

KS2 Religion and Worldviews

Why are some places and journeys special?

5.1 Why are some places and journeys special?



About this unit: This unit explores the special journeys that people make. It includes pilgrimages and spiritual journeys as well as metaphorical journeys through faith. It also looks at where these journeys are to, why they are undertaken and what people learn from them. It looks at the sacrifices that people make in order to carry out the journeys and how this enriches people's lives.



Where this unit fits in: This unit helps to fulfil the following requirements of the syllabus:

A. Investigate **the beliefs and practices of religions and other world views**, including:

1. **Beliefs and authority:** core beliefs and concepts; sources of authority including written traditions and leaders;
2. **Worship and Spirituality:** how individuals and communities express belief, commitment and emotion.

The religions studied in this unit: Islam, Christianity, Judaism, Sikhism



Estimated teaching time for this unit: 8 hours

Vocabulary	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • journey • responsibility • belief • pilgrimage • reflection • faith 	<p><u>Christianity:</u></p> <ul style="list-style-type: none"> • https://request.org.uk/?s=pilgrimage RE:Quest (Christian pilgrimage) • https://www.spiritualtravels.info/spiritual-sites-around-the-world/christian-pilgrimages/ (Christian pilgrimages – 15 different sites) <p><u>Islam:</u></p> <ul style="list-style-type: none"> • Ed. Fiona Moss, <u>RE Ideas: Journey</u>, (A pilgrim's journey; Hajj fact file; Rayyan's journey), <i>RE Today Services, 2016</i> • Ed. Fiona Moss, <u>RE Ideas: Spiritual Development</u>, (Hajj Pilgrimage photographs), <i>RE Today Services, 2014</i> • BBC Teach: The Muslim pilgrimage, Hajj https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-hajj/zndfcqt (6:08) • BBC Bitesize: A trip to Mecca – animated story of a family trip to Mecca. https://www.bbc.co.uk/bitesize/clips/z9vcd2p (2:42) • BBC Newsround – What is the Hajj pilgrimage? https://www.bbc.co.uk/newsround/24566691

5.1 Why are some places and journeys special?

	<ul style="list-style-type: none"> • Islamic art – Ahmad Mater, Shahida Ahmed, Samir Malik, Siddiqa Juma <p><u>Judaism:</u></p> <ul style="list-style-type: none"> • Lat Blaylock and Pamela Draycott, <u>Moving On Up</u> (A Jewish Story: The wall), <i>RE Today services</i>, 2006 • Webcam for the Western Wall: www.aish.com/wallcam/default.asp • Story of Western Wall: http://www.aish.com/jw/id/My-Western-Wall-Story.html • Virtual tours of Jerusalem https://www.jerusalem-insiders-guide.com/jerusalem-holy-sites.html <p><u>Sikhism:</u></p> <ul style="list-style-type: none"> • BBC Two: A Cook Abroad. (Tony Singh visits the Golden Temple in Amritsar). https://www.bbc.co.uk/programmes/p02j4ykc
--	--

EXPECTATIONS – informed by ongoing assessment throughout the unit

<p>Pupils working towards the age related expectations will:</p> <ul style="list-style-type: none"> • Describe some special places and journeys • Explore and describe feelings about special journeys and places 	<p>Pupils working at the age related expectations (ARE) for Year 5 will be able to:</p> <ul style="list-style-type: none"> • Identify and explain features of some special places and journeys • Suggest reasons why special places and journeys inspire people • Investigate places of pilgrimage and reflect on the challenges involved in the journey 	<p>In order to broaden and deepen their learning, some pupils might:</p> <ul style="list-style-type: none"> • Explore a range of special places and journeys, identifying and making connections between them • Reflect on how places of pilgrimage inspire and influence believers and express their own ideas about this
--	--	---

5.1 Why are some places and journeys special?



ASSESSMENT SUGGESTIONS

- Choose a place of pilgrimage and write a diary recount as if you had visited there as a person from that faith (look for empathic and well informed writing).
- Write a presentation on why Jerusalem is an important place of pilgrimage to Muslims, Jews and Christians.
- Use a writing frame to list, describe and possibly explain similarities and differences between pilgrimages from two different religions.
- Create a 'track' board game for dice and counters (linking to the idea as life as a journey). Pupils write question cards based on what they have learned. They could have multiple different paths for different pilgrimages.

CONTRIBUTION TO SMSC DEVELOPMENT

- Opportunities for **spiritual development** come from learning about and reflecting on the important concepts, beliefs and experiences of those who go on a pilgrimage as part of their religious practice; thinking about the ways people gain inspiration and exploring their own sense of life as a journey;
- Opportunities for **moral development** come from considering issues of making financial and family sacrifices;
- Opportunities for **social development** come from reflecting on how religious beliefs lead to particular actions for individuals and communities; exploring questions about self-reflection and where to gain inspiration;
- Opportunities for **cultural development** come from exploring the different places and journeys that different communities visit.

KS2 Religion and Worldviews

5.1 Why are some places and journeys special?

Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p>What do we mean by a special place?</p> <p>What special places do we have in our lives?</p>	<p>Understand that some places are special to different people.</p> <p>Understand that some places are important to certain faiths.</p> <p>Make links with journeys and special places in their own lives.</p>	<p><u>Activity ideas:</u></p> <p>Discuss what makes a place special. <i>Do different people have different special places?</i> Ask pupils to draw a place that is special to them. They then write why it is special and reflect on how it makes them feel when they are there.</p> <p>Show pictures of special religious places e.g. Makkah, the Western Wall, Lourdes, Amritsar. Give pictures out and ask pupils to comment using prepared statements or post it notes with their thoughts and feelings. Discuss their ideas. Tell the pupils that these are special places and see if they can say why they might be special. <i>From what the pupils already know about different religions, can they match the special places to faiths, giving reasons for their selections?</i></p> <p><u>Link to next lesson:</u></p> <p>Ask pupils if they have been on any journeys today/this week (e.g. school, breakfast club, bus journey, walking). <i>What other journeys do we go on?</i> (E.g. visiting friends, shopping, holidays, school trips.) <i>Why did we go on our last school trip?</i> (E.g. knowledge, enjoyment, different experience.) <i>Was the journey part of the trip?</i></p> <p>Explain that in this unit of work they will be learning about a special kind of journey to a holy place (dedicated to God), called a pilgrimage. <i>Where might people go on a pilgrimage? Why is a pilgrimage different to a holiday?</i> (E.g. praying, spending time with God, a spiritual journey).</p> <p>Part of what makes a pilgrim's journey different to someone on holiday is that it is not just a physical journey to a place. It is also a spiritual, sacred journey. To help the pupils</p>	<p>Understand that there are special religious places in the world.</p> <p>Describe their own special place, explaining what makes it special to them.</p>	<p>The resource folder has PowerPoints about special places and places of pilgrimage.</p> <p>It may help if children could bring in pictures of places that are special to them and these could form a display in the classroom.</p> <p><u>Outdoor learning:</u></p> <p><i>Go on an 'awe and wonder' walk. Discuss thoughts/reflections in story circle/campfire area.</i></p> <p><i>Den building – create a special/sacred place.</i></p>

5.1 Why are some places and journeys special?

		<p>understand what that is, take them for a short walk. On the walk, ask the children to think quietly about how they have changed since starting at the school. (The walk does not need to be longer than a couple of minutes. If possible, take the children briefly outside.) When you have returned and they are sat down inside, explain that the physical journey was the one we made with our bodies. The spiritual journey was the one we made in our minds, thinking about how we have changed. <i>Did anyone notice anything on the physical journey that helped them remember how they had changed?</i> (E.g. size of play equipment, reception playground, places they line up, classroom locations, where they go into school.)</p> <p><i>What other special journeys have they been on? How long did the journey take? What was the purpose? Who did they go with? How did they feel?</i></p> <p>When a pilgrim goes on their journey, they might spend a lot of time thinking, looking at nature and the world around them as they travel, and praying. <i>What might pilgrims say to God and think about on their pilgrimage?</i> (E.g. pilgrims might be saying thank you, sorry, or ask for God’s guidance and help or blessing. They might be looking for an answer or thinking about what to do next in their life.)</p> <p><u>Activity idea:</u> Give pupils a template of a footprint. Pupils write in their footprint where they would most like to visit, why, and what emotions they anticipate feeling.</p>		
--	--	--	--	--

KS2 Religion and Worldviews

5.1 Why are some places and journeys special?

Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p>What is it like to visit the Western Wall if you are Jewish?</p> <p>How does the special journey and place help believers to reflect?</p>	<p>Be able to say that the Western Wall is a special place for Jewish people.</p> <p>Understand how it makes Jewish people feel to visit the Western Wall.</p> <p>Understand why this is a special place for the Jewish community.</p>	<p>‘Through the keyhole’ photography activity. Choose an image of a Jewish person praying at the Western Wall. Cover up most of the image, leaving just a small section visible (e.g. by using the ‘spotlight’ tool on an IWB). Ask pupils to say what they can see. Move the ‘spotlight’ around the image, showing different parts of the whole. Again, ask what they can see. Gradually reveal more of the image, allowing pupils to describe more and try to guess what the whole image is. Pupils ask questions to guess what might be ‘through the keyhole’. Finally reveal the whole image.</p> <p><u>Activity ideas:</u></p> <p>Show the city of Jerusalem in an atlas or on a map. Explain the destruction of the temple of King Solomon. Provide pupils with a photograph of Jewish people praying at the Western Wall (include a mix of races and ages). Pupils annotate the photo with what they think the people are thinking and feeling, and why the wall is important to the people praying there.</p> <p>Have pictures or video clips of the Western Wall. See if pupils remember what it is, who might visit it etc. Pupils research more about the Western Wall – why is it so special to Jewish people?</p> <p>Read an account (see resources) of a visit to the Western Wall by a Jewish person. Or watch video clips describing a visit to Jerusalem: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-visiting-jerusalem/z76d7nb (2:47) Dalia, a 14-year-old Jewish girl, records her experiences of</p>	<p>Describe how a Jewish person feels about visiting the Western Wall.</p> <p>Explain how Jewish people feel closer to other Jewish people and G-d after their pilgrimage.</p> <p>Reflect on how visits to special places make people think and feel.</p>	<p>Some background knowledge about Jewish history may be necessary or interspersed with this lesson.</p> <p>A PowerPoint to help you and the children is included in the resources section.</p> <p>If possible, invite a Jewish person who has been to the Western Wall to talk about their experience and answer questions.</p> <p>Western Wall live cam: https://www.skylinewebcams.com/en/webcam/Israel/jerusalem-district/jerusalem-western-wall.html</p> <p>A story can be found at:</p>

KS2 Religion and Worldviews

5.1 Why are some places and journeys special?

		<p>visiting the Western Wall. Record what she thinks in thought bubbles, and record the different feelings that she has in heart shapes.</p> <p>Discuss the Western Wall and the pieces of paper that were in it. On pieces of paper, pupils write their own prayers or reflections that they would put in the wall.</p> <p>Have the Amidah (Jewish prayer) printed out for the pupils (see resource pack). Think about the things that Jews believe about G_d. In gold, collage some of these.</p> <p>Pupils write their prayers, hopes and wishes (for themselves and others) for the future on a template of a brick wall (see resource pack).</p>		<p>http://www.aish.com/jwd/My-Western-Wall-Story.html</p> <p><u>Outdoor learning:</u> <i>Write prayers/wishes on rice paper and push into gaps in a wall /fence /trellis or other suitable outdoor place (clear away afterwards!)</i></p>
--	--	---	--	---

KS2 Religion and Worldviews

5.1 Why are some places and journeys special?

Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p>What is it like to visit Makkah if you are Muslim?</p> <p>What sacrifices would you need to make?</p> <p>How would it inspire you?</p>	<p>Be able to say that Makkah is a special place for Muslims.</p> <p>Understand how to prepare for a special journey.</p> <p>Describe how a visit to Makkah would inspire a Muslim.</p>	<p><u>Activity ideas:</u></p> <p>Silent Discussion: In groups, give pupils photos of the different stages of Hajj on large sheets of paper. Pupils write any thoughts or questions they have about the photo around the outside of it. Pass on and other pupils respond to others' comments and questions and add own comments. <i>What do they agree/disagree about? What is surprising?</i></p> <p>Explain that Muslims have the ambition to visit Makkah at least once in their lifetime (5th pillar of Islam). Using atlases or Google earth, find Makkah. Discuss the impact of going on this journey now, at the age of 10. <i>When would they go? How would they get there? Do they know anyone that has been?</i></p> <p>If possible, invite a visitor in to speak about their own experiences of visiting Makkah. If not, watch some film clips of Hajj, such as: https://www.bbc.co.uk/bitesize/clips/z9vcd2p (2:42) Animated story of a trip to Mecca. https://www.bbc.co.uk/programmes/p02mwk0y (6:08) Sara, 11, describes Hajj.</p> <p>Diary: pupils write a reflective diary for each day of Hajj, describing how a Muslim might feel as they perform each ritual of Hajj. <i>Which part do they think is the most important?</i></p> <p>Pupils create a flow chart or picture map of the different stages of Hajj.</p>	<p>Identify and explain the significance of the journey to Makkah for Muslims.</p> <p>Reflect on the idea that believers need to make sacrifices for their beliefs.</p> <p>Explain why Muslims visit Makkah and apply this knowledge.</p>	<p>See resources for a PowerPoint about Hajj.</p> <p>Invite a Muslim who has been to Makkah to talk about their experience and answer questions.</p> <p>Islamic art: Ahmed Mate Shahida Ahmed, Samir Malik, Siddiqa Juma. These artists create thought provoking images of Makkah and the Ka'bah. A web search will find many useful examples.</p>

5.1 Why are some places and journeys special?

		<p>Pupils create an information poster or leaflet explaining the meaning of the different practices of the Hajj. Include the wider meanings, e.g. pilgrims looking the same in special white clothes (ihram), reflecting state of purity; the symbolism of drinking Zamzam water.</p> <p>Ask pupils to plan a journey to Makkah with their family. Think about what parents would need to do, the cost of travel, what they would take with them. Ask pupils to draw up an itinerary, including saving up, for the journey. On stars, pupils to write what they think they would feel having made such a journey.</p> <p>Pupils devise a game to remember key vocabulary and their meanings (ihram, Ummah, Makkah, ka'bah, Isma'il, Zamzam, tawaf).</p> <p>Using Islamic art (see resources), discuss what the pupils notice about Makkah. Use post it notes or bubbles to record ideas for different images. Pupils to replicate some of the Islamic art.</p> <p>Discuss any journeys that pupils may have made that have been particularly challenging, thought provoking or inspiring. <i>What made it so?</i></p>		
--	--	---	--	--

KS2 Religion and Worldviews

5.1 Why are some places and journeys special?

Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p>Which places or journeys are special to Christians, and why?</p> <p>How does a religious pilgrimage affect your belief?</p>	<p>Understand that Christians have special places and journeys.</p> <p>Be able to describe how these affect one's beliefs.</p>	<p>Discuss various different places (or read stories) that are mentioned in the Bible – Bethlehem, Jerusalem, Red Sea etc. Pupils to order which ones they think are the most important and why. <i>Where else might Christians go on pilgrimage and why?</i></p> <p><u>Activity ideas:</u></p> <p>Research: pupils research important Christian places of pilgrimage. Pupils as teachers. Pupils work as a group. Each group research (or are given information) about one pilgrimage. Pupils then select one member to act as a teacher. The 'teachers' then swap groups and teach their new group about the pilgrimage that they have learnt about. Pupils who are not 'teachers' use this information to write about these pilgrimages in a table. The 'teachers' then return to their group, who teach them what they have just learnt.</p> <p>Important places Christians visit: Bethlehem (Palestine); Nazareth (Israel); Jerusalem (Israel/Palestine); St. Peter's Basilica, Rome (Italy); Santiago de Compostela (Spain); Mount Sinai (Egypt); Lourdes (France).</p> <p>Video of Rev. Margaret talking about her experiences on pilgrimage and why she decided to go on them: https://request.org.uk/life/pilgrimage-2/ (2:33)</p> <p>Video Pilgrimage Diary of Two Saints Way Pilgrimage Walk: http://request.org.uk/restart/2014/06/09/two-saints-way/ (2:12)</p>	<p>Describe and explain how Christian special places and journeys influence individual Christians.</p> <p>Make links between different special places and journeys.</p> <p>Explain and understand similarities and differences between different Christian pilgrimages.</p>	<p>See PowerPoint in resource pack.</p> <p>If possible, invite a Christian who has been on a pilgrimage to talk about their experience and answer questions.</p> <p>Why is pilgrimage so important to Christians? RE:Quest https://request.org.uk/restart/2014/04/08/pilgrimage/</p> <p>Pilgrimage: Special Places https://request.org.uk/restart/2014/05/28/pecial-places/</p> <p>Virtual tour of Canterbury Cathedra</p>

5.1 Why are some places and journeys special?

		<p>Pupils could also research Christian pilgrimage destinations in the UK, e.g. Walsingham, England; Canterbury Cathedral, England; Iona, Scotland; St. David’s Cathedral, Wales. <i>Why are they important places of pilgrimage?</i></p> <p>Diamond 9. Have a variety of pictures of different Christian pilgrimages and information about why they are important. In pairs, pupils rank 9 of these in a Diamond 9 that they consider most important to least important for Christians to visit (see resource pack for templates). Discuss reasons for doing so - pupils to justify and explain their choices. <i>How would a Christian benefit from taking such a pilgrimage?</i></p> <p>Leaflet: pupils design a tourist information leaflet for one of the places of Christian pilgrimage.</p> <p><i>How does a Christian pilgrimage compare with a Muslim visiting Makkah, or a Jewish person visiting the Western Wall?</i></p>	<p>http://request.org.uk/people/places/canterbury-cathedral/#</p> <p><u>Outdoor learning:</u> <i>Create an outdoor trail, or orienteering course, where pupils find out about each place of pilgrimage on the different stops on their ‘journey’.</i></p>
--	--	---	---

KS2 Religion and Worldviews

5.1 Why are some places and journeys special?

Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p>What do Sikhs consider more important than pilgrimage?</p> <p>Why is Amritsar important?</p>	<p>Understand that Sikhs experience a personal journey of reflection.</p> <p>Be able to describe why Sikhs might visit Amritsar.</p>	<p>Have the phrase ‘Oneness with God’ displayed. Give the pupils a chance to discuss what this may mean. Have some key beliefs of Sikhism on the tables, e.g. equality, honesty. Ask the pupils to think about how they could reflect on whether they held these beliefs. Discuss responses.</p> <p><i>How could the pupils become more honest? What would they need to do to remind themselves of this every day?</i></p> <p>Explain that Sikhs reflect continually on the way that they live their lives, and whether they have a ‘oneness with God’. They do not consider pilgrimage a necessity – daily meditation is considered more important and effective.</p> <p>Have pictures of ‘The Golden Temple’ at Amritsar for pupils to look at. Find it on a map/atlas and discuss the relevance to Sikhs. <i>Why might a Sikh want to go there?</i></p> <p><u>Activity ideas:</u></p> <p>Watch Tony Singh’s visit to The Golden Temple, taking notes on facts about the temple and the feelings of the presenter on his visit. https://www.bbc.co.uk/programmes/p02j4ykc (3 mins)</p> <p>Pupils imagine they are a Sikh visiting Amritsar and write a postcard, email or letter in role detailing their experiences and emotions.</p>	<p>Describe and explain how Sikhs use personal reflection.</p> <p>Make links between pilgrimages and personal reflection.</p>	<p>See PowerPoint in the resource pack.</p> <p>If possible, invite a Sikh who has been to Amritsar to talk about their experience and answer questions.</p> <p>www.realsikhism.com</p> <p>Has useful information about the place of pilgrimage in the Sikh religion.</p> <p><u>Outdoor learning:</u> <i>Create a ‘labyrinth’ and undertake a journey, reflecting on feelings associated with pilgrimage.</i></p> <p><i>Take a meditative journey around the school grounds, with reflective</i></p>

5.1 Why are some places and journeys special?

		<p>Pupils could meditate to reflect on their own lives.</p> <p>Pupils to write questions to ask God for either personal reflection or whilst on a pilgrimage. Pupils share their questions and decide which 3 they would ask and why.</p>		<p><i>opportunities at key points.</i></p>
--	--	---	--	--

5.1 Why are some places and journeys special?

Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p>Why are some places special to more than one religion?</p> <p>What does pilgrimage mean to me?</p>	<p>Explain why Jerusalem is special to Christians, Jews and Muslims.</p>	<p>Show pictures of special places in Jerusalem (see PowerPoint in resources - includes pictures of the Church of the Holy Sepulchre, The Dome of the Rock and the Western Wall).</p> <p><i>Why are these places special? Who are they special to? What do people of different faiths do in these special places?</i></p> <p>Discuss how close these places are to each other in Jerusalem. If these places of pilgrimage are so close to each other how can we work for peace and tolerance across different religions?</p> <p><u>Activity ideas:</u></p> <p>Children can research why Jerusalem is special and who goes on pilgrimage there. They could present their findings in a presentation, table or leaflet, comparing the similarities and differences.</p> <p>Some children could write a recount or diary of a visit to a place of pilgrimage and the feelings that the pilgrim has along the way.</p>	<p>Compare and contrast why Jerusalem is special for different religions.</p> <p>Reflect on how different people can work together for tolerance.</p> <p>Reflect and make connections between pilgrimage and changing a person's belief.</p>	<p>See resource pack for an example of a Jerusalem comparison table.</p>