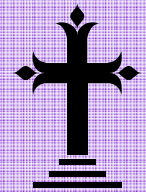


<p><b>What this unit contains</b></p>	<p>Development of the church: main groups including catholic, protestant &amp; orthodox. Different Christian denominations. Beliefs that unite Christian groups: issues and traditions that distinguish, unite and separate different denominations.</p>																										
<p><b>Where the unit fits and how it builds upon previous learning</b></p>	<p>This unit develops pupils' understanding about the diversity of the Christian church worldwide and builds on knowledge and understanding of Jesus historical identity in unit 12. Through this unit pupils will consider how it is that from a small group of Jews the church has grown to the size and diversity that is the Christian family today.</p>																										
<p><b>Extension activities and further thinking</b></p>	<ul style="list-style-type: none"> <li>➤ Explore the influence of British racism on the development of majority black churches in the UK.</li> <li>➤ Examine ways in which the denominations are distributed across the world and investigate how this relates to the missionary journeys associated with the discovery of the 'new world'.</li> <li>➤ Identify the main beliefs Christians hold in relation to the birth of Christ. Research how these beliefs are celebrated in churches at Christmas in 2 different continents to investigate cultural influences, e.g. India, Russia, Greece, Egypt or Mexico.</li> <li>➤ Investigate modern day Evangelism and how the media is now being used to send the Gospel around the world.</li> </ul>																										
<p><b>Vocabulary</b></p> <table border="0" style="width: 100%;"> <tr> <td>Church</td> <td>Protestant</td> <td>Lamb of God</td> <td>imagery</td> </tr> <tr> <td>Catholic</td> <td>Coptic</td> <td>Redeemer</td> <td>incarnation</td> </tr> <tr> <td>Church of England</td> <td>Orthodox</td> <td>Minister</td> <td>Saviour</td> </tr> <tr> <td>Quaker</td> <td>Lord's supper</td> <td>priest</td> <td>Prince of peace</td> </tr> <tr> <td>Methodist denomination</td> <td>Mass</td> <td>symbol</td> <td></td> </tr> <tr> <td></td> <td>Communion</td> <td>icon</td> <td></td> </tr> </table>	Church	Protestant	Lamb of God	imagery	Catholic	Coptic	Redeemer	incarnation	Church of England	Orthodox	Minister	Saviour	Quaker	Lord's supper	priest	Prince of peace	Methodist denomination	Mass	symbol			Communion	icon		<p><b>SMSC/Citizenship</b></p> <ul style="list-style-type: none"> <li>➤ Belonging</li> <li>➤ The worldwide community of a faith.</li> <li>➤ Multicultural imagery of a faith.</li> </ul>		
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### Unit 14 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> <li>➤ know that Christianity is a global religion;</li> <li>➤ know that the story of Jesus has been interpreted by different cultures;</li> <li>➤ understand that although many representations of Jesus are 'European,' He is also represented as belonging to cultures around the world.</li> </ul>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>		<p>Explain that during this unit pupils will find out about the Christian family locally and worldwide.</p> <p>Pose the question – what did Jesus really look like? Why is Jesus represented in different ways around the world? How did this all start?</p> <p>Read Matthew 28 16-20. Discuss what this meant at the start of the Christian church. And the concept of mission. What has happened since the time of the first Christians? Discuss where Christians can be found in the world. Show pupils maps (internet sites indicated) of the spread of Christianity.</p> <p>Show pupils the acetates or selected sections from the CD of different images of Jesus from 'The Christ we Share'.</p> <p>Discuss why it is important that people represent Jesus in different ways. What are the different images of Jesus saying about Christianity?</p> <p>Read the 'Who was Jesus?' sheet around the class, discuss to clarify the meaning and write a short, reflective, personal response.</p> <p>Set homework:</p> <p>Considering different images of Jesus:</p> <ol style="list-style-type: none"> <li>a) What colour is he represented as being?</li> <li>b) What colour was he in all probability?</li> <li>c) Is Jesus represented as suffering, teaching or triumphant?</li> <li>d) What do these images say to Christians?</li> </ol>	<p><b>Resources</b></p> <p><i>The Christ we Share</i> – acetates 5,6,7,8,10,13, 14, 17, 21,24,32</p> <p>Church Missionary Society (<a href="http://www.cms-uk.org/resources2.htm">http://www.cms-uk.org/resources2.htm</a>)</p> <p>Matthew 28 16-20</p> <p><a href="http://www.pbs.org/wgbh/pages/frontline/shows/religion/maps/christ.html">http://www.pbs.org/wgbh/pages/frontline/shows/religion/maps/christ.html</a></p> <p><a href="http://www.loyno.edu/~seduffy/SpreadofChristianityMap.html">http://www.loyno.edu/~seduffy/SpreadofChristianityMap.html</a></p> <p><a href="http://www.rejesus.co.uk/expressions/faces_jesus/index.html">http://www.rejesus.co.uk/expressions/faces_jesus/index.html</a></p> <p>Who was Jesus?</p>

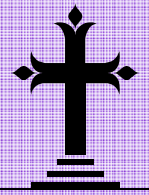


# CHRISTIANITY KS 3 Unit 14: The Global Christian Community



## Unit 14 Sessions 5 & 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> <li>➤ know about the Christian denominations present in the locality.</li> </ul>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Give pairs of pupils access to a range of resources and a section of a map of Haringey Borough; during these 2 lessons they are to find out about as many local Christian places of worship as they can in order to profile the local Christian community. Website <a href="http://www.locallife.co.uk/haringey/christianity/asp">http://www.locallife.co.uk/haringey/christianity/asp</a> Is a good starting point.</p> <p>By the end of the second lesson pupils should re-construct the maps into a display with captions / notes and arrows indicating the churches they have found. WebPages from some of these churches could be printed to provide more information about the range of denominations and particular buildings.</p> <p>Returning to the groups studied at the start of the unit relate local places to these wider denominations.</p> <p>Record a summary of your view of the Christian community worldwide. Reflect on what unites all of these groups and whether it is more important than those things that divide them.</p> <p><b>Homework &amp; Assessment Task</b></p> <p>Research the local Christian places of worship on your route to school and near your home. Give information to the appropriate groups working in your area. Are the churches Catholic, Orthodox, Protestant, Pentecostal, Baptist, Methodist etc</p> <p>Identify, and simply explain, key beliefs and practices of the churches you research.</p>	<p><b>Resources</b></p> <p>Map of the local area split into sections.</p> <p>Local telephone directories.</p> <p>Directory of places of worship.</p> <p>Local newspaper.</p> <p>List of local churches.</p> <p><a href="http://www.findachurch.co.uk">http://www.findachurch.co.uk</a></p> <p><a href="http://www.locallife.co.uk/haringey/christianity/asp">http://www.locallife.co.uk/haringey/christianity/asp</a></p> <p><a href="http://www.st-james.org.uk/">http://www.st-james.org.uk/</a></p> <p><a href="http://www.woodgreenparish.com/SMWG.htm">http://www.woodgreenparish.com/SMWG.htm</a></p> <p><a href="http://www.mhmc.org.uk/">http://www.mhmc.org.uk/</a></p> <p><a href="http://www.thegospelcentre.co.uk">http://www.thegospelcentre.co.uk</a></p> <p><a href="http://www.faithmiraclecentre.org.uk">www.faithmiraclecentre.org.uk</a></p> <p><a href="http://www.dominioncentre.org">www.dominioncentre.org</a></p>



## Unit 14 Session 3

### Josephus - An Eyewitness to Christianity

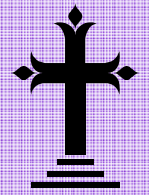
Josephus was a historian who lived from 37 A.D. to about 100 A.D. He was a member of the priestly aristocracy of the Jews, and was taken hostage by the Roman Empire in the great Jewish revolt of 66-70 A.D.

Josephus spent the rest of his life in or around Rome as an advisor and historian to three emperors, Vespasian, Titus and Domitian. For centuries, the works of Josephus were more widely read in Europe than any book other than the Bible. They are invaluable sources of eyewitness testimony to the development of Western civilization, including the foundation and growth of Christianity in the 1st Century.

### The Evidence of Josephus

*'At this time there was a wise man who was called Jesus, and his conduct was good, and he was known to be virtuous. And many people from among the Jews and the other nations became his disciples. Pilate condemned him to be crucified and to die. And those who had become his disciples did not abandon their loyalty to him. They reported that he had appeared to them three days after his crucifixion, and that he was alive. Accordingly they believed that he was the Messiah, concerning whom the Prophets have recounted wonders.'*

# CHRISTIANITY KS 3 Unit 14: The Global Christian Community



## *Unit 14 Session 3*

## *Matthew's Gospel - Chapter 28 verses 16-20*

The eleven disciples went to Galilee, to the mountain to which Jesus had ordered them.

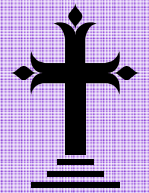
When they saw him, they worshipped, but they doubted.

Then Jesus approached and said to them, "All power in heaven and on earth has been given to me.

Go, therefore, and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit,

Teaching them to observe all that I have commanded you.

And behold, I am with you always, until the end of the age."



### *Unit 14 Session 1*

## ***Who was Jesus?***

Here is a man who was born in an obscure village, the child of an unmarried peasant woman. He worked in a carpenter's shop until he was thirty and then for three years he was a travelling preacher.

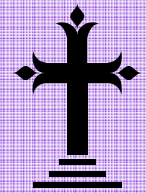
He never wrote a book. He never went to college or university. He never held public office. He never owned a house. He never had a family. He never set foot inside a big city. He never travelled more than 200 miles away from the place of his birth. He never did one of the things that usually go with greatness. He had nothing to recommend him but himself.

While he was still a young man the tide of public opinion turned against him. His friends ran away. One of them denied he knew him. He was turned over to his enemies. He went through a mockery of a trial. He was nailed to a cross between two thieves. While he was dying his executioners gambled for the only piece of property he owned on this earth, his coat.

When he was dead he was laid in a borrowed grave through the pity of a friend.

Two thousand years have come and gone, and today he is the central figure of the human race.

I am far within the mark when I say, that all the armies that ever marched, and all the navies that were ever built and all the parliaments that ever met and all the kings that ever reigned, put together have not affected the life of man on earth as powerfully as that one solitary life.



## Unit 14

## Project outline

For each denomination being studied pupils could research the following:

- A brief historical origin of the denomination
- Links with other denominations
- A study of a typical place of worship (local if possible) including address, architectural features, layout, 'furniture' symbolism, use of images.
- Worship style – is it formal or informal, who leads? What rituals take place?
- How often can Christians in the congregation meet together apart from set services?
- Does this denomination share communion / mass/ Lord's supper? Describe in outline what happens and what symbolism is associated with this service.
- Use of music and/or dance.
- Is there an officiating minister? – could / is this post being taken by a woman?
- Are there opportunities for women to be involved in services? If so how?
- Does anyone wear special clothes? If not, why not? If so, why?
- Identify the main beliefs that Christians from this denomination hold about Christmas and Easter.
- Show how the church you have chosen celebrates their beliefs through their Christmas and Easter ceremonies, worship and rituals. Explain and describe these and link them to key beliefs.
- Does this church have links with others around the world and if so, how is worship or the celebration of festivals in other countries influenced by the culture of that country?

**Final Activity:** Having investigated this particular denomination and understood its emphasis, design a suitable poster, symbol, piece of sculpture or banner for the Church that portrays a key belief, ritual or practice.