblical manuscripts ○ Understand why translations became necessary ○ Recognize the Jewish Torah connection to the Old Testament Task 2 - Independent Task (You Do) Working in pairs, you are translation detectives investigating why the Bible has so many different versions. Your Mission:	Pre-prepared envelope – ancient document Gloves tweezers Timeline cards	Modern Day Mission (2 minutes) ○ As a class, brainstorm: If you were a Bible translator today, what tools and advantages would you have that ancient translators didn't? ○ Quick sharing: One advantage each group thought of Example: <i>"I travelled to Medieval times and discovered that people needed Bible translations because most people couldn't read Latin. The biggest challenge for Bible translators at this time was copying everything by hand because printing presses hadn't been invented yet."</i>

			Create a "Translation Detective Report" explaining why the Bible needed to be translated from its original languages. Investigation Areas: Choose 3 of the following to investigate and include in your report: Original Languages - What languages was the Bible first written in? - Why can't everyone read these languages today? Time Travel Problem - How do languages change over hundreds of years? - Give an example of how English has changed Around the World - Why would people in different countries need different translations? - Name 3 countries and their main languages Technology Changes - How did people copy Bibles before printing was invented? - What problems might this have caused? Different Purposes - Why might children need different Bible versions than adults? - What about people learning to read? Report Format: Title: "Why Does the Bible Need So Many Translations?" Each section should include: - A clear heading 2-3 sentences explaining the problem 1 example or evidence - A conclusion about why this makes translation necessary Presentation Preparation: - Choose your most interesting discovery to share with the class - Prepare one question about Bible translations to ask another pair		
Session 3 Enquiry question: Which different literacy forms are in the bible? Concept – Practice <u>Retrieval Practise</u> Long term Retrieval Hindu Symbol Meanings Hindu home and Mandir - The Aum symbol (Y4) Circle the correct meanings of the AUM symbol: - The three curves represent: a) Past/present/future OR b) Waking/dreaming/deep sleep - The dot represents: a) The fourth state of consciousness OR b) A full stop	 Christianity  Christians  Bible  Genres	Explain how some forms of religious expression are used differently by individuals and communities.	<u>Connected Learning</u> What would you expect an ancient document to look like? <u>New Learning</u> How many different genres of writing can you think of? Write a list on the slides, e.g. historical fiction, sci-fi, adventure, romance, poetry, factual, biography. Look at the contents page of the Bible. Discuss how the Bible is similar to a library – it is a collection of different books written at different times. Explore the different literary forms in the Bible: story, history, law, poetry, letters, proverbs, etc. Ask children to think of reasons why there are so many different types of writing in the Bible. Make sure children understand that authors were writing for different purposes; for instruction, prophecy, worship, law, etc <u>Task 1 – Guided Practise (We do)</u> The Bible Library Investigation Today we're going to discover that the Bible is like a huge library with many different types of books! Part A: Genre Detectives Book Genre Brainstorm - As a class, list all the different types of books/writing you know - Teacher records on the board (adventure, poetry, letters, etc.) Bible Contents Exploration - Look at the Bible contents page together - Count: How many different books are listed? - Discuss: What do you notice about the names and variety? Part B: Literary Form Matching Guided Sorting Activity - Teacher shows examples of different Bible passages on slides	Bible	Curator's Challenge - Imagine a visitor asks: <i>"Why doesn't the Bible just tell stories? Why does it have so many different types of writing?"</i> - Write your curator's response on your mini-whiteboard using this frame: <i>"The Bible has many different literary forms because people needed different things. For example, when people needed _____, Biblical authors wrote _____. When people needed _____, they wrote _____. This variety makes the Bible more helpful because _____."</i>

AUM is used in: a) Meditation and prayer OR b) Only temple worship Quick reflection: Why do you think Hindus use this symbol in their homes?		- As a class, identify which literary form each example represents: Story (parables, narratives) History (chronicles, accounts of events) Law (commandments, rules) Poetry (psalms, songs) Letters (Paul's letters to churches) Proverbs (wise sayings) Prophecy (messages about the future) 4. Purpose Discussion - For each literary form, ask: "Why might the author have chosen to write this way?" - Guide children to understand different purposes: - Stories: to teach lessons - Laws: to give instructions for living - Poetry: for worship and expressing feelings - Letters: to encourage and guide people - Prophecy: to share important messages Task 2 – Independent Practise (You do) Biblical Writing Studio You are writers in an ancient Biblical writing studio! Your job is to create different types of writing for different purposes. Your Mission: Working in groups of 3-4, create a "Biblical Literary Forms Portfolio" showing your understanding of different writing styles in the Bible. Portfolio Requirements: Choose 4 different literary forms from the list below and create a short example of each: <i>Literary Forms Menu:</i> Story/Parable - Write a short story with a moral lesson - Purpose: To teach an important life lesson Poetry/Psalm - Write a short poem of praise or thanks - Purpose: For worship or expressing feelings to God Proverb - Create 2-3 wise sayings about life - Purpose: To give practical wisdom for daily living Letter - Write a letter of encouragement to a group of people - Purpose: To guide, encourage, or instruct others Law/Rule - Create 3-5 fair rules for your classroom or school - Purpose: To help people live together peacefully Historical Account - Write a factual account of something that happened in your class/school - Purpose: To record important events for future generations Portfolio Format: For each literary form you choose, include: Title and Literary Form Label Your Writing (3-5 sentences for each) Purpose Statement: "I wrote this to..." Bible Connection: "This is similar to Biblical [stories/psalms/laws/etc.] because..." Example: Literary Form: Proverb My Writing: "A kind word spoken at the right time is worth more than gold. Those who listen carefully learn the most. Sharing your lunch makes both people less hungry." Purpose Statement: "I wrote this to give practical wisdom for how to treat others well." Bible	
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			Connection: "This is similar to Biblical proverbs because they both give short, memorable advice for daily life." Presentation Preparation: - Choose your best example to read aloud to the class - Be ready to explain why Biblical authors used so many different writing styles		
Session 4 Enquiry question: What different translations are in the bible and what do they mean for Christians today? Concept – Beliefs Retrieval Practise Long term Retrieval Bible at Home vs Church What is the Bible - At home and the Church (Y4) Create two lists: How Christians use the Bible at home: - Daily reading, family prayers, personal guidance How Christians use the Bible in church: - Readings during service, sermons, communal worship Discussion: Which do you think is more important and why?	 Christianity  Christians  Bible  translation	Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.	Connected Learning How many different genres of writing can be found in the bible? New Learning Play the children an audio file of the Bible (Old Testament) being read in its original Hebrew. http:// aoal.org/hebrew_audiobible.htm#Genesis Ask children if they can guess what it is. Explaining that the Old Testament was originally written in Hebrew and the New Testament in Greek. If the Bible is the word of God, what language does He speak? Ask children to think, pair, share their ideas. Explain that today there are hundreds of different translations of the Bible in hundreds of languages, but there are also hundreds of different English translations. Why? EXTEND – are there any problems with having so many different translations of the Bible? Get children to think about the accuracy of the text and how far it has strayed from the original Greek and Hebrew texts. Why is a book so old still relevant today? Discuss that Christians believe that the Bible is the word of God and that it tells them how they should be living their lives. Task 1 - Guided Practise (We do) Divine Language Mystery We're going to investigate one of the biggest questions in religious history: What language does God speak? Part A: Language Detective Work Audio Investigation - Listen to the Hebrew Bible audio clip - Individual guessing: What do you think this is? - Reveal: This is the Old Testament in its original Hebrew language Think-Pair-Share: God's Language Think: If the Bible is the word of God, what language does He speak? Pair: Share and discuss your ideas with a partner Share: Pairs contribute to class discussion Part B: Translation Exploration Translation Timeline - Original languages: Hebrew (Old Testament) and Greek (New Testament) - Today: Hundreds of different translations in hundreds of languages - Focus question: Why are there hundreds of different English translations? Guided Discussion Points: - What challenges might translators face? - Should every word be translated exactly the same way? - How might different translations help different people? Part C: Problems and Possibilities Critical Thinking - Are there problems with having so many translations? - How might accuracy be affected over time? - Class debate: Is variety helpful or problematic? Task 2 – Independent Practise – (You do) Translation Impact Investigation Working in small groups, you are religious studies researchers investigating how Bible translations impact modern Christians. Your Research Mission:	Bibles Hebrew audio clip Computers/ I pads	Expert Panel Quick class share: What's the most important advice you would give to any Christian choosing a Bible translation?

			Create a "Translation Impact Report" that explores how different Bible translations affect Christians in the 21st century. Investigation Areas: Your group must research and report on ALL THREE sections: <i>Section 1: "The Translation Challenge"</i> • Research Question: What problems might arise from having hundreds of different Bible translations? • Consider: ○ Accuracy concerns (how far from the original Hebrew/Greek?) ○ Confusion (which version is "correct"?) ○ Different interpretations leading to different beliefs ○ Language changes over time <i>Section 2: "The Translation Benefits"</i> • Research Question: How do different translations help Christians today? • Consider: ○ Accessibility (easy-to-understand versions for children, new readers) ○ Cultural relevance (modern language vs traditional) ○ Different purposes (study, worship, daily reading) ○ Reaching diverse communities <i>Section 3: "Ancient Words, Modern Lives"</i> • Research Question: Why is a book written thousands of years ago still relevant to Christians today? • Consider: ○ Christians believe the Bible is the word of God ○ Timeless themes (love, forgiveness, justice, hope) ○ Guidance for modern life decisions ○ Universal human experiences Report Format: Title: "How Bible Translations Impact Christians Today" For each section include: • Clear heading with the research question • Your group's findings (3-4 sentences) • One specific example or scenario • Your group's conclusion about this aspect		
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Session 5 Enquiry question: What is the difference between symbolic and literal truth? Concept – Practice Retrieval Practise Long term Retrieval Why Buddhism is Special Recall Buddhist Festivals - Why is Buddhism Special? (Y4) Complete these key Buddhist teachings: • The _____ Noble Truths explain suffering • The _____ Path shows how to end suffering • Buddhists aim to reach _____ • Buddhism teaches _____ for all living things Quick quiz partner: Test each other on one Buddhist teaching	 Christianity  Christians  Bible  God	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.	Connected Learning Why do we need to translate original bible? New Learning What does 'truth' mean? Ask children to give a definition and list them on the board. Share the Garden of Eden story and ask children to think about the emotions of the characters as it is shared. Discuss with the children how Adam and Eve must have felt at various points in the story. Hot-seat an Adam and an Eve, with other children asking them questions about how they felt at different points of the story. Ask children to discuss in pairs times when they have experienced some of the same emotions as Adam and Eve and then share their responses with the class. Is this story true? Discuss how some Christians believe in the literal truth of the story but others see it as symbolic. What do you think? Discuss ideas as a class. Task 1 – Guided Practise – We do Garden of Eden Emotions Investigation We're going to investigate the Garden of Eden story by becoming emotion detectives and connecting with the characters' feelings. Part A: Truth Definitions 1. Class Brainstorm ○ What does 'truth' mean to you? ○ Teacher records all definitions on the board ○ Keep these visible throughout the lesson Part B: Story and Emotions Journey 2. Guided Story Experience ○ Listen to the Garden of Eden story ○ Pay special attention to how Adam and Eve might be feeling at each part ○ Think about: What emotions do you notice in the characters? 3. Hot-Seating Activity ○ Two volunteers become Adam and Eve ○ Rest of class asks questions about their feelings at different story moments: ▪ "Adam, how did you feel when you first saw the garden?" ▪ "Eve, what was it like when you first met Adam?" ▪ "How did you both feel when you ate the forbidden fruit?" ▪ "What emotions did you experience when God found out?" Part C: Personal Connections 4. Pair Discussion ○ Think about times when you've experienced similar emotions to Adam and Eve: ▪ Curiosity about something forbidden ▪ Shame after doing something wrong ▪ Fear of getting in trouble ▪ Loneliness or longing for friendship 5. Class Sharing ○ Volunteers share their emotional connections (without sharing private details) ○ Focus on: How do these universal emotions help us understand the story? Task 2 – Independent Practise – I do You are truth detectives investigating whether the Garden of Eden story should be understood as literal truth or symbolic truth. Your Mission: Working in groups of 3-4, create a "Truth Investigation File" exploring both literal and symbolic interpretations of the Garden of Eden story. Investigation Structure: Your file must include ALL FOUR sections: <i>Section 1: "The Literal Truth Case"</i> • What it means: The story happened exactly as written in history	Bible Garden of Eden story	Personal Truth Journey: Think about how your understanding of "truth" has changed since the beginning of the lesson. On a scale of 1-10, how much do you now agree with this statement: <i>"A story can be true even if it didn't literally happen"</i> Write your number and one sentence explaining your reasoning.
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			• Evidence for this view: ○ What reasons might Christians have for believing this literally happened? ○ What would this mean about God, humans, and the world? • Interview a Literal Believer: Write 2 questions you'd ask someone who believes this story is literally true <i>Section 2: "The Symbolic Truth Case"</i> • What it means: The story teaches important truths through symbols and metaphors • Evidence for this view: ○ What important life lessons does the story teach? ○ What might different parts of the story represent? (garden, tree, serpent, etc.) • Interview a Symbolic Believer: Write 2 questions you'd ask someone who sees this story as symbolic <i>Section 3: "Universal Emotions Investigation"</i> • Research Question: Why do people connect emotionally with this story regardless of how they interpret it? • Your findings: Based on our class discussion, list 4 emotions from the story that people today still experience • Conclusion: Explain why emotional truth might be important even in debates about literal vs symbolic meaning <i>Section 4: "Your Detective Team's Verdict"</i> • Group Discussion: What does your team think? Is the story literal, symbolic, or could it be both? • Evidence Summary: Give 2 pieces of evidence that support your team's conclusion • Respectful Recognition: Acknowledge why other people might disagree with your team's view Investigation File Format: Title: "Truth Investigation: The Garden of Eden Story" Each section should include: • Clear heading and main question • Your research findings (3-4 sentences) • Specific examples or evidence • Your team's conclusion for that section		
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