

# UNIT H – YEAR 4

## HOLY WEEK

### ABOUT THE UNIT

This unit provides the children with an opportunity to develop their knowledge and understanding of the story of Christ's passion and death. They will be given opportunities to reflect upon the circumstances and reasons for his death.

### WHERE THE UNIT FITS IN

This unit builds on previous work in Key Stage 1 and Year 3 about Holy Week.

### PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of the trial of Jesus
- some experience of debating skills.

### SKILLS

Speaking and listening, group work, empathetic writing, sequencing skills.

### VOCABULARY

Passion, Pilate, trial, evidence, witness, suffering, death.

### ASSESSMENT

At the end of this unit:

**Most children will** have a good knowledge of the story of Holy Week and will be able to explain some reasons for the death of Jesus.

**Less able children will** have some knowledge and understanding of the story of Christ's suffering and death.

**More able children will** be able to ask questions about why Christ had to die. They will identify some of the reasons why some people wanted him to be killed.

A.T.1

3a

3b

2a

2c

3a

3b

A.T.2

3b

3c

2b

2c

3b

3c

<b>PROGRAMME OF STUDY</b>	<b>TEACHING STRATEGIES</b>	<b>LEARNING OUTCOMES</b>	<b>FURTHER DEVELOPMENT</b>
<p><b>R2</b> Hear, read and explore the Gospel accounts of key events in the life of Jesus</p> <p><b>L1</b> Gospel accounts which show the love and complete self-giving of Jesus.</p>	<ul style="list-style-type: none"> <li>• Identify the different events of Holy Week and sequence them. Include Palm Sunday, Cleansing of the Temple, Betrayal of Jesus, Preparation for the Last Supper, Last Supper, Gethsemane, Trial of Jesus, Carrying of the Cross, Death of Jesus and his Burial.</li> <li>• Children should work in groups researching information about these different events and creating fact files with the information found.</li> <li>• Alternatively, create a “Holy Week Table” with columns for where? When? Who? What happened?</li> <li>• You might consider creating a timeline for the events of Holy Week.</li>   <li>• Compare the different accounts of Holy Week from the four Gospels.</li> <li>• Work with the children to identify similarities and differences. Why do you think that there are some differences?</li>   <li>• Look at the reaction of the crowd to Jesus on Palm Sunday. Compare this with the reaction of the crowd on Good Friday. What are the major differences? Why do you think some people turned against Jesus?</li> <li>• Explore the different reactions of the crowd through drama and role-play.</li> <li>• Children to research some of the people in the Holy Week story who were opposed to Jesus. Find out about Pharisees and Sadducees and the Temple Priests. Why might these people be glad to see Jesus put to death?</li>   <li>• Create a courtroom scene at Pilate’s residence. Children to prepare witness statements for the court as different characters (e.g. a trader in the Temple, a Pharisee, somebody healed by Jesus, a Disciple). All to put arguments for and against the death of Jesus.</li> <li>• Create your own Pilate and a jury to pass sentence.</li> <li>• What was the notice that Pilate had put on the cross of Jesus? Find out what the title “King of the Jews” means. Why were some of the leading Jews opposed to Pilate writing this notice?</li> <li>• Pilate said: “What I have written, I have written.” What do you think he meant by these words?</li>   <li>• Children to imagine that they are one of the soldiers who watched the crucifixion of Jesus. Write an account of the story from your perspective and include some of the reactions of the crowd, the Mother of Jesus and his disciples and friends.</li> </ul>	<p><b>R2</b> That God his Father prepared the People of Israel for the coming of Jesus; that Jesus was born a Jew and lived in faithful observance of Jewish tradition (multi-cultural dimension); that people’s lives were changed by their response to Jesus.</p> <p><b>L1</b> Of what Jesus teaches about happiness and the love of His Father for all people; of Christian values of justice, compassion, truthfulness and respect; that Jesus reveals the love and mercy of God his Father for every single person.</p> <ul style="list-style-type: none"> <li>• Know the story of Holy Week in some detail.</li> <li>• Understand why the reaction of the crowd in support of Jesus changed between Palm Sunday and Good Friday.</li> <li>• Explore the reactions of different characters involved in the trial and death of Jesus.</li> <li>• Be able to explain some reasons for or against his being put to death.</li> </ul>	

PROGRAMME OF STUDY	TEACHING STRATEGIES	LEARNING OUTCOMES	FURTHER DEVELOPMENT
	<ul style="list-style-type: none"> <li>• Read the story of Joseph of Arimathea asking Pilate for the body of Jesus. What sort of man was he? Why do you think he had been a follower of Jesus privately?</li> <li>• Imagine you were Joseph going to Pilate to ask for the body of Jesus so that you could lay it in a tomb. What reasons would you give?</li>   <li>• Conclude the unit of work by asking the children to think of reasons why Jesus had to die on the cross.</li> <li>• Read <i>Lk. 24:13-18</i>. What does this tell us about the death of Jesus?</li> <li>• Reflect with children on the death of Jesus being important so that those who believe in him could live forever.</li> <li>• Use the Memorial Acclamations from the Eucharistic Prayer of the Mass to explore this idea.</li> </ul>		

## **RELATED SCRIPTURE**

*Lk. 19: 28-29* – Palm Sunday

*Mt. 21: 1-11*

*Mt. 26: 47-27: 66* – The Passion of Jesus

## **COLLECTIVE WORSHIP**

- Read extracts of the Passion of Jesus each day during Holy Week.
- Lead children in an imaginative contemplation of some of the parts of the story.

## **OTHER LINKS**

Speaking and Listening Links: Lots of opportunities for speaking and listening throughout this unit.

## **EVALUATION**

**What went well?**

**Which areas of planning need to be developed/adapted next time?**

**What needs to be revisited/developed in a later unit?**