

Y6 Long term Overview 2025-26

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	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Parental engagement	Y6 parents meeting Y6 Residential photo display Show case	Christmas Market	Show case	Art gallery (last week – animal art and some additional writing)	Show case	Y6 production! Summer Fayre
Enrichment	Willow Weaving 11 th September Cathedral visit 9 th December	Sewing Christmas Bauble (also DT) Victorian afternoon (in school)	Writing to a pen pal (linked to The Arrival)? (New Zealand link)	Trip to Yorkshire Wildlife Park TBC – 24 th	Sats rewards	Y6 production! Summer Fayre
Personal development	*Why are some people unkind? *How do I save a life? *Online safety review *First aid course *Online Safety – responsive teaching	*How do I accept my friends for who they are? *Analysing Digital Media	*Control and consent *Empathy and Migration workshop	* Where should I get my health information? *Protecting our identity	*Careers and aspirations *Anti-bullying *Online Safety – responsive teaching	*Finance and money *Online Safety – responsive teaching Y6 only- sexual reproduction
Visit to Crucial Crew – date to be confirmed						
English – reading	Y6 <u>Applying Phonics</u> I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. <u>Reading for Pleasure – Maintaining a positive attitude about reading</u> I am familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. I know that texts can have elements of more than one text type. I identify the elements included in a text type. I can explain why I enjoyed a book or poem and who might also enjoy it. I evaluate the usefulness of a nonfiction book to research questions raised <u>Reading for Pleasure – comprehension</u> I understand that there will be unfamiliar words in the texts I read.		Y6 <u>Reading for Pleasure – Maintaining a positive attitude about reading</u> I know that non-fiction texts may include a creative, fictional element. I can explain how the choices a writer has made about the structure of a text support its purpose. I can make predictions using knowledge of the conventions of different genres and text types. I understand that non-fiction texts may present the same information with different viewpoints I identify the characteristics of a writer's style. I know that the word and language choices support the writer's purpose. I can record examples of words and language from reading to use in my own writing. <u>Reading for Pleasure – comprehension</u> I ask questions to improve and deepen my understanding. I re-read to check that the text is meaningful. I know that a text may need to be read slowly or re-read to deepen my understanding. I know that texts have different layers of meaning – between the lines and beyond the lines. I summarise the main ideas drawn from a text. <u>Reading for Pleasure – justifications for views</u> I build on others' ideas and opinions about a text in discussion.		Y6 <u>Reading for Pleasure – Maintaining a positive attitude about reading</u> I know that style and vocabulary are linked to the purpose of the text. I can explain how the style and vocabulary are linked to the purpose of the text, using evidence. I evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information. I can explain the characteristics of a writer's style, using evidence. I can explain how the word and language choices support the writer's purpose, using evidence. I can explain how the techniques and structures used support the writer's purpose, using evidence. I record examples of techniques and structures from reading to use in my own writing. I can comment on the effectiveness of the writer's use of language structures and techniques. <u>Reading for Pleasure – comprehension</u> I can find the different layers of meaning in a text. I can explain how they contribute to the reader's understanding of the overall meaning, characters, themes. I make predictions from evidence found and implied.	

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	<p>I use dictionaries to check or find the meaning of unfamiliar words</p> <p>I use meaning-seeking strategies to explore the words in context.</p> <p>I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</p> <p><u>Reading for Pleasure – justifications for views</u></p> <p>I give a personal point of view about a text.</p> <p>I can explain the reasons for a viewpoint, using evidence from the text.</p> <p>I listen to others’ ideas and opinions about a text.</p> <p><u>Explaining and Discussing own Understanding</u></p> <p>I identify key information from a text.</p> <p>I summarise key information in sentences</p> <p>I find key information from different parts of the text.</p> <p>I summarise key information from different parts of the text.</p> <p>I present an oral overview or summary of a text.</p> <p>I understand the difference between fact and opinion</p> <p>I find examples of fact and opinion in texts.</p> <p>I can explain why one example is fact and another is opinion.</p> <p>I use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts.</p>		<p>I question others’ ideas about a text.</p> <p>I make connections between texts which may not initially seem similar.</p> <p>I can explain why there are connections, using evidence.</p> <p>I can explain the similarities and differences between different versions of texts.</p> <p><u>Explaining and Discussing own Understanding</u></p> <p>I understand that a narrative can be told from different points of view – narrator, character.</p> <p>I identify the point of view in a narrative.</p> <p>I can explore how events are viewed from another perspective.</p> <p>I identify the techniques used to create feelings, atmosphere, mood or messages.</p> <p>I can comment on how the writer’s intent affects the reader.</p>		<p>I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. I can explain how the context of a text reflects the reaction of the audience it was written for</p> <p><u>Reading for Pleasure – justifications for views</u></p> <p>I identify themes in books which have different cultural, social or historical contexts.</p> <p>I compare and contrast themes in a range of books.</p> <p>I can explain how there are common themes in different books, using evidence from reading.</p> <p><u>Explaining and Discussing own Understanding</u></p> <p>I know that points of view can also be implied.</p> <p>I identify implied points of view.</p> <p>I can explain implied points of view, using evidence.</p> <p>I understand that the writer may have a viewpoint</p> <p>I identify the writer’s viewpoint, for example, how different characters are presented.</p> <p>I can explain the writer’s viewpoint with evidence from the text.</p> <p>I can explain the effect of the writer’s viewpoint on the reader.</p> <p>I can explain how the techniques used create feelings, atmosphere, mood or messages</p>	
Key text	King Kong by Anthony Browne Additional: The Lost Happy Endings	The Invention of Hugo Cabret	The Arrival	SATS focus Additional: Crucial Crew Leaflet	Suffragette: The Battle for equality by David Roberts Additional: Percy Jackson and the Lightening Thief.	Pigheart boy (Class reader)
Writing Outcomes	Descriptive writing (character profile or setting description) Story (to entertain)	Diary (to inform) Biography (to inform) <i>Victorian Leaflet (History link)</i>	Letter (to inform) Narrative retelling (longer story built around a man’s journey to another country) Description/poem	Grammar skills	Diary Narrative (speech)	Book review *portfolio to include science experiment, persuasive letter, diary + 2 others based on previous texts
	Text: King Kong Genre: Fiction Skills: <ul style="list-style-type: none"> identify the audience for and purpose of the writing, select the appropriate form and use other similar writing as 	Text: Hugo Cabaret Genre: Diary and Biography Skills: <ul style="list-style-type: none"> use further organisational and presentational devices to structure text and to guide the reader [for example, 	Text: The Arrival Genre: Fiction – description / poem, short narrative letter, Skills recap: <ul style="list-style-type: none"> modal verbs subordinating conjunctions adverbial phrases 	SATS Standalone writing linked to wider curriculum Revision of all grammar knowledge <ul style="list-style-type: none"> use further prefixes and suffixes and understand the 	Suffragette: The Battle for Equality – 1 diary entry Percy Jackson – 1 short narrative/focus on speech All of previous including: <ul style="list-style-type: none"> recognise vocabulary and 	Text: Pig Heart Boy This will be done as a whole class reader – piece of writing will be a book review and include any revision of skills required.

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	<p>models for their own</p> <ul style="list-style-type: none"> note and develop initial ideas, draw on reading and research where necessary in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action use a wide range of devices to build cohesion within and across paragraphs write legibly, fluently and with increasing speed use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically <p>Text: The Lost Happy Endings Genre: Fiction</p>	<p>headings, bullet points, underlining</p> <ul style="list-style-type: none"> assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing use dictionaries to check the spelling and meaning of words choose which shape of a letter to use when given choices and deciding whether or not to join specific letters choose the writing implement that is best suited for a task use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus use a colon to introduce a list 	<ul style="list-style-type: none"> multi-clause sentences passive voice noun phrases expanded by preposition/adverb phrases conditional sentences use of colons brackets for stage directions use of semi-colons inverted commas for speech short sentences for effect change in tense conjunctions / adverbials for cohesion linking across paragraphs select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning precise longer passages assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and 	<p>guidance for adding them</p> <ul style="list-style-type: none"> spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused <p>Crucial crew leaflet</p> <ul style="list-style-type: none"> select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning <p>assess the effectiveness of their own and others' writing</p> <ul style="list-style-type: none"> ensure the consistent and correct use of tense throughout a piece of writing proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear write legibly, fluently and with increasing speed 	<p>structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Writing portfolio</p> <p>Science experiment Diary Persuasive letter</p> <p>+ 2 texts based on progress the year</p>	
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	<p>Skills: Year 5 recap of:</p> <ul style="list-style-type: none"> • abstract noun phrases subjunctive form • adverbs / adverbial phrases • dialogue punctuation commas to clarify meaning • adverbial phrases to link ideas • cohesive devices to move time /place /action • synonyms / antonyms figurative language <p>Skills:</p> <p>Year 6</p> <ul style="list-style-type: none"> • in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • use a wide range of devices to build cohesion within and across paragraphs • write legibly, fluently and with increasing speed • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs 	<ul style="list-style-type: none"> • punctuate bullet points consistently <p>*Leaflet linked to Victorians</p> <p>Skills:</p> <ul style="list-style-type: none"> • use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining • assess the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensure the consistent and correct use of tense throughout a piece of writing • use dictionaries to check the spelling and meaning of words • choose which shape of a letter to use when given choices and deciding whether or not to join specific letters 	<p>correct use of tense throughout a piece of writing</p> <ul style="list-style-type: none"> • ensure subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear • use hyphens to avoid ambiguity • use semicolons, colons or dashes to mark boundaries between independent clauses <p>Science experiment</p> <ul style="list-style-type: none"> • use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet 	<ul style="list-style-type: none"> • choose which shape of a letter to use when given choices and deciding whether or not to join specific letters • choose the writing implement that is best suited for a task • use a colon to introduce a list • use hyphens to avoid ambiguity • punctuate bullet points consistently 		
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	to be learnt specifically	<ul style="list-style-type: none"> choose the writing implement that is best suited for a task use a colon to introduce a list punctuate bullet points consistently recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 	<p>points, underlining]</p> <ul style="list-style-type: none"> use passive verbs to affect the presentation of information in a sentence recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 			
Maths Arithmetic skills are taught once per week and maths meetings are taught daily. The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.	Year 6 (units may be taught in a different order)					
	<u>Integers and decimals</u> •Represent, read, write, order and compare numbers up to ten million •Round numbers, make estimates and use this to solve problems in context •Solve multi-step problems involving addition and subtraction <u>Multiplication and division</u> •Identify and use properties of number, focusing on primes •Multiply larger integers and decimal numbers using a range of strategies •Divide integers by 1-digit and 2-digit numbers representing remainders appropriately •Illustrate and explain formal multiplication and division strategies	<u>Calculation strategies</u> •Understand the use of brackets •Use knowledge of the order of operations to carry out calculations •Generate and describe linear number sequences •Express missing number problems algebraically •Solve equations with unknown values <u>Fractions</u> •Deepen understanding of equivalence •Order, simplify and compare fractions, including those greater than one •Recall equivalence between common fractions and decimals •Find decimal quotients using short division •Add and subtract fractions	<u>Missing angles and length</u> •Compare and classify a range of geometric shapes •Use angle facts to find unknown angles <u>Co-ordinates and shapes</u> •Draw a range of geometric shapes using given dimensions and angles •Describe, draw, translate and reflect shapes on a co-ordinate plane •Recognise and construct 3-D shapes •Name and illustrate parts of a circle <u>Fractions</u> •Represent multiplication involving fractions •Multiply two proper fractions •Divide a fraction by an integer	<u>Decimals and measure</u> •Use, read, write and convert between standard units of measures; length, mass, time, money and volume as well as imperial units •Calculate the area of parallelograms and triangles •Calculate, estimate and compare the volume of cuboids <u>Percentage and statistics</u> •Calculate and compare percentages of amounts •Connect percentages with fractions •Explore the equivalence of fractions, decimals and percentages •Calculate the mean •Construct and interpret lines graphs and pie charts •Compare pie charts	<u>Proportion problems</u> •Use fractions to express proportion •Identify ratio as a relationship between quantities and as a scale factor •Unequal sharing involving ratio <u>Consolidation of KS2 curriculum</u>	<u>Consolidation of KS2 curriculum</u> <u>Financial education</u> • Profit, loss and working to a budget • Enterprise-link to summer fair <u>Transition to Y7</u> • links with secondary school
Science	<u>Forces</u> Pupils will learn that forces can make things increase their speed, reduce their speed, change direction or change	<u>Astronomy</u> In this unit, children will learn that the word astronomy comes from the Greek word astron meaning 'star'.	<u>Living things</u> Pupils will look at the life cycles of plants and animals in their local area, working scientifically to observe the life	<u>Materials</u> In this unit children will revisit the concept of conductivity. They will look at the most suitable material for thermal conductivity and will analyse different materials and their properties. After revisiting this knowledge, children will move on to studying	<u>The Human Body</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood	

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	shape. They will study gravity, friction air resistance and water resistance, looking at ways in which all of these forces act upon objects such as parachutes, boats and footballs. Pupils will work scientifically to plan and undertake an investigation see how water and air resistance act in opposition to gravity. Pupils will research scientists who worked on developing our understanding of forces such as Isaac Newton.	Therefore, astronomy is the science that studies the laws of the stars and everything in universe beyond the Earth’s atmosphere. The substantive concepts of this unit are motion, force, energy, matter and space. In this unit, the children will learn about the evolution of the universe, gravity, the solar system, lunar phases and about galaxies.	cycle of a local tree and the animals that interact with it. Developing on this knowledge, pupils will then look at the life cycles of mammals, amphibians, insects and birds in more detail. Pupils will study the details of these life cycles and will consider the various stages, including metamorphosis in insects and amphibians and reproduction. In this unit children will find out about the life and work of Sir David Attenborough and Dame Jane Goodall.	solubility, which materials are soluble and what it means to be soluble.		vessels and blood. • Describe the ways in which nutrients and water are transported within animals, including humans. • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Yr6 NC)
Computing	<u>Communication and collaboration</u> In this unit, children explore how data is transferred over the internet. Children initially focus on addressing, before they move on to the makeup and structure of data packets. Children then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.	<u>Web page creation</u> This unit introduces children to the creation of websites for a chosen purpose. Children identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process children pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.	<u>Variables in games</u> This unit explores the concept of variables in programming through games in Scratch. First, children find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. Children will experiment with variables in an existing project, then modify them, before they create their own project.	<u>Introduction to spreadsheets</u> This unit introduces the children to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Children will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Children will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Children will use spreadsheets to plan an event and answer questions. Finally, children will create charts, and evaluate their results in comparison to questions asked.	<u>3Dmodelling</u> Children will develop their knowledge and understanding of using a computer to produce 3D models. Children will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, children will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.	<u>Sensing</u> This unit brings together elements of all the four programming constructs: sequence, repetition, selection and variables. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit.
Art	<u>Style in Art</u> This unit considers style in art (first studied in year 1, and then referred to in other units	<u>Islamic Art and Architecture</u> Children are first introduced to art from the Islamic world by first studying the Dome of the	<u>Chinese Painting and Ceramics</u> The first part of this unit focusses on Chinese brush	<u>Art from Western Africa</u> This unit explores the art of Western Africa by looking at Malian antelope headaddresses	<u>Print Making</u> Children are introduced to printmaking by looking at Hogarth’s series of prints	<u>Sculpture</u>

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	throughout the course of study) by first considering how artists can use different techniques to alter their style.	Rock in Jerusalem. In it they identify examples of Islamic style, including calligraphy, geometric and vegetal patterns made from tilework and mosaics.	painting: the materials used for paintings and calligraphy, subject matter and typical compositional devices. The children then study Chinese ceramics, at first investigating Ming Dynasty porcelain, how this was made and decorated with cobalt blue.	and the Benin plaques from Nigeria. The children learn about how the Malian headdresses, made by the Bamana peoples are used in a ceremony to honour the spirit Chiwara and reflects the importance of farming in their rural community.	Industry and Idleness. They consider how printmaking allows the production of many copies of one image which can be cheaply produced. They go on to consider different printmaking processes looking at examples by famous artists: screen printing by Warhol, relief printing (in particular, wood cuts) by Hokusai and intaglio printing (dry-point and etching) by Rembrandt.	
Design Technology	DT day: Sewing – Bags (Baubles)		DT day: Build – Cams Toys		DT day: Cook – Mezze	

History	<u>The Early British Empire</u> The children begin by revisiting monarchs and significant decisions and events that took place during the reigns of these that resulted in the birth and expansion of the British Empire. This unit will look at the role that the empire played in global trade and how some wealthy British people were able to benefit from this, Britain's changing relationship with India, how Britain was extremely successful in the Seven Years War and how historical interpretations of what led to the growth of the British Empire have changed and developed overtime.	<u>The Victorian Age</u> During this unit, the children learn about the significant life of Queen Victoria: both her personal life and some of her decisions as a monarch, including her involvement with the British Empire. In addition to the political context of this time, this unit also delves deeper into the social aspects of Victorian Britain, looking in particular at the lives of the poor. During the unit, children will consider the similarities and differences between the lives of the rich and the poor in Victorian England. The children will also learn about the significance of the Great Exhibition and the growth in technology and new discoveries made by the Victorians.	<u>The Industrial Revolution</u> During this unit, the children will look at the similarities and differences between the impact that the Industrial Revolution had on the lives of the rich and the poor. The children will learn that through harnessing fossil fuels to power engines, factories and machines, the Industrial Revolution fundamentally changed the way that human beings live. The children will not only learn about the economic and technological benefits of the Industrial Revolution but will also explore the social context, with a focus on how life changed for those who began working in factories during this time.	<u>The Suffragettes</u> This unit begins by looking at democracy in Britain up until the 19th century. The children learn about the realities of democracy in Britain at this time, which they can compare with their knowledge of democracy today. The children will also focus on at the anti-suffrage movement-and the reasons why people were opposed to allowing women to		<u>World War I</u> The children will begin this unit looking at the causes that led to the war. During this unit, the children will be able to apply their knowledge of previous wars, such as the Seven Years War, to look at the similarities and differences between wars fought in the past and World War I. The children will learn about the lives of those on the Home Front and the important role that women, and even children, played in supporting the war effort. The children will look at the consequences of World War I, both at home in Britain and in the wider world and they will learn about the Treaty of Versailles.
Geography	<u>Spatial Sense</u> In this unit children will look again at lines of longitude and latitude and will learn more	<u>Mountains</u> Throughout this unit children will have opportunities to use previously learned knowledge	<u>British Geography: Midlands, Yorkshire, Humberside</u> Throughout this unit children will look at how human activity	<u>Australia</u> Within this unit, children will use maps of Australia to identify key settlements, such	<u>New Zealand and the South Pacific</u> Children will learn about the physical geography of New	<u>Local Study</u> Children will look at maps of the local area, will sketch maps using their knowledge of the

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	about the Prime Meridian and why it was agreed. They will explore coordinates and will use them to identify locations on a map. They will reconnect to their previous learning about map scale and will have opportunities to secure their understanding of calculating distance on a map.	of the world, particularly locational knowledge. They will be looking at world maps and relief maps to identify mountain ranges and should be able to use these maps with increasing ease, recognising more places and features as they work through the curriculum.	can change and shape landscapes. They will look at this in different contexts and will learn how mining in the Midlands provided resources for industrial development. The Ribblehead Viaduct and the Humber Bridge will be studied as examples of how people have changed landscapes.	as the capital city of Canberra, and identify biomes and rivers. They will study physical aspects of Australia's geography such as the desert, the tropical rainforests, the mountains and the rivers. They will learn about the importance of Uluru and learn about the climate and how unreliable rainfall causes problems for people who depend on water for irrigation and farming.	Zealand and plate tectonics theory to help children to understand why New Zealand experiences earthquakes. In this unit children look at the issue of sea levels rising and consider the impact on low lying islands such as those in the South Pacific. Children will learn about the Māori; the race of people who have lived in New Zealand and the Cook Islands since before the arrival of Europeans, descended from Polynesian voyagers.	local area and will collect and analyse data. Throughout this unit, children will reflect upon the importance of data to geographers, how they collect, analyse and present their data and what data can tell us about the world around us.
Music	Living' on a prayer	Classroom Jazz 1	Make you feel my love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, rewind and replay
PE	Athletics	Dance	Gym	Yoga	Dance	Dodgeball
	Fitness	Netball	Hockey	Tennis	Cricket	Rounders
RE	What does it mean to be a Muslim in Britain today?	Why do some people believe in God and some not? Islam ref	Christians and how to live: What would Jesus do?	What difference does the resurrection make to Christians?	Why do Christians believe that Jesus was the Messiah?	How can following God bring freedom and justice?