

Incarnation – Why does Christmas matter to Christians?

Year Group (s) : 2

Prior Learning

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
- The Bible points out that his birth showed he was extraordinary and that he is the light of the world.
- Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.

Learning outcomes:

- To recognise that Incarnation is part of the 'Big Story' of the Bible.
- To tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'.
- To understand the ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.
- To think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.
- To recognise the link to the bible and which gospels tell the Nativity story.
- To compare and discuss how non-christians view Christmas.

Key concepts:

Incarnation/Christmas and Christianity

Investigation and interpretation of religious texts.
Study of beliefs, religions and teachings.
Understanding of the impact of beliefs and teachings on yourself and the wider community
Deeper understanding of Christian celebrations and festivals

Key vocabulary:

Good News, Gospel, Christians, Nativity, Christmas, big story, incarnation, Advent

Resources:

See resources in UC Folder – 'Incarnation'.
1.3.1 – Nativity Characters

Teaching sequence suggestion

	Learning Objectives	Suggested Teaching Activities
1	To investigate Incarnation in the 'Big Story'.	<p>Discuss Meaning of Incarnation – Jesus is God in human form. He was born to save the people on Earth. Use A3 Big frieze from UC – where does incarnation fit in? Why does it go where it is. Chn to order and dicuss.</p> <p>Explain that Christians believe that God came to Earth to be with people and show them how to live. When God first came, he was not a big man, just a baby with a mummy called Mary. Discuss who in the class has younger siblings, cousins, and so on, how we feel when new babies are on the way and born, and what we do to prepare.</p> <p>Design your own Incarnation Frieze – chn to include what they already know about christas and why iit is important to Christians. Include pictures that represent incarnation and the Nativity Story.</p>
2	To re-tell the events in the Nativity story.	<p>Tell the story from the Gospel of Luke. A Christmas story trail, in the hall, or even around the local church, with stations being a) Nazareth — Gabriel visiting Mary. b) Journey from Nazareth to Bethlehem. c) Bethlehem — Jesus being born and placed in a manger. d) Fields — Angels appearing to shepherds. e) Bethlehem — Shepherds visiting the baby. At each stop on the trail, pupils should hear the relevant part of the story and collect an applicable picture to take back to class.</p> <p>Pupils should use pictures to retell and consolidate knowledge of the story; for example, make short books with one picture per page (pictures should be in the correct order) and write a sentence for each; stick the five pictures to five sides of a cube with the word 'God' on the sixth side — whenever the cube is rolled pupils should talk about the relevant parts and ideas in the story.</p>
3	To compare the Nativity stories in different Gospels.	<p>Compare the Nativity story in Matthew and Luke – what is the same what is different? What is missing from Matthew that is in Luke?</p> <p>Create a storyboard to show difference – Storyboard out the events in the two Gospels to show the difference between the stories.</p>

		<p>Look at some Christmas cards and work out which have signs of the story, and which do not. – Can the chn work out which cards use symbols from Matthew and which use symbols from Luke?</p>
4	<p>To consider how Christians celebrate the Nativity Story in church and home.</p>	<p>Discuss as a class what we use to represent the nativity and the story of Jesus' birth. - Think about the crib scene, hymns, carols, etc... Collect Ideas together – Put in Classroom display.</p> <p>Pupils can explore several different sets of nativity figures from around the world — ensure that shepherds and wise men are included. Explain that Christmas is celebrated by Christians in many countries, and ask what is similar and different between nativity figures. (Google search 'crib scenes global Christianity'). Chn to create their own Crib Scene.</p> <p>Learn part of a carol that shows how Jesus' birth is remembered</p>
5	<p>To understand what lessons we could learn from Jesus' birth.</p>	<p>Examine the idea of being generous around Christmas time</p> <p>Talk about the gifts that the wise men gave: gold, frankincense and myrrh. Allow pupils to experience the gifts, for example, see and feel some gold, smell frankincense (perhaps with an incense stick or oil burner). Look carefully at the gold and discuss its qualities. Why do pupils think it was given to the baby Jesus? Gold is very expensive, so it would have been a suitable gift to give to kings and shows that Jesus was a very important king even if he did not look like it. The kings were generous and thoughtful.</p> <p>Explain that Christmas is a time for giving — the wise men gave presents when Jesus was first born. It's also a time to remember that poorer people (shepherds) visited Jesus, who came for both rich and poor people. As Christmas is a time for both giving and thinking of the poor, lots of Christians like to give presents and help to those in need at Christmas time.</p> <p>Listen to a carol — 'In the Bleak Midwinter' – listen especially carefully to the last verse. Think together about the words 'What can I give Him, Poor as I am?' and 'Yet what I can I give Him, Give my heart'. Discuss what this might mean for a Christian: loving Jesus and giving your heart and life to God is not a seemingly expensive gift, but to Christians it is still an important one.</p>

6	To recognise how Christmas has changed.	<p>Discuss not everyone celebrates Christmas like Christians – People of other religions don't see Christmas as important as Christians do.</p> <p>Find some early Christmas adverts on TV or in magazines – What do these tell you Christmas is about? What are they trying to tell you Christmas is about. Annotate the pictures with their meanings.</p> <p>Ask chn what Christmas means to Christians and create their own adverts – Chn to create their own adverts to show why Christmas is important to Christians.</p>
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	Cross-curricular links	Specific school context
1	English – Reading inference and comprehension Art and Design – Designing art piece with intent and meaning.	Link to TMPF, Christian ethos and school values of friendship, peace, trust and mindfulness.
2	English – Reading inference and comprehension English – Writing in different formats for different intents. History – use of chronology	
3	English – Reading comprehension and text comparisons. Art and Design – art analysis and meaningful artwork.	
4	Design and Technology – design and creation of structure. Music – music and lyric analysis.	
5	Music – music and lyric analysis.	
6	English Writing – using different text genres and writing techniques.	

<p>Computing – use of interent and creative programs. Design and technology – Creating a persuasive and eyecatching advert.</p>	
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Assessment (linked to learning outcomes)		
Emerging	Secure	Exceeding
<p>Provides a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognises that stories of Jesus' life come from the Gospels. Able to provide examples of ways in which Christians use the story of the nativity to develop their beliefs in God. Able to explain what is meant by 'Incarnation'.</p>	<p>Can identify where incarnation fits in the 'Big Story' Recall the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. Pupils can understand the ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. They can think about and discuss the Christmas story and the lessons they might learn from it: for example, about being kind and generous. Pupils can ecognise the link to the bible and name multiple gospels that include the Nativity story. To recongise Christmas is not recognised by other religions.</p>	<p>Can identify where incarnation fits in the 'Big Story' and how it relates to other parts (i.e. Easter) Recall the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. Pupils can understand the ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. Pupils underastand how the nativity story might be different in the bible compared to school. They can think about and discuss the Christmas story and the lessons they might learn from it: for example, about being kind and generous. Pupils can recognise the link to the bible and name multiple gospels that include the Nativity story. Able to compare and contrast gospel accounts of Jesus' Birth To recongise Christmas is not recognised by other religions and how the meaning of Christmas has changed for society over the years.</p>

