

Year 2: Unit 1
Term: Autumn 1
Year:

Who should you follow?

Key Concepts: Judaism; Moses & Joshua; Rabbi; Vicar

Learning Objective: to find out about religious leaders and how and why they are followed
To learn some stories about religious leaders and their significance for believers.

Background knowledge for teachers

For most Jewish believers the key biblical figures are Abraham and Moses; this unit focuses more on Moses and Joshua because they were chosen by God very specifically to lead the people out of Egypt, and by the time of the Exodus the people of Israel were identifiable. They were in Egypt, following a famine and Joseph had become a chief official in the court of the Egyptian Pharaoh. By the time of Moses, the people were in slavery. Baby Moses was rescued from water by the daughter of Pharaoh and was raised in her household. After murdering an Egyptian, he fled to desert, where he lived with the people and set up a family. His leadership role began after an encounter with God in the burning bush and he returned to Egypt and took on Pharaoh; after the 12 plagues, the Israelites fled from Egypt and after showing fear of the inhabitants of Canaan, wandered, guided by God in the desert for 40 years. During this time, they were given the 10 commandments and a lot of other rules and regulations. Making an error of judgement, Moses himself was not allowed to enter the Promised land, so it was Joshua who led the people in the takeover of what was to become Israel/Judah. The Bible does not paint leaders as perfect; it allows the reader to see the errors that they make. This is true of the characters in the New Testament as well; Peter and Paul (apostles and founders of the church) are both shown with their faults. Modern rabbis are often the leaders of a Jewish community, but rabbi means teacher and some rabbis are not leaders in the same way that vicars tend to lead a church.

Expected Learning:

Pupils will know the key leaders for Jews and Christians; they will be able to say what makes Moses and/or Joshua a good leader and recount some of the key events that demonstrate their leadership skills. They will refer back to what they have learned of Jesus as a leader. They will know that many religious leaders believe that they in turn are led by God; they will talk about the pillar of fire by night and the cloud by day as the people were led through the desert. They will know about the need for leaders to have followers and they will know the difference between leaders and followers. They will know the key events of the Exodus. They will identify some of the features that characterise a good leader; they will know some current leaders and can compare their leadership to that of the historical leaders of the faith

Developing

Pupils will recognise that some people are leaders and some are followers. They will identify some reasons why leaders are needed. They will identify a specific religious leader and know a key event in the life of that person.

Excelling

Pupils will know a wider range of stories connected with the leaders and be able to make links between different leaders, within and between faith. They can make links between faith leaders and other leaders and draw conclusions about the skills needed to be a good leader.

Engage:

- From a series of pictures can the children identify people who are leaders? (Pictures could include Head Teacher, Prime Minister, Vicar, Brown Owl, etc.). Why do we have leaders? What do they do? Perhaps link to whatever history topic is being done – who were the leaders then? Perhaps interview the Head – about their view of leadership. Refer back if possible to the work done in Year 1 about Jesus as a leader.

RE SCHEME OF WORK
KEY STAGE 1
Mid-term planning

Enquire & Explore: (AT1)

- Look at leaders in the Old Testament – particularly Moses & Joshua (Exodus 1 – 2- and Joshua). Particularly good stories are those about Moses leading the Israelites through the dessert and Joshua leading them against Jericho. What makes them good leaders? Why did people follow them? How did they lead? What did they lead the people to do? Did the people always want to follow? Who do people follow today?
- Look at the work of the Rabbi and of the Vicar. How do they lead? Interview a Rabbi or a Vicar. Do they see themselves as leaders? What do they think leading means?

Evaluate: (AT2 Impersonal)

- Why do people follow? Do people need leaders? What happens when people don't have a leader? Without going into detail, you could look at the book of Judges and the repeated phrase "and everyone did as he saw fit". (Do the children remember the Golden Rule from Y1 U1?) Who led Moses and Joshua? Do people need leaders or can they be led by God? Were the people led well? Would God have been a better leader?

Reflect & Communicate: (AT2 Personal)

- Who do they think are the best leaders? Make an advert for a new leader for a church/synagogue/school
- Perhaps hold a class vote for the leader of the class for a day (?). Pupils have to explain why they would make a good leader.

Evaluation:

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| <ul style="list-style-type: none"> • What went well? | <ul style="list-style-type: none"> • Even better if: |
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Some suggested resources:

- RE Today Publications: Leaders and followers - Developing RE
Exploring a theme – Leaders and followers
- www.cist.org.uk
- www.reonline.org.uk
- www.request.org.uk
- Bible stories – particularly Exodus 1-20 and Joshua (a children's bible will have this in story form)
- Rabbi and/or Vicar
- Jewish Way of life CD rom

RE SCHEME OF WORK
CLASS RECORD SHEET
Assessment opportunities & activities

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Some pupils will have made more progress and be able to use a developing religious vocabulary to:

- Describe the qualities shown by a leader in the Bible
- Explain simply how Moses or Joshua lead the people and some of the things that happened to them
- List some qualities that they would look for in a leader for a religion or a school
- Ask questions of a leader about how and why they lead people
- Make a link between religious leaders and the kind of person that they like to follow.
- Investigate the impact of leaders on the lives of believers
- Discuss the reasons why people need leaders

Most pupils will be able to use an increasing religious vocabulary to:

- Retell a story about a leader in the Bible
- Identify a leader in society and suggest what makes that person special
- Suggest reasons why people follow certain leaders
- Make up some good questions to ask a Vicar or Rabbi about their view of leadership
- Describe what makes someone a good leader
- Talk about their own views of leadership
- Discuss or write down some ideas about why leaders are needed

Some pupils will not have made as much progress, but they will be able to use religious words and phrases to:

- Recognise some people as leaders and others as followers
- Recall a Bible story about a leader
- Talk about what makes someone a leader
- Recognise the importance of leaders in society
- Talk about their own view of leaders