**Awareness Mystery Value (AMV)**

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| **Key Stage 2 Unit 5: Why are some journeys and places special? [C&E]**  **This unit explores how religions and beliefs express aspects of life’s journey in a variety of creative ways** | | | | |
| **About this example**  This series of approximately 16 lessons is intended to provide a set of learning activities for a Year 5 class.  The focus here is on exploring why people believe that some places are special and discovering what practices and events are associated with these places. It was written by Jacqui Heber of Trinity Anglican Methodist Primary School, Portishead and Richard Reid of Ditcheat Primary School, Shepton Mallet.  The programme of learning aims to engage pupils through activities that may, e.g:   * affirm identities and sense of belonging, relate to social interests, involve working with others and leave nobody out; * offer an authentic experience or encounter, which challenges their own views and extends their understanding of others; * introduce something new that they feel impelled to share with others; or help them to see the significance of something already familiar. | | | | |
| **Where the example fits into the curriculum**  This example connects with Areas of Enquiry C (Forms of expressing meaning) and E (Questions of meaning, purpose and truth).  It makes cross-curricular connections with Literacy, Geography and Art.  The lessons could be used in discrete RE time or as part of a ‘creative curriculum’ approach where RE links with other curriculum subjects around a theme or key question, such as ‘Journeys’ or ‘Special Places’. | | | | |
| **Prior Learning**  In *RE*, pupils will have explored how we celebrate our journey through life for Hindus, Christians, Muslims and Jews (KS1 Unit 5), so will have gained some familiarity with journeys that different communities make. They will also have explored the life and teachings of Jesus (KS2 Unit 2). They will have considered the question ‘What’s it like to be a Christian?’ They will have gained an understanding of places that were special and significant in the life of Jesus and therefore to some Christians today. | | | | |
| **Featured Religions / Beliefs** | **Focus ‘Key Concepts’** | | | |
| Christianity | **AT 1: Learning ABOUT religion and belief** | | **AT 2: Learning FROM religion and belief** | |
| Islam | A. Beliefs, teachings and sources |  | D. Identity, diversity and belonging |  |
|  | B. Practices and ways of life |  | E. Meaning, purpose and truth | 🗸 |
|  | C. Forms of expressing meaning | 🗸 | F. Values and commitments |  |

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| **Key Question: why are some journeys and places special*?*** |
| **Supplementary Questions** |
| 1. Why do some people believe that some places are special? 2. Why do people go on pilgrimage and special journeys? 3. What practices and events are associated with pilgrimage and special journeys? 4. What artistic, symbolic and other expressive work is associated with special journeys and places?   (e) How might we make a record of the impact on ourselves of the journey we make and the places we visit? |
| **Resources**  The following texts and e-resources have been used for the sample learning activities below. You are, of course, free to vary the resources suggested here to suit your pupils.   * Long, Broad and Sharpsight: [www.sacred-texts.com/neu/sfs/sfs04.htm](http://www.sacred-texts.com/neu/sfs/sfs04.htm) * Resource 1: [Symbols in different religions / worldviews](#R1) * Bob Hartman & Krisztina Kallai Nagy, The Lion Storyteller Bible. * Animated World Faiths: Muhammad. (DVD or here: [www.youtube.com/watch?v=x\_7K9da5Yqg&list=PLtG3lu0zktsZVrFEmBUMLvmbCStL0XqgR&index=7](https://www.youtube.com/watch?v=x_7K9da5Yqg&list=PLtG3lu0zktsZVrFEmBUMLvmbCStL0XqgR&index=7) * BBC: Being Muslim: [www.bbc.co.uk/iplayer/episode/p096g8xw/being-series-1-1-muslim](http://www.bbc.co.uk/iplayer/episode/p096g8xw/being-series-1-1-muslim) * BBC: The Muslim Pilgrimage: Hajj: [www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-hajj/zndfcqt](http://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-hajj/zndfcqt) * Woodbridge, M.H., Developing Primary RE: Special Places for believers. * Revd Margaret talks about pilgrimage: <http://request.org.uk/teachers?s=pilgrimage> * Channel 4: <https://www.channel4.com/programmes/extremely-british-muslims> * BBC: My Life, My Religion – Islam: [www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-islam/znmx47h](http://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-islam/znmx47h) |

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| **Expectations**  **By the end of this sequence of learning:** | | | |
| **All Pupils:** | **Most Pupils (majority class expectation):** | **Some Pupils:** | **Some Pupils:** |
| C1 recognise religious art, symbols and words, and talk about them. | C2 say what some Christian and Muslim symbols stand for and say what some of the art is about. | C3 use religious words to describe some of the different ways in which people show their beliefs. | C4 describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean. |
| E1 talk about what they find interesting or puzzling. | E2 talk about the things in a picture or artefact that make people ask questions. | E3 ask important questions about life and compare their ideas with those of other people. | E4 ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by them as well as members of different religious groups. |

These statements are taken from the old ‘Can-do’ levels. The new ‘Learning Outcomes’ can be found in the ‘Standards’ section of the new AMV website: <http://awarenessmysteryvalue.org>

**Introduction and links to cross-curricular curricular learning strategies**

Many of our children know little about Islam other than what they pick up from informal sources. We felt it was important for the children to gain a real understanding of aspects of Islam through looking at Islamic art and thinking through the experience of going on Hajj. We asked the children how the teaching of RE could be enhanced. They all agreed that they would like lessons that involved role play, art and visits or visitors. Therefore we have tried to build in some of these activities.

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| **Key Question: Why are some journeys and places special?** | | | | | |
| **Supplementary Question (b): Why do people go on (pilgrimage and) special journeys?** | | | | | |
| **Learning objectives** | | **Suggested activities for teaching and learning** | | **Outcomes** | **References and notes** |
| **Lesson 1**  Pupils will:   * learn that there are different types of journey; * learn that there are different reasons for journeys compare their own ideas about journeys with those of others; * reflect on the question: ‘What is a journey and why might it be special?’ | | 1. Ask the children to talk in pairs about different types of special places and special journeys and the reasons they are made. Get some feedback from the class on the journeys they have made and explain that there may be different types of REASON for going on a journey, e.g, Pleasure – holiday; Moral duty – police station, recycling depot; Respect – funeral, graduation ceremony; Belief – church to pray, holy land, evangelism etc.  Ask the children to identify which reasons are more or less selfish, and which might benefit other people as well as the person making the journey.  Read a traditional folk tale to the children, such as Long, Broad and Sharpsight (see Resources). This tale describes a journey that is undertaken for the reasons of duty, love and respect. Ask the children what they find interesting or puzzling in this story, what questions they might like to ask the characters and to compare their ideas on what they think the most important parts are.  Ask the children to think about a journey they have made, or might like to make one day, that has a special MEANING for them, e.g. something that involves their family or friends, or is fun or reminds them of a special time. Encourage the children to explain:   1. Why the journey was made; 2. How they prepared for it; 3. What they gained from it; 4. How it may have affected them.   Ask the children to write / draw a comic strip of their journey. This should include: Expectations, Feelings, Disappointments, Hopes for the future. | | Pupils:   * talk about what they find interesting or puzzling (E1); * ask important questions about life and compare my ideas with those of other people (E3). | **Key vocabulary:**  journey, pleasure, respect, love, moral duty, belief, evangelism. |
| **Key Question: Why are some journeys and places special?** | | | | | |
| **Supplementary Questions (a): Why do some people believe that some places are special?**  **(b): Why do people go on pilgrimage and special journeys?** | | | | | |
| **Learning objectives** | | **Suggested activities for teaching and learning** | | **Outcomes** | **References and notes** |
| **Lesson 2**  Pupils will:   * learn what a pilgrimage is and explore the reasons why people go on a pilgrimage; * learn that a pilgrimage is a significant experience for a person with a religious faith. | | 2. Remind the class about the last lesson and why people make journeys. Ask them why people travel great distance today? Mention music festivals, sporting fixtures and so on.  How do people prepare for a particular event, e.g. A music concert? What do they pack, why do they go? Who do they go with? What things could go wrong? What makes the journey a success?  Ask the children if they know what a quest is. [A journey to search for something] and introduce the children to the idea of a PILGRIMAGE [a journey to a special place] and a PILGRIM [a person who visits the special / sacred place to help strengthen their religious or spiritual beliefs].  Show the first 9 minutes of Simon Reeve’s ‘English Pilgrimage’: [www.youtube.com/watch?v=MLkmoHiSIIQ](https://www.youtube.com/watch?v=MLkmoHiSIIQ) and read info at [www.nationaltrust.org.uk/features/what-is-a-pilgrimage](http://www.nationaltrust.org.uk/features/what-is-a-pilgrimage) to see places of pilgrimage in the UK.  Ask the children to talk with a partner:   1. about the reasons WHY people make pilgrimages [e.g: to pray, to say thank you for a blessing, for healing – a spring in Lourdes in France is believed to cure illness - to worship, to renew their faith or commitment]; and 2. about WHERE pilgrims go; what are the places of pilgrimage? [e.g: buildings such as temples or tombs – associated with the religions god/s, or teachers or history – a place of a miracle, a natural place such as a sacred river or mountain, a sports stadium etc].   Get some feedback from the class and summarise their thoughts. | | Pupils:   * use religious words to describe some of the different ways in which people show their beliefs (C3). | **Key Vocabulary:**  pilgrimage, pilgrim, quest,  Christians, Muslims, Jews, Buddhists, Hindus, Sikhs, faith, beliefs, sacred, holy.  **----** |
| **Key Question: Why are some journeys and places special?** | | | | | |
| **Supplementary Question (b): Why do people go on pilgrimage and special journeys?** | | | | | |
| **Learning objectives** | | **Suggested activities for teaching and learning** | | **Outcomes** | **References and notes** |
| **Lesson 3**  Pupils will:   * learn more about different symbols and how they stand for something connected with people’s beliefs; * learn more about different pilgrimages that people go on.. | | 3. Present children with [symbols of some major world religions / worldviews](#R1). How many can they name? Can they remember what any of them represent? Explain the ones that are unknown.  Give children books, materials and suggested websites, and assign a specific worldview / location to each group.  Ask the pupils then to conduct research into the pilgrimage they have been assigned with a view to reporting back to the rest of the class on what they have discovered. Their reports should be able to answer ‘Who?’ ‘Where?’, ‘Why?’ and ‘When?’ questions.  Leave time at the end of the lesson for groups to feedback briefly on what they have found. | | Pupils:   * say what some religious symbols stand for (C2); * use religious words to describe some of the different ways in which people show their beliefs (C3). | **Key Vocabulary:**  pilgrimage, pilgrim, quest,  Christians, Muslims, Jews, Buddhists, Hindus, Sikhs, faith, beliefs, sacred, holy.  **----** |
| **Key Question: Why are some journeys and places special?** | | | | | |
| **Supplementary Question (b): Why do people go on pilgrimage and special journeys?** | | | | | |
| **Learning objectives** | | **Suggested activities for teaching and learning** | | **Outcomes** | **References and notes** |
| **Lesson 4**  Pupils will:   * consider the reasons why certain people make special journeys due to their faith; * learn about the story of Jonah and the results of a journey he made. | | 4. Remind children of the key question for this investigation: Why are some journeys and places special?  Ask the children about what they have learnt so far about why people make journeys. Can they think of any stories that involve a journey? Can they think of any religious stories that involve special journeys, e.g. Moses and the People of Israel, Mary and Joseph, The Good Samaritan, Paul, etc.  Tell the children the story of Jonah, e.g., from the Storyteller Bible and ask them to listen carefully as there will be some questions to ask and to answer afterwards.  At the end, ask children to work in pairs to write down three questions about the story to ask another pair. Give a couple of examples, such as: Why did Jonah make this journey? Why was Jonah reluctant to make the journey?  Share some answers after a few minutes, then encourage them to ask some further questions; first, about the *facts* of the story and some *‘bigger’* questions about the meaning of the story for people today, such as, In what ways are people today like the people of Nineveh? Then ask the pairs to swap questions with another pair and try to answer the questions they have been set. Children can compare their answers after a set time.  Share and suggest answers.  Explain that some people believe the story tells the listener that some tasks in life cannot or should not be resisted. Jonah didn’t want to go to Nineveh but he ended up there. For many Christians, God was directing the events that led to the people of Nineveh trying to do good instead of evil.  Can children think of a time when they needed to ‘do the right thing’ even when it was difficult to do? What beliefs led to them making the choice? (Draw, write or role play) | | Pupils:   * ask important questions about life and compare their ideas with those of other people (E3). | **Key Vocabulary:**  Jonah, Nineveh.  ---  Storyteller Bible (Lion). |
| **Key Question: Why are some journeys and places special?** | | | | | |
| **Supplementary Question (c): What practices and events are associated with pilgrimage and special journeys?** | | | | | |
| **Learning objectives** | | **Suggested activities for teaching and learning** | | **Outcomes** | **References and notes** |
| **Lesson 5**  Pupils will:   * express their ideas and feelings about the Muslim Hajj; * learn that each day of the Hajj is special and symbolic to Muslims. | | 5. Show the children pictures of Makkah (Mecca). What can they tell from the picture about Saudi Arabia? Do they know where it is in the world? Explain that the city of Makkah is very special to Muslims. Ask the children if any cities or places are special to them for any reason and how they feel about visiting them.  Remind children about the terms PILGRIM and PILGRIMAGE. Show the Quest Animated World Faiths Prog 8 - [The Life of Muhammad](https://www.youtube.com/watch?v=x_7K9da5Yqg&list=PLtG3lu0zktsZVrFEmBUMLvmbCStL0XqgR&index=8). This describes what Muhammad preached to the people of Makkah and why the Makkans did not want to follow Muhammad. Explain that Muslims say ‘peace be upon him’ after the name of Muhammad to show their respect for him as the Messenger of Allah. Explain that Allah is the Arabic name for God [Arabic-speaking Christians also call God ‘Allah’].  Ask the children why they think Muhammad is not shown in the film. After some discussion explain that Muslims worship only God and in order to prevent anyone making Muhammad into an object of worship, most Muslims refrain from making pictures or images of any of the prophets.  Remind the children that the Arabic word for pilgrimage is Hajj and that someone who has completed the Hajj is a Hajji (male) or Hajjah (female).  Give the children some background information by playing a video clip on the Hajj (see Resources).  Explain the following:   * The destination of the Hajj is the city of Makkah - the birthplace of the prophet Muhammad; * Muslims hope to make a pilgrimage at least once in their lives; * The purpose of the pilgrimage is to:   + strengthen their faith by meeting with other Muslims;   + to ask Allah’s forgiveness; * Pilgrims dress in plain white clothes to show that everyone is part of the worldwide Muslim community (the Ummah) and all are equal in Allah’s eyes; * The pilgrims walk seven times around the Ka’bah – a cube shaped building; * The Ka’bah is the building that Muslims face five times a day in prayer; * Ka’bah in Arabic means ‘a high place with respect’;   Give groups of children a picture of Muslims at the Ka’bah, or show a picture on the whiteboard. Ask the children to talk about:   1. what they notice about the picture; 2. what they find interesting about the picture; 3. how do they think they would feel if they were there; 4. how Muslims show their beliefs in different ways when they go on Hajj.   Each group should appoint a scribe to write down the group’s ideas. Invite each group to share its findings with the class. | | Pupils:   * use religious words to describe some of the different ways in which people show their beliefs (C3); * identify aspects of a pilgrimage which may cause people to wonder/ question (E2). | **Key vocabulary:**  pilgrim, pilgrimage, Muhammad, prophet, Hajji, Hajjah, Allah, Makkah, Ka’bah, Arabic, [tawaf](http://www.bbc.co.uk/learningzone/clips/tawaf), [sa'y](http://www.bbc.co.uk/learningzone/clips/sa%27y), [Al-Safa](http://www.bbc.co.uk/learningzone/clips/Al-Safa), [Al-Marwah](http://www.bbc.co.uk/learningzone/clips/Al-Marwah), [Ismail](http://www.bbc.co.uk/learningzone/clips/Ismail), [Ibrahim](http://www.bbc.co.uk/learningzone/clips/Ibrahim), [Hagar](http://www.bbc.co.uk/learningzone/clips/Hagar), [ritual](http://www.bbc.co.uk/learningzone/clips/ritual), [Mina](http://www.bbc.co.uk/learningzone/clips/Mina), [Hajj](http://www.bbc.co.uk/learningzone/clips/Hajj), [Akhirah](http://www.bbc.co.uk/learningzone/clips/Akhirah), [hell](http://www.bbc.co.uk/learningzone/clips/hell), [punishment](http://www.bbc.co.uk/learningzone/clips/punishment), [judgement](http://www.bbc.co.uk/learningzone/clips/judgement), [Paradise](http://www.bbc.co.uk/learningzone/clips/Paradise), [forgiveness](http://www.bbc.co.uk/learningzone/clips/forgiveness), [prayer](http://www.bbc.co.uk/learningzone/clips/prayer), [worship](http://www.bbc.co.uk/learningzone/clips/worship), [Arafat](http://www.bbc.co.uk/learningzone/clips/Arafat), [wuquf](http://www.bbc.co.uk/learningzone/clips/wuquf), [Muzdalifah](http://www.bbc.co.uk/learningzone/clips/Muzdalifah), [Jannah](http://www.bbc.co.uk/learningzone/clips/Jannah).  ----  [The Muslim Pilgrimage: Hajj](https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-hajj/zndfcqt) |
| **Key Question: Why are some journeys and places special?** | | | | | |
| **Supplementary Question (c): what practices and events are associated with pilgrimage and special journeys?** | | | | | |
| **Learning objectives** | | **Suggested activities for teaching and learning** | | **Outcomes** | **References and notes** |
| **Lesson 6**  Pupils will:   * have the opportunity to wonder/ question about the Hajj; * understand more about the Hajj through role play and using their imagination. | | 6. Set up the classroom for a role play pilgrimage, with a large cardboard box or a table covered in black material to be the Ka’bah. Three pillars – cardboard tubes. Stones to throw at pillars – scrunched up newspaper balls. Hills - cushions. Well of Zam Zam – wooden bowl.  Ask for two children to volunteer to be Muslim pilgrims on a Hajj to the Ka’bah. Dress the children in white shirts. Ask the same children to read out statements which explain the Hajj (See Hajj Statements sheet: [Resource 2](#R2) below). Ask one child to read the green statements and the other child to read the blue.  Encourage the children in the class to interject with their own questions, such as: How does it feel to be on a pilgrimage? What can you see? Why are you on this pilgrimage? How will this pilgrimage strengthen your faith?  Ask the children doing the role play to answer the questions with help from other children and the teacher.  After the role play, ask children to compare the different answers given by those in role with what they would have replied.  Then, ask them to imagine that they are on a pilgrimage and to write letters home describing their feelings, experiences, thoughts and questions, and what they saw other pilgrims doing were it was different form what they had expected or hoped for. They should use religious words to describe different ways of showing belief.  Explain that – if possible – the class will be going on its own pilgrimage (e.g. Glastonbury Abbey, Wells Cathedral) and to take letters of permission home to parents / carers. | | Pupils:   * talk about what they find interesting, strange, puzzling (E1); * use religious words to describe some of the different ways in which people show their beliefs (C3); * ask important questions about life and compare my ideas with those of other people (E3). | **Key vocabulary:**  Makkah, Hajj, Hajji, Hajjah, pillars of faith, Allah, Zam Zam, Mount Ararat, Abraham, mosque, [Islam](http://www.bbc.co.uk/learningzone/clips/Islam), [Id-ul-Adha](http://www.bbc.co.uk/learningzone/clips/Id-ul-Adha), [stoning](http://www.bbc.co.uk/learningzone/clips/stoning), [devil](http://www.bbc.co.uk/learningzone/clips/devil), [Ibrahim](http://www.bbc.co.uk/learningzone/clips/Ibrahim), [Ismail](http://www.bbc.co.uk/learningzone/clips/Ismail), [temptation](http://www.bbc.co.uk/learningzone/clips/temptation), [sacrifice](http://www.bbc.co.uk/learningzone/clips/sacrifice), [commitment](http://www.bbc.co.uk/learningzone/clips/commitment).  ----  Teachers need to be sensitive to family wishes regarding role plays of religious events and practices.  Permission should be sought to take photos of the children role playing the Hajj.  Prepare permission letters for visit to Glastonbury Abbey. |
| **Key Question: Why are some journeys and places special?** | | | | | |
| **Supplementary Question (c): What artistic, symbolic and other expressive work is associated with special journeys?** | | | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | | **Outcomes** | | **References and notes** |
| **Lesson 7**  Pupils will:   * use Islamic styles of religious expression and reflect on the meaning of the symbolism used; * learn how Muslims express their beliefs in art. | 7. Tell the children about how Muslims express their beliefs in art and remind them that most Muslims believe Allah and Muhammed should not be represented in pictures or drawings:   * Islamic art and calligraphy are examples of Islamic spirituality. Pattern and design reflect the wholeness of creation. * Geometry and patterns are important. They reflect the design of the universe. * Calligraphy is an art form. Calligraphy began when Muslims wrote down the words of the Qur’an. * The use of colour in Islamic design is symbolic:   White = purity, black = the cover on the Ka’bah, green = paradise, blue = revelation, yellow = glory.   * Muhammad taught that worship of statues is wrong (idolatry), so, as a rule, there are no statues or pictures of people or animals in mosques or holy books. * The name of God is holy to a Muslim and Allah written on paper should be treated with respect.   Show children examples of Muslim art and calligraphy.  Ask children to design a suitable card for a Muslim who has returned from the Hajj, with a carefully considered message. Children should be able to explain why their card is suitable.  The card could include the following: Chalk pastel background, drawing of the Ka’bah, geometric pattern, calligraphy. | | Pupils:   * use religious words to describe some of the different ways in which people show their beliefs (C3); * describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean (C4). | | **Key vocabulary:**  Calligraphy, geometric, idolatry, Arabic. |
| **Key Question: Why are some journeys and places special?** | | | | | |
| **Supplementary Question (e): How might we make a record of the impact on ourselves of the journeys we make and the places we visit?** | | | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | | **Outcomes** | | **References and notes** |
| **Lesson 8**  Pupils will:   * prepare for a visit to a place of pilgrimage; * think of questions to ask on their visit. | 8. If it has been possible to arrange, prepare the children for their own ‘pilgrimage’ to, e.g., Glastonbury Abbey. Using photos of Glastonbury Abbey, e.g. from <http://www.glastonburyabbey.com>, ask the children why they think people would travel to this place and explain some of the history of the Abbey and why it became a place of pilgrimage.  Compare Glastonbury Abbey with a Christian pilgrimage further afield such as Santiago de Compostela or Lourdes.  Show the children a special Christian journey – Revd Margaret’s pilgrimage – See RE:Quest.  Explain that on the visit to the Abbey, children should look for examples of Christian symbolism as well as asking questions about why people visit the Abbey today and why they have visited it over the centuries.  Ask them to work in pairs to prepare some (deep) questions for those they might meet at the Abbey. [Abbey staff can appear in role as monks, cooks and so on.] What answers do they think will be given by those who lead the visit, especially if they are Christians? | | Pupils:   * ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups (E4). | | **Key vocabulary:**  Abbey, Abbott, monks.  ----  The RE:Quest website contains several ideas for exploring pilgrimage in Christianity (See Resources). |
| **Key Question: Why are some journeys and places special?** | | | | | |
| **Supplementary Questions (d) What artistic, symbolic and other expressive work is associated with special journeys and places?**  **(e): How might we make a record of the impact on ourselves of the journeys we make and the places we visit?** | | | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | | **Outcomes** | | **References and notes** |
| **Lesson 9**  Pupils will:   * visit a place of Christian pilgrimage; * reflect on the motivations of those who have visited Glastonbury Abbey; * ask their own questions about Christian pilgrimage and symbolism; * reflect on the meaning of places of pilgrimage for people today. | 9. If it has been possible to arrange, take the children on their own ‘pilgrimage’, e.g. to Glastonbury Abbey. Ask staff at the Abbey to help the children explore the medieval world view, motivations for undertaking a pilgrimage and the special significance of the myths and legends of Glastonbury. Get a tour of the Abbey with a costumed guide and a talk in the Abbot's kitchen to help children understand the social context of the medieval period. Help the children to reflect on the Life of a Monk and the importance of the Abbey as a place of learning and instruction.  Encourage children to ask their questions about pilgrimage and about the meaning of things they see around the grounds and monastic ruins. How did they answers they received match up with their expectations?  As they go round the grounds, the children can sketch anything they think may have symbolic significance for Christians, both today and in medieval times. Next to their sketches, they could note how religious ideas are being expressed in different ways.  Ask the children to identify the features of the Abbey and the exhibition centre that make most impact on them and to prepare an explanation of their ideas. | | Pupils:   * ask important questions about life and compare my ideas with those of other people (E3); * describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean (C4). | | **Key vocabulary:**  Abbey, monastic, medieval.  **----**  Where permission has been granted, take photos of the visit and the children’s activities there. |
| **Key Question: Why are some journeys and places special?** | | | | | |
| **Supplementary Questions (a) Why do people believe that some places are special?**  **(d) What artistic, symbolic and other expressive work is associated with special journeys and places?**  **(e): How might we make a record of the impact on ourselves of the journeys we make and the places we visit?** | | | | | |
| **Lesson 10**  Pupils will:   * reflect on the specialness of Glastonbury Abbey; * produce ideas about the life of people who have lived at or visited the Abbey over the centuries; * consider the meaning of the symbolism discovered at the Abbey; * build a presentation that shows the impact of their visit on themselves and others. | 10. Use photos of the visit to Glastonbury Abbey to remind children of what they saw and did there. Ask how they want to make a record of their ‘pilgrimage’. Encourage them to work in small groups to bring together a presentation of their explorations: they can include photos, sketches, writing, poetry, etc. some may want to make a digital presentation of their findings. Ask them to include in the final presentation:   * religious words that describe how people have shown their beliefs at the Abbey; * important questions about life at the Abbey; * different styles of expression (sculpture, painting, documents, etc) of big ideas that they observed; * the meaning of any symbolism they discovered; * the impact on themselves of the visit – what they found most interesting / puzzling / special.   Presentations could be finished for homework or another lesson (English? Art & Design? ICT?) and some could be presented at an assembly. They might also be featured on the school website. | | Pupils:   * say what some symbols stand for and say what some of the art is about (C2); * talk about what they find interesting or puzzling (E1); * ask important questions about life and compare my ideas with those of other people (E3); * describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean (C4). | | **Key vocabulary:**  Abbey, monastic, medieval, symbolism. |
| **Key Question: Why are some journeys and places special?** | | | | | |
| **Supplementary Question (e): How might we make a record of the impact on ourselves of the journeys we make and the places we visit?** | | | | | |
| **Learning objectives** | | **Suggested activities for teaching and learning** | | **Outcomes** | **References and notes** |
| **Lesson 11**  Pupils will:   * reflect on the question: ‘What makes the journey of life worthwhile?’ | | 11. Explain that the pupils are going to complete their investigations into why some journeys and places are special by making a record of the **impact** on themselves of the **journey** we make in life and the **places** we might visit. Advise the children that they can use a variety of forms of expression to make their record: invented diary entries, poems, songs, illustrations, photos (e.g. of their visit to Glastonbury Abbey), movies, tweets, audio recordings, souvenirs etc. These can be drawn or pictures from the internet copied and pasted into a presentation.  Ask them to start with writing their own poem called ‘The Path of Life’. Look at examples of other poems on this topic, e.g. at: [www.natre.org.uk/about-natre/projects/spirited-arts/spirited-poetry-2019/spirited-poetry-collection/2019/?ThemeID=81](http://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-poetry-2019/spirited-poetry-collection/2019/?ThemeID=81)  Encourage the children to then gather ideas about the features of a good life, from birth to death: the things a person might do or say, the questions they might have, the answers they might find, the places they might go to, the people they might meet, the family they might have, the friends they might make, the joys and sadnesses they might experience. Remind them to consider examples from Christian and Muslim pilgrimages and to include references to what they have learnt in this enquiry.  Provide time for children to complete their Journey of Life story and be prepared to offer feedback at the next opportunity. | | Pupils:   * use religious language accurately to describe and compare what practices and experiences may be involved in being a Christian or Muslim (C4); * ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by themselves, Christians and Muslims (E4). | **Key vocabulary**  Friendship, family, commitment, loyalty, forgiveness, |

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| **RECORD OF ATTAINMENT** | | | |
| **KS2 Unit 5: Why are some journeys and places special? (C & E) Year 5** | | | |
| **All Pupils (Level 1):** | **All Pupils (Level 2):** | **Most Pupils (Level 3):** | **Some Pupils (Level 4):** |
| C1 recognise religious art, symbols and words, and talk about them. | C2 say what some Christian and Muslim symbols stand for and say what some of the art is about. | C3 use religious words to describe some of the different ways in which people show their beliefs. | C4 describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean. |
| E1 talk about what they find interesting or puzzling. | E2 talk about the things in a picture or artefact that make people ask questions. | E3 ask important questions about life and compare their ideas with those of other people. | E4 ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by them as well as members of different religious groups. |
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**Resource 1: Symbols in Religions / Worldviews**



**Symbols: meaning and underlying wisdom?**

How many symbols can you match with religions? Clue – they are in alphabetical order. One trick: there is a symbol of a philosophy rather than a religion included: Bahá’í, Buddhism, Christianity, Hinduism, Humanism, Islam, Jainism, Judaism, Paganism, Rastafari, Sikhism, Zoroastrianism.

Bahá’í symbol: "A simple nine-pointed star is generally used by Baha'is as a symbol of their Faith. The number nine has significance in the Bahá'í Revelation. Nine years after the announcement of the Báb in Shiraz, Bahá'u'lláh received the intimation of His mission in the dungeon in Teheran. Nine, as the highest single-digit number, symbolizes completeness. Since the Bahá'í Faith claims to be the fulfilment of the expectations of all prior religions, this symbol, as used for example in nine-sided Bahá'í temples, reflects that sense of fulfilment and completeness.” <http://www.bahai.com/Bahaullah/symbol.htm>

Jain symbol: The raised hand means stop. The word in the centre of the wheel is "Ahimsa". Ahimsa means non-violence. Between these two, they remind us to stop for a minute and think twice before doing anything. This gives us a chance to scrutinize our activities to be sure that they will not hurt anyone by our words, thoughts, or actions. We are also not supposed to ask or encourage others to take part in any harmful activity. The wheel in the hand shows that if we are not careful and ignore these warnings and carry on violent activities, then just as the wheel goes round and round, we will go round and round through the cycles of birth and death. <http://www.jainworld.com/JWSerbia/jainworld/education/jainsymbol.htm>

Rastafarian symbol: The Rastafarian colours are red, green and gold. Sometimes black is added. These colours are chosen because: Red signifies the blood of those killed for the cause of the black community, throughout Jamaican history. Green represents Jamaica's vegetation and hope for the eradication of suppression. Gold symbolises the wealth of Ethiopia. Black signifies the colour of the Africans who initiated Rastafari. The Rastafarian symbol: The lion is the symbol of Rastafari. This lion represents Haile Selassie I, who is referred to as the 'Conquering Lion of Judah'. Rastafarians' dreadlocks represent the lion's mane. <http://www.bbc.co.uk/religion/religions/rastafari/ataglance/glance.shtml>

Zoroastrian symbol: The Faravahar, or Fravashi, was the symbol of the holy light of Glory (khvarenah) surrounding ancient Persian kings, heroes, and saints. It is found on ancient Persian monuments. Some Zoroastrians also think it signifies the glorified human soul. The faravahar is now used as the symbol of the Zoroastrian faith. Click here to see an informative article about its origins: <http://www.pyracantha.com/Z/fravahr2.html>

**Resource 2: Statements about the Hajj**

1. The Muslim pilgrimage to Makkah is called the Hajj.
2. Makkah is an important, sacred place. This is where the prophet Muhammad (peace be upon him) was born.
3. The Hajj is one of the 5 Pillars of Faith. These are the 5 duties which all Muslims keep.
4. The purpose of the pilgrimage is to ask for Allah’s forgiveness for any wrongs we have done.
5. The pilgrims on the Hajj dress in plain, white clothes to show that everyone is equal in Allah’s eyes.
6. First we walk 7 times around the Ka’bah, a cube shaped building. This is part of each Muslim’s worship of Allah.
7. Then we pray and drink from the ancient well of Zam Zam. We walk 7 times between two small hills.
8. Afterwards, we travel to Mount Ararat, where the prophet Muhammad (peace be upon him) preached.
9. We listen to a talk and stand in silence and think about Allah.
10. On the way back to Makkah we throw stones at 3 pillars which represent the devil.
11. We sacrifice a sheep or goat to remember how the prophet Abraham was willing to sacrifice his son. Allah told him to sacrifice a sheep instead.
12. Back in Makkah we circle the Ka’bah again and pray in the holy Mosque.
13. Then it is time to go home. Now we have completed the Pilgrimage we can be called Hajji or Hajjah. This is a great honour.
14. [Together]: We have now fulfilled the 5th Pillar of Islam.