



# Religious Education - Medium Term Planning



<b>Year Group:</b>	Year 6.
<b>Unit (hours):</b>	Unit 6.1: Is every person's journey the same? (10 hours in total - 6 hours Christianity and 4 hours World Faiths).
<b>Term:</b>	Autumn Term.
<b>Christian Concepts:</b>	Gospel, Salvation, Kingdom of God.
<b>Unit Aims:</b>	<ul style="list-style-type: none"> <li>give children an opportunity to think about the idea that that life is a journey and what it means to make that journey as a Christian.</li> <li>enable pupils to begin to understand the concept of undertaking a religious pilgrimage.</li> </ul>
<b>Christian Values:</b>	Perseverance, Trust, Hope.
<b>Key Vocabulary:</b>	Baptism, Confirmation, pilgrimage, rites of passage and Holy Land
<b>Key Skills:</b>	Reflect, Investigate, Interpret, Apply, Analyse
<b>Ladder of Expectations:</b>	Show an understanding of and describe using a wide vocabulary, religious beliefs, actions and values. Begin to apply ideas to situations and experiences.

<u>Unit Sequence:</u>	<u>Learning Quest:</u>	<u>Key Skill(s):</u>	<u>Religious Teaching/Values:</u>	<u>Activity/Evidence:</u>
To Begin With. [1] L1	What is a journey and what do they involve?	Investigate	<p>Begin with a class discussion about journeys. Discuss journeys that the children have been on. What makes it a journey. Many of the children will articulate that a journey is when you travel from one place to another, and that they can be short, long, exciting, routine etc.</p> <p>Prompt deeper discussion into the idea of a journey. Ask the children if you always have to move to go on a journey. Refer to the idea of a spiritual or mental journey. Have they ever experienced this in their lives?</p> <p>Journeys can be short or long, exciting or routine, a mystery or clearly planned. Have the children experienced going on a journey? What happened? Where did they go? For what reason did they travel?</p>	<p>Join Bishop Philip on his adventurous journey to get photos for his scrapbook. Help him make key decisions along the way.</p> <p>There are multiple paths the pupils can take, this means that you can watch the film several times to discover the various outcomes of the decisions made.</p> <p>Pupils can enjoy choosing which bag, path, or direction Bishop Philip takes. He asks lots of questions that can be discussed as you watch.</p> <p>Teachers' Note: The backpack (medium) is the only choice that leads to being able to complete the whole journey. Choosing the other two options takes you on different routes that come to an end and you may want to start again.</p> <p>This film is meant as a discussion tool and the pupils do not need to complete the journey in</p>

## Religious Education - Medium Term Planning

				<p>order for it to be a quality starting point for this unit.</p> <p><a href="https://www.youtube.com/watch?v=jlFZNCmXd4&amp;embeds_referring_uri=https%3A%2F%2Fquestful-re.org.uk%2F&amp;feature=emb_imp_woyt">https://www.youtube.com/watch?v=jlFZNCmXd4&amp;embeds_referring_uri=https%3A%2F%2Fquestful-re.org.uk%2F&amp;feature=emb_imp_woyt</a></p> <p>Record the children's responses in Class Reflection Book.</p>
<p>Christian Concepts (Speaking &amp; Listening). L2</p>	<p>What is the concept of 'Salvation'?</p>	<p>Reflect</p>	<p>Explore this unit's core Christian concept using knowledge organiser for a reading link. 'Talk It' opportunity to explore children's prior knowledge from previous units, with retrieval opportunity and how salvation may be useful as part of a journey.</p>	<p>Explore what 'salvation' means and record in the reflection book.</p> <p>Record in class reflection book.</p>
<p>Text, Impact, Connection [1]</p>	<p>How is life like a journey?</p>	<p>Reflect</p>	<p>In what ways can life be compared to a journey? What are the similarities and differences between life and a journey?</p> <p>Watch the online video.</p>	<p>Challenge the children to create a 'map' of their own life journey so far. Encourage them to include key events, places, and people. Ask them to highlight any religious ceremonies or rites of passage (birth rites, coming of age ceremonies, weddings, funerals) in these journeys.</p> <p>Record in individual exercise book.</p>
<p>Text, Impact, Connection [2]</p>	<p>What do you need on your journey of life?</p>	<p>Analyse, Apply</p>	<p>Together as a class or in groups pack an imaginary suitcase. Discuss what items are really needed or just things that we would like. Include everything from feelings and emotions to education, food and water. What do we need for our lives to be full and flourishing?</p>	<p>Once the activity has been complete, complete the following essay task: Life is a journey. Do you agree? Why? What does it really mean to be a Christian and follow Jesus? In what way does having faith and following Jesus affect your journey?</p> <p>Record in individual exercise book.</p>

## Religious Education - Medium Term Planning

Text, Impact, Connection [3]	What is a pilgrimage and why is it important?	Investigate	<p>Link the life journey of a Christian, their belief and behaviour to the teaching in the Bible. Ask the children to <b>identify</b> Bible stories, people and events that illustrate the reason for the beliefs and behaviour of Christians. They then need to show understanding and explain their choices.</p> <p>Highlight the differences and similarities between Christian journeys in other countries and other denominations. For example the life of a persecuted Christian living in North Korea, (the open Doors Web site (Serving Persecuted Christians Worldwide - Home - Open Doors UK &amp; Ireland) has a lot of child friendly information) or a life journey of a member of the Baptist church which would include Baptism by full immersion, or Christians in Africa, some of whom walk hours to get to church. <i>Record Individually</i></p> <p>The journey of a Christian's life may include an actual journey of pilgrimage. Explore the meaning of a pilgrimage.</p>	<p>Research Christian places of pilgrimage. They may include;</p> <ul style="list-style-type: none"> <li>● The Holy Land - Israel / Palestine</li> <li>● St. Peter's Basilica, Rome - Italy</li> <li>● Lourdes - France</li> <li>● Santiago de Compostela - Spain (make link to St James).</li> <li>● Canterbury, Lindisfarne and Walsingham - England</li> <li>● Iona - Scotland</li> <li>● Knock - Ireland</li> <li>● St. David's - Wales.</li> </ul> <p style="text-align: center;"><b>Record in individual exercise book.</b></p>
Text, Impact, Connection [4]	What is it like to go on a pilgrimage	Reflect	<p>There may be a member of staff or the Church congregation who have been on a pilgrimage and would be willing to talk about it. Prepare questions beforehand.</p> <p>The 'Holy Land is a place of pilgrimage for Christians, Jews and Muslims. Why do people of these faiths want to go to the 'Holy Land'? What do they want to see, visit, touch etc? Why?</p> <p>Watch this virtual tour of the Holy Land to get a flavour of what Christians see and do on a pilgrimage to the Holy Land.</p>	<p>Children to answer the following questions:</p> <p>Is there a place that the children would like to visit once (or more) in their lifetime? Why?</p> <p style="text-align: center;"><b>Record in class reflection book.</b></p>
World Faiths Link [1] <i>Why do people of faith make pilgrimages?</i>	What pilgrimages do people of faith make?	Apply	<p>Investigate the journeys of pilgrimage undertaken by people of world faiths. Places to include:</p> <ul style="list-style-type: none"> <li>● Mecca, The Hajj (Islam)</li> <li>● Jerusalem, The Wailing Wall (Judaism)</li> <li>● India, The Ganges (Hinduism)</li> </ul>	<p>Plot the places of pilgrimage that you research on a world map or globe.</p> <p>Visit places virtually using Google Earth</p>

## Religious Education - Medium Term Planning

			<ul style="list-style-type: none"> <li>India, The Golden Temple in Amritsar (Sikhism)</li> </ul> <p>Investigating places of pilgrimage clearly highlights and gives opportunities to discuss the similarities and distinct differences between the major world faiths</p>	<p>As you explore the facts about the different pilgrimages be sure to search for the deeper meanings of why? where? what? to ensure that pupils can learn from, as well as about, these religious practices. Children to record these.</p> <p style="text-align: center;">Record in individual exercise book.</p>
<p>World Faiths Link [2] Why do people of faith make pilgrimages?</p>	<p>What motivates people to take a pilgrimage?</p>	<p>Interpret.</p>	<p>Discuss the purpose and motivation to make a pilgrimage. A pilgrimage is a sacred journey taken for a spiritual purpose. Pilgrimage is part of a person's faith journey that can help them to deepen their relationship for God and the search for meaning, purpose and truth.</p> <p>A pilgrimage is aspirational and inspirational.</p> <p>A pilgrimage roots the person of faith into their history.</p> <p>There may be someone in the local area who has been on a pilgrimage. You could invite them into school to discuss their experience with the children.</p> <p>What do the children want to know, what questions would they like to ask?</p>	<p>Lesson content activities could include:-</p> <ul style="list-style-type: none"> <li>diary entries</li> <li>writing postcards</li> <li>'packing' suitcases</li> </ul> <p>There are many images of pilgrimage sites around the world that can be found using a Google image search. Show the children lots of different pictures and ask them to be detectives. What can they tell you about the pilgrimage from the pictures?</p> <p>What questions would they like to ask? You are now all on a quest to find out the answers.</p> <p style="text-align: center;">Record in individual exercise book.</p>
<p>World Faiths Link [3] Why do people of faith make pilgrimages?</p>	<p>What is the pilgrimage of Hajj in Islam?</p>	<p>Interpret</p>	<p>The Fifth Pillar of Islam - Hajj, is a pilgrimage.</p> <p>All Muslims must try and make this journey once in a lifetime. Explore this including the online video and understand the significant of Hajj.</p>	<p>Split the double page into four sections.</p> <p><u>Equality</u></p> <ul style="list-style-type: none"> <li>Everyone wears exactly the same. Why?</li> <li>Do the children like this idea? Why?</li> <li>What does it tell us about Muslim belief and teaching?</li> </ul>

## Religious Education - Medium Term Planning

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## Religious Education - Medium Term Planning

				<p>Discuss the concept of obedience and why the obedience of Abraham is celebrated.</p> <p>Discuss the children's own experiences of celebrating.</p> <p>Why celebrate at the end of Hajj?</p> <p style="text-align: center;">Record in individual exercise book.</p>
<p>World Faiths Link. [4] Why do people of faith make pilgrimages?</p>	<p>What is the pilgrimage in Hinduism?</p>	<p>Investigate and Interpret,</p>	<p>Rather than a building or one particular site the whole of the River Ganges is sacred to Hindus.</p> <p>Imagine being part of such a massive event. How would it feel to be part of such a large crowd? The festival is always peaceful. That seems impossible when there are so many people. What does that tell us about Hindu behaviour and belief?</p> <p>The Kumbh Mela Festival happens every 12 years but Hindus can journey on pilgrimage to the Ganges any time on any day. For those who live close by the river is a play to meet and play. I wonder, does the river become less special if you see it everyday?</p>	<p>Water is often connected to places of pilgrimage. Unpack the symbolism of water and make links across the pilgrimage sights. Bottles of holy water are often taken home with the pilgrims. What would that remind them of when they return to their everyday lives?</p> <p>People travel from all over the world to visit the Ganges. This is true of all pilgrimage sites. Why are people willing to make such long journeys? Why is it so important to make such an effort?</p> <p style="text-align: center;">Record in class reflection book.</p>
<p>Assessment Opportunity</p>	<p>Completion of Questful Learning Map.</p>			