

Journeys Year 5/6

About the Unit

This unit is intended to explore the idea of having a spiritual experience by visiting places that have religious importance to Christians and Muslims. It also explores the idea of life as a journey. It starts by asking the children to think about their life so far, to plot the key events and to consider who has supported them. It then introduces the idea of Christian Pilgrimage and asks them to investigate where and when these happen. They are introduced to the Five Pillars of Islam and focus on the fifth pillar; Hajj. They reflect on how making these special journeys, brings people closer to God. The unit then asks children to consider their own future and the journey they will take in the future.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Finding out about teachings, sources, authorities and ways of life in order to develop some understanding of religions and beliefs.
- b) Understanding and responding to beliefs.

1.2 Practices and ways of life

- b) Understanding that religious practices may have similarities, are diverse and can change.

1.3 Expressing meaning

- a) Exploring different ways people express beliefs and values

1.5 Meaning, purpose and truth

- a) Exploring some of the ultimate questions that confront humanity

Key Processes

2.1a	Importance/Impact of Religion & Religious Diversity	(ii) identify and begin to describe similarities and differences within and between religions
2.1b	Specialist Vocabulary	use specialist vocabulary in communicating their knowledge and understanding
2.1c	Beliefs and Practices	(ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings
2.1e	Religious /Spiritual Expression	Interpret a range of forms of religious expression and understand why they are important in religion.
2.2a	Reflection on Feelings, Experiences and Values	Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas
2.2c	reflection on what individuals and communities value	Reflect on the importance of religion and other world views for individuals and communities

Range and Content (traditions and themes)

This unit focuses on the Christian and Muslim traditions.

Themes for this unit:

- c) **Worship, pilgrimage and sacred places:** where, how and why people worship, including at particular sites
- g) **Religion and the individual:** what is expected of a person in following a religion or belief

Curriculum opportunities:

During the course of this unit children may use:

Literacy – to write a diary entry, as a pilgrim arriving in Makkah/Lourdes.

Geography – look at maps to see the nature of journeys to be made, temperature and terrain. Plan the journey using travel agent's details.

ICT – internet research to find details of where places of pilgrimage are in the world. Create spreadsheets to help work out costs of pilgrimage

History – Place the historic events that have given these places spiritual meaning on a timeline and compare to other world events at that time.

Numeracy - to work out the possible cost of making a pilgrimage.

Art – Children to represent their own journey, or future journey, pictorially. Link to QCA **Unit 4C: Journeys**

Outside of classroom-Create a symbolic journey around the grounds of the school, representing the miles stones the children have reached

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	Year 5	Year 6
Basic	Pupils are able to use the words Pilgrimage and Journey within the right context. They can retell some of the key events of Hajj and a chosen Christian pilgrimage. They can order the main events of their own and others lives. Level 2	Pupils are able to give reasons as to why Christians and Muslims go on pilgrimages. They can describe Hajj and a chosen Christian Pilgrimage. They link the events of their life to the idea of a journey. They identify who has influenced their lives and the lives of others. Level 3
Developed	Pupils are able to give reasons as to why Christians and Muslims go on pilgrimages. They can describe Hajj and a chosen Christian Pilgrimage. They link the events of their life to the idea of a journey. They identify who has influenced their lives and the lives of others. Level 3	Pupils understand the reasons why Pilgrimages are an important religious practice. They understand the similarities between Hajj and a chosen Christian Pilgrimage. They understand why points in their own lives were significant. Level 4
Extended	Pupils understand the reasons why Pilgrimages are an important religious practice. They understand the similarities between Hajj and a chosen Christian Pilgrimage. They understand why points in their own lives were significant. Level 4	Pupils explain the importance of Pilgrimage to Christian and Muslims; they understand how it can be seen as worship. They are able to explain the similarities and differences between Hajj and a Chosen Christian Pilgrimage. They consider their own and other lives and can identify how their beliefs and values shape it. Level 5

Possible assessment tasks:

- Christian Pilgrimage Fact File
- Diary entry as Hajji/Hajjah
- Writing questions for possible visitor/observing children as they question visitors.
- Symbolic maps, understanding key events and making decision about their future life.

Resources

You may find the following resources useful when teaching this unit:

- Selection of objects/photos that represent different stages in a child's life.
- Copy of 'Footsteps in the Sand'
- Footstep template
- Maps of the world
- Artefacts associated with shrines and pilgrimages.
- http://www.primaryresources.co.uk/re/re_Islam.htm (powerpoints explaining the Five Pillars)
- <http://www.reonline.org.uk/> (many uses, information on Hajj and Christian Pilgrimages)
- <http://www.request.org.uk/> (A free website for teaching about Christianity in Religious Education, useful for information on pilgrimage)
- <http://www.bbc.co.uk/religion> (useful for finding concise information about religions also photographs, has video clips of Hajj.
- Curriculum Bank Religious Education. Scholastic ISBN 0590534114 (nice overview of the Five Pillars)
- Video/DVD Pathways of Belief, Video Plus BBC Active. Islam, Hinduism and Sikhism.
- Art Materials
- Pictures/images to represent future milestones, ie Marriage, Graduation, etc.

Vocabulary

Journey	Pilgrimage	Guidance	Obligation	Worship	5 Pillars of Islam	Makkah	Hajj	Hajji/Hajjah
God	Allah							

Glossary of Key Terms

Five Pillars of Islam - The Five Pillars of Islam are the five obligations that every Muslim must satisfy in order to live a good and responsible life according to Islam. They consist of:

Shahadah: sincerely reciting the Muslim profession of faith

Salah: performing ritual prayers in the proper way five times each day

Zakat: paying an alms (or charity) tax to benefit the poor and the needy

Sawm: fasting during the month of Ramadan *Hajj*: pilgrimage to Makkah

Hajji/Hajjah – A Muslim male who has completed Hajj is called a Hajji, and a female, Hajjah.

Makkah – City where the Prophet Muhammad (peace be upon him) was born, and where the Ka’bah is located.

Pilgrimage - Pilgrimage is an important part of spiritual life for many Christians. Christians see life itself as a journey, coming from God and returning to God. The pilgrim seeks to separate himself from the everyday concerns of the world, and to spend time in the presence of God as he travels to a place of special meaning. A pilgrimage is a symbol that is acted out.

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

This unit might be particularly useful at the point where Y6 pupils are considering the move on to secondary schools. The unit could substitute pilgrimage in the Hindu tradition to sites on the Ganges or birth places of the deities.

There are also Hindu pilgrimages within Britain to a number of temples.

In the Sikh tradition there is pilgrimage to Amritsar to the Golden Temple and there are numerous Buddhist pilgrimage sites associated with the life of the Buddha or with relics.

For Jews, Israel is the most important focus of pilgrimage, and also Holocaust memorial sites.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2a Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas</p> <p><i>To be able to recognise key events in their life so far</i></p> <p>.</p>	<p>What have been the important points in the Journey of my life so far?</p>	<p>The pupils own experience of life, exploring high and low points.</p>	<p>Reveal to the children a selection of objects (or have the children find the objects around the school grounds in a 'treasure hunt' style activity) that represent different stages in a child's life (baby clothes, first reading books, school book bags etc). Ask them to consider what links them, can they order them? Discuss with the children their own important milestones in their lives so far – some are general, but some will be personal. Ask them to draw a symbolic map of their lives which includes their best times and sad times.</p>	<p>Children can order the key events in their life so far and comment on their feelings about these events.</p>	<p>Selection of objects/photos that represent different stages in a child's life.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1e Interpret a range of forms of religious expression and understand why they are important in religion.</p> <p><i>To be able to identify who has supported and guided them during their life.</i></p> <p><i>To know that for some people this person is God.</i></p>	<p>Who has supported me on my journey so far?</p>	<p>The people to whom pupils turn for explanation for guidance. For some this may include God.</p>	<p>Read 'Footprints in the Sand' discuss what it means. Explain that some people turn to God at different stages in their lives, for guidance on what to do next. Who has supported or guided them? Ask the children to annotate their maps adding the names (or a symbolic reminders for privacy) of the people who have helped them. Would they include God?</p> <p>Children could write out, in more detail, individual stories from their maps and explain who supported them. These could be written on footstep templates and made into a class display.</p>	<p>Children recognise who has supported and guided them in life.</p> <p>Children understand that some people turn to God for support.</p>	<p>Copy of 'Footsteps in the Sand'</p> <p>Footstep template.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1c (ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings.</p> <p>2.2c Reflect on the importance of religion and other world views for individuals and communities</p> <p><i>To know what a pilgrimage is</i></p> <p><i>To be able to research different Christian pilgrimages.</i></p>	<p>Why do Christians go on Pilgrimage?</p>	<p>What a pilgrimage is and to investigate different Christian pilgrimages.</p>	<p>Introduce the idea of a pilgrimage. Explain that today, many thousands still make these journeys as pilgrims. Why? Now, as then, pilgrims make a pilgrimage to ask for some favour or blessing, or to seek an answer to a problem or difficulty, or to seek peace, healing and strength, to make new beginnings, or to express sorrow or thanksgiving.</p> <p>Using the internet ask the children to research Christian places of pilgrimages. Working in groups they could create a fact file about their chosen destination. Why did it become important? Why do Christians go there today? What do they see when they get there?</p> <p>Examples for research could be; The Holy Land, Lourdes, Iona, Walsingham, Holy Island, Santiago de Compostela, Rome and Assisi.</p>	<p>Children demonstrate understanding of how a Pilgrimage differs from an ordinary journey or visit.</p> <p>Children can research facts about Christian Pilgrimages.</p>	<p>http://www.request.org.uk/ http://www.reonline.org.uk/</p> <p>Maps of the world</p> <p>Artefacts associated with shrines and pilgrimages.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1c describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings</p> <p>2.1a identify and begin to describe similarities and differences within and between religions</p> <p>2.1b use specialist vocabulary in communicating their knowledge and understanding</p> <p><i>To know what is meant by the Five Pillars of Islam and Hajj.</i></p> <p><i>To be able to explore what</i></p>	<p>Why do Muslims go on Hajj</p> <p>What do they do?</p> <p>What would they feel like</p>	<p>Introduction to the Five Pillars of Islam. Focus on the Muslim Hajj – a pilgrimage made once in a lifetime in response to the will of Allah.</p>	<p>Introduce the idea of Hajj. Explain how it fits with the other Pillars of Islam and that it is a form of worship, a journey centred on God.</p> <p>(Prepare Muslim children in the class, about the area of study, invite them/or their families to support the topic – or establish whether they are comfortable contributing)</p> <p>Use video/internet clips to give a picture of what happens. As a class, use the headings from the Christian Pilgrimage fact files to organise information about Hajj. (Why did it become important? Why do Muslims go there today? What do they see when they get there?)</p> <p>Ask the children to write a diary extract as though they were a Hajj Pilgrim (Hajji/Hajjah) who has just experienced their first day in Makkah.</p>	<p>Children understand the term Hajj and that it is one of The Five Pillars of Islam.</p> <p>Children can write a diary entry as Hajji or Hajjah.</p>	<p>www.primaryresources http://www.reonline.org.uk/ http://www.bbc.co.uk/religion</p> <p>Pathways of belief: Islam, Hinduism and Sikh.</p> <p>Curriculum Bank Religious Education</p>

***happens during
Hajj, comparing
it to Christian
Pilgrimage.***

***To be able to
use the correct
terms when
describing the
first day of Hajj***

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1c (ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings.</p> <p><i>To be able to question a visitor to learn more about Hajj or Christian Pilgrimage</i></p>	<p>How could a Pilgrimage help someone with their Journey of life?</p>	<p>The experience and influence of Pilgrimage.</p>	<p>Interview a visitor who has taken part in Hajj or a Christian Pilgrimage, focusing on the associated feelings and whether it made a significant difference to their life/faith.</p>	<p>Children understand how a pilgrimage can change someone's life.</p>	<p>Contacts with local Christian Churches and Mosques.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2a Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas</p> <p><i>To be able to reflect on their future life and consider the impact their decisions will have.</i></p>	<p>How am I planning for the rest of my journey?</p>	<p>Personal Plans for the future.</p>	<p>Return to the idea of Life as a Journey. Several religions – including Christianity – believe that, after death, God will reward or punish people according to the way that they have lived their life. How would such ideas give “meaning” to life or affect the way that people Live? What do you think? Is life like a “journey with meaning”?</p> <p>Ask the children to draw second symbolic map to represent what they hope their life will be like. Considering how the decisions they make in life will affect them (this would also work as a personal timeline.)</p>	<p>Children can organise ideas about their future life.</p> <p>Children can choose events that will have a positive effect on their life.</p>	<p>Art Materials. Pictures/images to represent future milestones.</p>