



**Title: Prophecy Upper KS2**

**Key Concept: Divine inspiration**

**Religion: Christianity**

**Key Question: Is prophecy significant today for Christians?**

**Duration :approx 6 hours**

**Back Story:** One of the main themes throughout the Bible is prophecy. In Christian understanding stories interlink between Old and New Testament and, most importantly, the prophecy of Jesus coming to Earth to save mankind from their sins is fulfilled from the Old Testament. KS1 and lower KS2 children may have gained an understanding of the responsibility that prophets had; they were chosen by God to pass on a message. The message may have been to give people hope, or guidance and was then remembered once the prophecy had been fulfilled. In upper KS2 children should revise these key points; prophecy is a divine message from God and prophets are chosen for different reasons. It is important, throughout this unit, that children come to the understanding that prophets are chosen by God and should now think more deeply about what kind of people were chosen to be prophets and why. Often, unlikely characters were chosen by God – He gave people opportunities to learn and grow in faith, and prophecies and tasks were hard – God wanted His prophets to have to trust Him completely and not rely on their own strength. This unit looks in depth at Noah and his journey

**Bible Story:** Noah : Genesis chapters 6-9

**Resources you will need :** (web links in text)

2014 Noah film clip or trailer (12A – may need permission) or Clip from Evan Almighty (PG rating – may need permission)

Bibles

Weather forecast clip – cut from newspaper the day before you teach lesson 1.

**Children’s Previous Experience:** In KS1 and lower KS2 children may have been introduced to the idea of prophecy being a divine message from God. They may have looked at the jobs and responsibilities prophets may have had to have. They may have thought about the trust that the prophets had to have in God to fulfil their prophecy or share their message

**Potential Cross Curricular links:** Art, Literacy and drama, Food technology, P.S.H.E.

**Glossary of Terms:** Prophet - somebody who interprets divine will: somebody who claims to interpret or transmit the commands of a deity

Prophecy – Divine inspiration in predicting the future

**Take care:** The Prophet Muhammad is a prophet from the Islamic faith. Clarify that other religions also believe in prophets but we are focussing on Biblical ones in this unit

	<p style="text-align: center;"><b>Learning intentions</b></p> <ul style="list-style-type: none"> <li>• To deepen pupil’s understanding of prophecy in the Christian religion</li> <li>• To deepen their understanding of the characteristics and values that prophets (like Noah) needed or had to ask God for</li> <li>• To understand the depth of relationship that Noah had to have with God</li> </ul>	<p><b>Skills: gained and deployed</b></p>
<p><b>Engagement</b></p> 	<p>Look at the weather forecast from yesterday (newspaper clipping/copy of website image, watch a weather report clip on internet). Is it a trustworthy source? Why? What is the point of the weather forecast and how is it helpful? Now look at today’s weather – has it been predicted accurately? Who might this have helped?</p> <p>Is this a prediction or a prophecy? Why it is not called a weather prophecy? What is the difference? (<i>A prophecy is a divine message – emphasis on the divine intervention rather than human or scientific prediction.</i>)</p> <p>Task – Discuss with talk partners the differences between prophecy and predictions. Be ready to share ideas – teacher to collect in whatever format suits (e.g. post-its, smart-board, flip chart comparison table, etc.) Take the opportunity to teach the word ‘divine’.</p> <p>Teacher now draw class together for final definition - give or create a definition of a prophecy, rather than a prediction, to end. Extension for more able – create own definitions. Think of the story of Noah (Read Genesis chapter 7 verses 1-5) – was this a simple weather forecast?</p> <p><i>Evidence suggestion: Children could all write an individual or shared definition in their books (depending on ability level) of prophecy and try to explain the difference between a prophecy and a prediction. This could be used a basis to start the next lesson.</i></p>	<p>Discuss and present their own views on challenging questions about belonging applying their own ideas thoughtfully</p>
<p><b>Enquiry</b></p> 	<p>Look back at the definition of a prophet and prophecy as created in the first lesson. Can children remember the importance of the message being from God – can they remember what divine means?</p> <p>Read the story of Noah from the Bible – Genesis 6-9 A good opportunity to talk to the children about the Bible and look at the way it is written. How many books in the Bible? How can we find out? How do we find places in the Bible? How do we write down extracts from the Bible (<i>Name of book, Chapter number, verse numbers</i>). What is the first book in the</p>	<p>Discuss and apply their own and others ideas about ethical questions including ideas about what is right and wrong. Express their own ideas</p>

	<p>Bible – Genesis. This is where we find Noah’s story.</p> <p>If this proves inaccessible for class use a paraphrase version such as ‘the great flood’ from The Book of Books by Trevor Dennis</p> <p>Watch clip from ‘Noah’ (2014 film) or Evan Almighty – focus on the part when Noah is actually called by God and given the message of the upcoming flood.</p> <p>Use the Bible story and film clip as a stimulus for discussion: How Noah felt when he was chosen; Why he was chosen; What task was he given (<i>expect more depth and detail of answer than simple, ‘to build an ark!’</i>). Ask the children to come up with questions that they would like to ask Noah now. Record on post it’s and use for hot seating next session.</p> <p>----</p> <p>If necessary, you could re-watch a clip or go over story again, to re-engage children.</p> <p>Hot – seating: Using the questions drawn out from the end of last session, ask children to hot – seat as Noah. They should be trying to answer fully, empathising with the character and his emotions. Remind the children that Noah was just a man, and that his prophecy from God would have been very frightening and difficult as he tried to live his everyday life.</p> <p>If the children’s questions lack depth, suggest themes to be explored: Fear; Responsibility; Trust; Faith; Family support; Humiliation; Perseverance – and any more they can think of!</p> <p>Task – Plan and write a newspaper article about Noah’s story. The hot-seating will provide an informal interview process from which quotes and themes can be explored. Children could write a report in groups or as a whole class with the teacher scribing, or if time allows, could write their own. Emphasis should be placed on communicating the themes explored earlier and the huge faith he needed to have in God to fulfil his task after the scary message that God was flooding the world. A second emphasis should be on the questions people around him had about his seemingly ‘mad’ plan and on Noah’s determination and faith in face of this adversity. For more able children include an editorial ‘What we can learn from Noah’</p> <p>---</p> <p>The end of the journey! Watch the clip of the celebration at the end of Evan Almighty – how do you think they would have felt at the end of their journey?</p> <p>Suggestions for ‘out of the ark’ celebrations:</p> <ul style="list-style-type: none"> <li>- Rainbow cocktails using fruit juices</li> </ul>	<p>clearly in response</p>
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	<ul style="list-style-type: none"> <li>- Making large biscuits to break in half; to share 'two by two'</li> <li>- Celebratory 'spring' cupcakes</li> <li>- Making animal masks</li> <li>- Creating a class dance</li> <li>- Creating a class song or poem</li> <li>- Paint a rainbow (all help with same rainbow as a team effort or to show different colours working together to make one beautiful thing)</li> <li>---</li> </ul>	
<p><b>Evaluate</b></p> 	<p>How did Noah respond to God's call? What qualities and values did he possess at the start? What qualities did he gain through this experience?  <i>Hopefully children will see the growth that Noah made throughout this process.</i></p> <p>Children could draw a path with Noah in his ark at one end and Mount Ararat (the mountain that the ark reached) at the other. Along the path they can write words or phrases to show how he grew as a person and a follower of God along his journey. Add comments about what Christian might learn from Noah at each point in the story. If they can identify and explain multiple things Christians can learn this will help achieve up to level 5. Refer back to the themes explored in earlier sessions.</p>	<p>Discuss and present their own views on challenging questions about belonging applying their own ideas thoughtfully</p>
<p><b>Expression</b></p> 	<p>Could anyone be a prophet?          Are there prophets in the church today?          Read the Archbishop of Canterbury's Easter Message: Is he being a Prophet today? <a href="http://www.bbc.co.uk/news/uk-27089709">http://www.bbc.co.uk/news/uk-27089709</a></p> <p>Draw/paint a picture to represent a value or attitude that Noah showed.</p>	<p>Consider and apply their own ideas about ways in which diverse communities express ideas. Responding thoughtfully to ideas about community and respect.</p>

**Assessment activities :** Plan and write a newspaper article about Noah's story

Newspaper article : *This task will enable pupils to achieve to level 3 AT 1 (and can make an excellent contribution to literacy)*

Noah's pathway: *This task has the potential for pupils achieve levels 4 and 5 so it is worth spending some time on it*

Success Criteria: To recognise Noah as a prophet (someone who was given a divine message); To recognise the values and characteristics that Noah as a prophet had/needed/gained – how he changed through his journey with God; To recognise the deep relationship that Noah had with God (showing trust, faith, etc.)

I can statements	Self assessment	Peer Assessment	Teacher assessment
<p><b>Level 2</b></p> <p>AT1 Strand A I can tell a Christian story and say some things that people believe (suggest meanings)</p> <p>AT2Strand F I can talk about what is important to me and to others with respect for their feelings</p>			
<p><b>Level 3</b></p> <p>AT1 Strand A I can describe what a believer might learn from a religious story</p> <p>AT 2 Strand E I can ask important questions about life and compare my ideas with those of other people</p>			
<p><b>Level 4</b></p> <p>AT 1 strand A I can make links between the beliefs (teachings, sources etc.)of different religious groups and show how they are connected to believers' lives</p> <p>AT 2 Strand F I can ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values</p>			
<p>AT1 Strand A Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality</p> <p>AT 2 Strand D Give my own and others views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me</p>			



**Assessment activity:** Plan and write a newspaper article about Noah’s story

**Plan:** Noah’s pathway: *Children could draw a path with Noah in his ark at one end and Mount Ararat (the mountain that the ark reached) at the other. Along the path they can write words or phrases to show how he grew as a person and a follower of God along his journey. Use Christian symbols such as Dove and Rainbow. Add comments about what Christian might learn from Noah at each point in the story. If they can identify and explain multiple things Christians can learn this will help*

**Write:** Newspaper article: *Emphasis should be placed on communicating the themes explored earlier and the huge faith he needed to have in God to fulfil his task after the scary message that God was flooding the world. A second emphasis should be on the questions people around him had about his seemingly ‘mad’ plan and on Noah’s determination and faith in face of this adversity. For more able children include an editorial ‘What we can learn from Noah’*

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End of key stage expectations	Self assessment	Peer assessment	Teacher assessment
A2 Describe and understand the links between the story of Noah and Christian beliefs. Respond thoughtfully to the issues that raises for Christians and others			
A3 explore and describe a range of beliefs and symbols to understand different ways Christians have of expressing meanings			
B2 Understand the challenges of commitment to belonging to a faith in a community that is diverse			
C1 gather, select, organise, refine and present their own ideas about challenging questions about belonging meaning and truth , thoughtfully in art and words			