

## Unit Y1 A1: WHAT DO MANY CHRISTIANS REMEMBER AT HARVEST FESTIVAL?

### Teacher's note:

This unit is part of a scheme of work designed to deliver the Agreed Syllabus. It has been written by the joint Hackney and Enfield RE Curriculum Development Group.

Teaching and learning activities plan for the two attainment targets for religious education – learning *about* and learning *from* religion.

On the right of this page is the full KS 1 Christianity programme of study from the Agreed Syllabus. The material picked out in bold features in this unit. Within each unit some of the content picked out in bold is a major focus, other content is a minor focus. A minor focus and material alluded to by the teacher in one unit, will normally be revisited more fully in other units during the key stage.

Model, individual and paired group and whole class activities and tasks are included in the planning. It is the teacher's responsibility to adapt the planning and scaffold or extend the activities and resources to meet the range of pupil needs and abilities in their class.

This title of each new unit is in the form of a 'Big Question.' The sequence of lessons that follows is designed to cumulatively develop religious knowledge and understanding so that pupils can respond to that 'big question'. Each lesson has its own sub question. These have the same function as a learning objective and could be used in the same way. The sub-questions are important steps in preparing children to respond to the 'big question.'

The unit does not attempt to cover the whole programme of study. The unit focus has been carefully chosen to contribute to the spiritual, moral, social and cultural development of all pupils. It makes relevant links to other aspects of personal development and other dimensions of the curriculum.

Schools are required to report pupils' achievement in RE in terms of the Agreed Syllabus level descriptions. To support teachers in their assessment of pupils' progress, this unit incorporates assessable activities and the learning outcomes are in pupil speak, 'I can' language.

### Enfield Agreed Syllabus 2007 – KS 1 Christianity Programme of Study:

- explore Bible stories of the birth of Jesus which teach the Christian belief that Jesus is God's Son
- explore Bible narratives of Jesus' death and resurrection, understood by Christians as a promise of new life and new beginnings
- explore how Christian traditions at Advent and Christmas re-tell the birth of Jesus and teach Christians about God and Jesus Christ
- explore how Christian traditions at Lent and Easter re-tell the death and resurrection and teach Christians about God and Jesus Christ
- explore how baptism and infant dedication express the hope that children will grow up to follow the teaching and example of Jesus
- **explore how the traditions of Christian Harvest Festival express Christian beliefs about, and responses to, God as Creator eg thankfulness and sharing with others**
- **explore some of the ways in which children learn about their faith by growing up in a Christian home eg by worshipping together on Sunday and on other days, reading and studying the bible, listening to stories, singing and praying**
- **explore how belonging to the Christian 'family' means living in the way Jesus taught, especially caring for others eg the poor and those in need**
- explore how local leaders of Christian communities (eg priests, ministers, elders) teach about Jesus and belonging to the Christian family
- **explore how Christian songs and prayers, pictures and icons re-tell events from the life of Jesus and express beliefs about God**
- explore how the symbols of light, used by Christians at Advent and Christmas, express their belief that Jesus is the light of the world
- explore how the symbols of baptism (eg water, light, the sign of the cross and the colour of baptism clothing) mark a new beginning in the Christian family
- explore how the symbols of Easter (eg palms, crosses, eggs, hot cross buns and colours associated with Lent and Easter) remind Christians of Easter events and the theme of endings and new beginnings

**SESSION 1: WHAT MAKES IT A WONDERFUL WORLD?**

<p><b>LEARNING OBJECTIVES</b> <b>Children should:</b></p> <p>explore the idea that this is a wonderful world</p>	<p><b>TEACHING ACTIVITIES</b> <b>Whole class:</b> Show the DVD: Session 1 video - which illustrates some of the diversity and beauty of nature and the environment.</p> <p>Louis Armstrong is singing about things he thinks are wonderful about the world. <i>What are some of the things he thinks are wonderful about this world?</i> Some of the pictures are of nature – the sky, the sea, animals. Some are of people.</p> <p><i>Why does Louis Armstrong think people make this a wonderful world?</i> <i>What sort of things are the people in the pictures doing which makes their world wonderful?</i> <i>What sort of things do people sometimes do which make the world sad or ugly?</i> <i>What should people like you and I do to keep the world wonderful?</i></p> <p>Louis Armstrong sang about the things he thinks make it a wonderful world. Many people, when they see how wonderful the world is, believe that it has been made that way by God. Christians believe God created the world and made it a wonderful and good place for humans. There is a story in the Christian holy book, called the Bible, which says that God made the world and everything in it and that He wanted it to be good. If you have a copy of a Christian Bible, you could show it to the class.</p>	<p><b>RESOURCES</b> Christain Harvest DVD: Session 1 video - 'What a wonderful world' Folder of digital photographs as a resource for pair/ group activity Christian Bible (optional)</p> <p><b>POINTS TO NOTE</b> Exploring the festival of harvest, as it is celebrated by many Christians, introduces children to a number of key Christian themes:</p> <ul style="list-style-type: none"> <li>• belief in God as Creator of a good world, for humans to enjoy</li> <li>• the gathering in of crops, at harvest time, prompts Christians to praise and thank God for His Creation, particularly, for food to eat</li> <li>• the belief that God has appointed humans as stewards, to care for the world and not to spoil it</li> <li>• celebrating a good harvest reminds Christians to care for others, in this country and worldwide, who are hungry and in need</li> </ul>
<p><b>LEARNING OUTCOMES I can:</b></p> <p>name some things that make it a wonderful world</p> <p>talk about some of the things people do that hurt the world</p> <p>talk about how people can keep this a wonderful world</p>	<p>Over the next few lessons we'll be learning about a special time when many Christians celebrate the harvest and say thank you to God for all the wonderful things that grow on the earth and which we can eat as food. We'll be finding the answer to the question: <b><i>what do many Christians remember at harvest festival?</i></b></p> <p>Today we are exploring: <b><i>'what makes it a wonderful world?'</i></b></p> <p><b>Pair/small group activity:</b> <i>Louis Armstrong sang about the things he thinks make it a wonderful world.</i> <i>What are some of the things <b>you</b> think make it a wonderful world?</i> (Scribe a class list) The teacher shows a collage of photographs, with captions, that captures some of the things s/he thinks makes it a wonderful world. Children produce their own collage of photographs to show <b>'what I think makes it a wonderful world.'</b> This collage could be created from photographs cut out of magazines or from their own drawings and paintings. Pupils who are more able in ICT could find and print pictures from the internet or from digital photo files saved for this purpose on the computer (see attached file of photographs). Children add a caption/s to their collage about what is wonderful in their picture.</p> <p>These sequences of photographs, with their captions, can be used to make an interactive class display for older children to see: "What are the things that make it a wonderful world for Class...? What are the things that you think make it a wonderful world?"</p>	<p>These 4 themes are explored through the 3 sessions in this unit. The unit can make an important contribution to the global dimension of the curriculum and to education for community cohesion.</p> <p>There will be children in the class from a variety of religious backgrounds, who do not celebrate harvest, but who also believe that God created the world and that humans should give thanks to God for creation. Introducing children to recognise these similarities of belief within and across religions, can be good RE and can raise pupil achievement. Do not attempt studies of other celebrations of harvest around the world; these are covered elsewhere in the scheme of work, eg Sukkot in Y4.</p> <p>In session 1, photographs of nature, the environment and of human activity may evoke a sense of awe and wonder. Some children may be prompted to ask and answer their own questions about how the world came to be and why.</p> <p>Christians believe that God created the world. The Biblical accounts of creation, in Genesis, are understood as authority for this belief. Some Christians believe literally in Genesis, many do not. All Christians understand Genesis as teaching them about God's power and purpose in creating a good world and giving humans responsibility to care for it.</p> <p>The resources and activities in this unit encourage children to think about their own relationship with the world around them and to realise that humans can both enhance and damage it.</p>

**SESSION 2: WHAT DO CHRISTIANS SAY THANK YOU TO GOD FOR AT HARVEST FESTIVAL?**

LEARNING OBJECTIVES	TEACHING ACTIVITIES	RESOURCES
<p><b>Children should learn:</b></p> <p>that Christians believe God made this a wonderful and good world</p> <p>that some Christians have a festival at harvest time to say thank you to God for food to eat</p> <p><b>LEARNING OUTCOMES I can:</b></p> <p>talk about Christian Harvest festival</p> <p>remember who Christians say 'thank you' to at Harvest festival</p> <p>say thank you for having food to eat</p>	<p><b>Whole class:</b></p> <p>Over the next few lessons we'll be finding the answer to the big question: <i>what do many Christians remember at harvest festival?</i></p> <p>In this lesson we're asking '<i>what do Christians say thank you to God for at harvest festival?</i>'</p> <p>In the last lesson we heard a song. <i>What was Louis Armstrong singing about?</i></p> <p>Now we're going to hear a song that many Christians sing at harvest festival time.</p> <p>Show DVD extract 2(i): All things bright and beautiful.</p> <p>Project the words of 'All things Bright and Beautiful' and read aloud the words of the chorus.</p> <p><i>What are some of the things Christians are saying thank you for in the chorus and verse one?</i></p> <p>Christians believe God made the world and all the good things that are in it.</p> <p><i>What are Christians saying thank you for in verse two?</i></p> <p><i>Why is sunshine and rain important for things that are growing?</i></p> <p>In the last verse, Christians say that they've been given eyes to see the beautiful things in the world. And they should tell people that God is powerful and has made a world full of good things.</p> <p>Show DVD extract 2(ii)</p> <p><i>Did you recognise the song being played in the background?</i></p> <p><i>What did you see the family doing in the field at harvest time?</i></p> <p>Harvest time is when fruit or vegetables are ripe and ready to eat and they are picked from the tree or pulled from the earth.</p> <p><i>What sort of things do people have to do so that there is food to harvest?</i></p> <p><i>Who came to school to talk to the children in assembly about Harvest Festival?</i></p> <p><i>Why have the children brought cauliflowers, eggs and other food to their school?</i></p> <p><i>We see the children selling the food they have brought in. What happens to the money they make?</i></p> <p>At this time of year, Christians say thank you to God by bringing food and flowers in to the church. They decorate the church for harvest festival.</p> <p><b>Activity:</b></p> <p>Introduce the idea that lots of people – some we know, some we don't – are involved in getting the food for us to eat. The teacher starts to generate class lists of the people involved in making sure that there is food for us to eat at home / at school, by contributing some ideas: people who drive the lorries of food to the supermarkets, fishermen who catch the fish, farmers who milk the cows and collect the eggs ...</p> <p>Children write in prepared cards a sentence to say <u>thank you</u> to someone on the list for helping to make sure that they have food to eat at home or at school. After writing their message inside they can draw a picture for the front of the card.</p> <p>These cards can be added to the class display. If cards have been made for people within the school community (eg cooks, lunchtime supervisors) these could be distributed by children.</p>	<p><b>RESOURCES</b></p> <p>DVD extract 2(i): All things bright and beautiful</p> <p>DVD extract 2(ii)</p> <p>'All things bright and beautiful' lyrics on CD ROM</p> <p>Prepared 'cards' for thank you messages</p> <p><b>POINTS TO NOTE</b></p> <p>Not all Christian groups in this country celebrate Harvest Festival. But it is traditional in, for example, Church of England and Methodist communities. Biblical authority for harvest festival is: Exodus 23: 16; Leviticus 23: 10.</p> <p>Harvest is celebrated in urban as well as agricultural areas as an acknowledgement of human dependence on those who grow, harvest and produce our food even if, in cities, we don't come closer to them than those who staff our supermarkets. Harvest festivals also increasingly demonstrate awareness of the human threat to the environment and the responsibility of Christians to provide good, ecologically mindful models in the community.</p> <p>At the Christian Harvest Festival, churches are often decorated with offerings from the harvest. In rural areas this might include food grown locally and perhaps a harvest loaf in the shape of a sheaf of wheat. Elsewhere, families will contribute tins and packets of food. Usually the produce is sold so that the proceeds can be used for charitable purposes or given to the elderly or those in need. Many schools also celebrate the harvest and collect food or money for local, needy groups. Some churches organise a harvest supper, eating a meal together to celebrate God's provision.</p> <p>There are traditional harvest songs and hymns sung in churches, such as 'We plough the fields and scatter.' However its description of the activities of planting, growing and harvesting may be unfamiliar to most children born in cities. The song 'All things bright and beautiful' is used in this session because it is an example of a song with which Christians praise and thank God for creating a beautiful and bountiful world.</p> <p>The 3<sup>rd</sup> learning outcome &amp; final activity are inclusive of all children. They are encouraged to be mindful of and thankful to all the people whose hard work is involved in growing, producing, selling, cooking and providing the food they eat. Some children, from religious backgrounds, might make connections with what they have heard about Christians thanking God for the food they eat and might wish their card to express thanks to God.</p>

**SESSION 3: WHAT DO CHRISTIANS DO AT HARVEST FESTIVAL TO CARE FOR OTHERS?**

<p><b>LEARNING OBJECTIVES</b>  <b>Children should learn:</b></p> <p>Christians show their thankfulness to God by sharing what they have with others</p> <p><b>LEARNING OUTCOMES I can:</b></p> <p>talk about Christians sharing food with others at harvest</p> <p>say why people shouldn't waste food</p> <p>talk about sharing with others</p>	<p><b>TEACHING ACTIVITIES</b>          Draw attention to the question for this session: <b>What do Christians do at harvest festival to care for others?</b>  <b>Whole class:</b>          Show the Folens Harvest picture.  <i>Where do you think these children are?</i>  <i>What is the name of the festival that the children are celebrating?</i>  <i>Why have they brought fruits and vegetables to the church?</i></p> <p>Show DVD extract 3  <i>What sort of jobs do people do so that there is food to buy?</i>  <i>Adjuja says "Listen up! Make no mistake! The food we eat – appreciate!" What do you think she is reminding us to do?</i></p> <p>Remind the children of some of the words in Adjuja's rap:          "Now food is such a precious thing – it's necessary to keep living.          And if there isn't food enough, then life indeed is very tough.          Like in this supermarket, see, there's plenty of food for you and me.          But don't forget the places where          Shelves are empty and cupboards bare."  <i>Who is Adjuja thinking about?</i></p> <p>Show the harvest photo again.  <i>When Harvest Festival is over in the church, what will they do with the food they have brought?</i>  <i>Why do Christians think it is important to share with others the things they have brought in for harvest festival?</i>          Christians say thank you to God for the food God has given them. Christians try to remember that not everyone has enough food to eat and believe that they should care for others. So at Harvest they give food or money to people who might not have enough.          In towns and cities, people can't always grow food so they bring tins and packets of food. Later they share the food with the elderly.  <i>If you go to a mosque or a church or a temple, what does your community do to help people?</i>  <i>Lots of families help other people. Does your family? What do they do?</i>  <i>What do we do to help/share in our class/in school?</i></p> <p><b>Activity:</b>          Each child brings in a piece of fruit or a vegetable to contribute to a vegetable soup or fruit salad to be prepared by a group of children and shared among the class and visitors (see points to note 1). Take photographs of the children serving the visitors (see points to note 2).          Generate a list of things each of us can share with others. Introduce examples of things that don't cost money and don't have to be bought eg I can share a smile/ my toys.          Children write what they can share with others (my toys/my sweets/my books) on a cut-out 'apple.' The apples are then displayed hanging from a tree (real twigs or a cut out tree on a wall) and ready to harvest.</p>	<p><b>RESOURCES</b>          Christian Harvest Festival picture from Folens Primary RE 5 – 7 Years Pack          DVD extract 3          Ingredients for fruit salad or vegetable soup</p> <p><b>POINTS TO NOTE</b>          Ensure that this is an inclusive activity and that all children of all faiths can eat together.</p> <ol style="list-style-type: none"> <li>The visitors invited to share the fruit salad/soup that the children have contributed to and prepared, could be regular visitors from Age Concern, school Governors, members of a local Christian community, school cooks and lunch time staff and of course the headteacher!</li> <li>Photographs are taken of the children preparing and serving food to the class visitors. Children prepare captions for the photographs to explain why they are sharing their food with others. These photographs and captions could be made into a PowerPoint presentation and used for a Harvest assembly.</li> <li>A further idea for a Harvest assembly comes from Christian Aid. Idea for 'assembly' presentation:              Children holding the letters to spell out HARVEST are re-arranged to spell out STARVE and SHARE. Add Christian Aid instructions for this activity.</li> </ol> <p><b>Extension activities (not in RE time)</b>          There are good opportunities for helping children to become aware of their role as citizens in the local and global community.</p> <p>Find out where some of the fruit/vegetables that have been contributed were grown (boxes and labels in supermarkets often provide this information) eg mangoes from India or Africa, bananas from the West Indies or South America, apples from New Zealand or Kent, oranges from Morocco or Spain, cherries from Turkey. Mark these countries on a map and think about people all over the world who grow and pick the food we eat. This will encourage children to think about all the people who are involved in helping them to eat a healthy diet.</p> <p>Visit a farm and find out about things grown/raised there for people to eat and all the jobs people have to do to on the farm so that there is food for us to eat.          Or visit a local shop and find out about all the jobs involved: delivering the food, stocking the shelves and working the till.</p>
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## YEAR 1 Unit A1

### 'What do many Christians remember at Harvest Festival?'

#### Differentiated outcomes

During this unit children have opportunities to show their knowledge, understanding and skills. When working at the differentiated levels, children could give the following evidence.

#### Children working at level 1 could:

- name some of the things that Christians say thank you to God for in the song 'All things bright and beautiful'
- recall the ways some Christians celebrate Harvest Festival
- talk about things that they and other people think are wonderful about the world
- talk about ways people care for others

Translated into 'I can' attainment statements the above outcomes might be shared with pupils as:

I can

- remember some things Christians say thank you to God for
- say some things Christians do at Harvest Festival
- talk about what makes this a wonderful world for me and for other people
- talk about sharing and saying thank you

#### Children working at level 2 could:

- say that 'All things bright and beautiful' is a song Christians sing to say thank you to God
- say that Christians believe God made this wonderful world
- talk about collections at Christian Harvest Festival that help the poor and elderly
- recognise that human actions sometimes damage the world and that it's important to protect it

Translated into 'I can' attainment statements the above outcomes might be shared with pupils as:

I can

- say the name of a Christian song and say what it's about
- say something Christians believe about God and the world
- talk about Christians caring for others at harvest
- talk about ways people hurt the world and ways we can keep it safe, and say what I think about this

#### Vocabulary

In this unit children will have an opportunity to use words and phrases related to:

- religion in general, *eg God, created/creator, prayer,*
- Christianity, *eg Bible, Christian, church, vicar/minister/priest, Harvest Festival*
- religious and human experience, *eg harvest, believe, festival, community, celebrate, share, thankful*

Please note that in this unit, most of the independent learning activities develop pupils' Attainment Target 2 and provide evidence of their learning *from* religion. Pupils' responses during the whole class discussions which focus on a resource, such as a PowerPoint presentation, photograph or DVD, will indicate what they have learnt and understood *about* Christian Harvest Festival. Teaching assistants, observing and recording key words or phrases children have used in their answers to questions, would help teachers to collect evidence of the achievement of individual children in Attainment Target 1 (learning *about* religion).