



Digital Learners



Engineers



Global Enquirers



Designers



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Cultural Explorers

Medium Term Plan: Cultural Explorers: RE

Why do some people make pilgrimages?

Using the K,S,U you have learnt in this unit of work, how and why do some people make pilgrimages? Demonstrate your understanding and response to the religions you have studied, commitment and belonging.



Cultural Explorers

Aspect of Study

Features of religion

Personal resonance

Comparing religious ideas and traditions

Religions: Christianity, Hinduism, Islam, Buddhism

Transferable Knowledge:

That places can have a personal significance

Northumberland SACRE Curriculum Aims

Northumberland's Agreed Syllabus for RE aims to ensure that all pupils and students:

A. know about and understand a range of religions and worldviews, so that they can: describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews; appreciate and appraise the nature, significance and impact of different ways of expressing meaning.

B. express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; appreciate and appraise different dimensions of a religion or worldview.

C. acquire and deploy the skills needed to engage seriously with religions and worldviews, so that they can: find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; enquire into what enables different individuals and communities to live together respectfully for the well-being of all; articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives..

During this area of study students should be taught to:

Describe core features of the religions they study and reflect on their significance.

Discuss sensitively and thoughtfully personal and other people's responses to religious ideas.

Consider features of religion that demonstrate similarities and differences between different religions.



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Substantive Knowledge (subject-specific)

That Christians may choose to partake in optional pilgrimage to holy places, where these are and why this may be.

That Hindus may choose to partake in optional pilgrimage to holy places, where these are and why this may be.

That Muslims complete Hajj, where they go and why.

That Buddhists may choose to partake in optional pilgrimage to holy places, where these are and why this may be.

Disciplinary Knowledge?

Real World Links:

Pupils will explore beliefs and traditions shared by children in the Trust.

Opportunities to discuss people who have different beliefs - what to do when we disagree and how to react responsibly (Thrive).

Pupils will learn about places around the world, including India, Saudi Arabia, Israel and Italy.



Communication – understand and respect that people have different views.

Team-working – respect and listen to other
Opportunities to apply Skills for Life during enquiry learning lessons..

Influential Figures

- Mohammad - why is Mecca so significant?
- Buddha - are Buddhists thinking of Buddha or Siddhartha Gautama when they perform pilgrimage?

OPAL links

Opportunities to build replicas of religious buildings.

Curriculum Coverage

(Previous, expected and what follows on)

Prior Religion-specific Coverage	Religion-specific Coverage	Subsequent Religion-specific Coverage
<ul style="list-style-type: none"> • Salat and Zakat giving Muslims a sense of community and belonging (CPS Y2 only) • What makes places special? [R] • Hindu travel to the River Ganges [Y3] 	<ul style="list-style-type: none"> • That Christians may choose to partake in optional pilgrimage to holy places, where these are and why this may be. • That Hindus may choose to partake in optional pilgrimage to holy places, where these are and why this may be. • That Muslims complete Hajj, where they go and why. • That Buddhists may choose to partake in optional pilgrimage to holy places, where these are and why this may be. 	<ul style="list-style-type: none"> • Sainthood and the Holy Island of Lindisfarne [Y4] • Commitment to religion for Buddhists [Y4] • Commitment to religion for Sikhs [Y5] • Depth study of the Magi [Y5] • Comparing Sikh and Hindu ideas of commitment [Y6] • Depth study of Hajj [Y6]

Language Plan

Key vocabulary	Concepts	Speaking and Listening
Sacred Pilgrimage Holy River Ganges Rome Pope Jerusalem Jesus Crucifixion Hajj Five Pillars of Islam Buddha Scripture Sacred texts	Sacredness Holiness Pilgrimage Commitment Mandate	ORACY FRAMEWORK STRANDS

Sequence of Teaching and Learning



At the start of the topic, recap the names of the major world faiths and their followers. Show children the symbol associated with each. Repeatedly return to this throughout the module.

Christianity (Christian, the cross), Islam (Muslim, the crescent and star), Judaism (Jew, and the term Jewish, the star of David), Hinduism (Hindu and the term Hindi, Aum), Sikhism (Sikh, Khanda), Buddhism (Buddhist, Dharmachakra).

1	<ul style="list-style-type: none"> • NC OBJ: Describe core features of the religions they study and reflect on their significance. <p>EQ: What makes a place sacred?</p>	<p>Share with the children some ideas of places that are significant and meaningful to you. Explore what makes a place special and have meaning.</p> <p>Identify with the children that for religious people, certain places have extra significance. <u>Note: They have studied this already in Y3, looking at the River Ganges. What can they remember?</u> Geography link: Identify India on a map.</p> <p>Explore the word sacred and what this means. Are there commonalities that make a place sacred?</p> <p><u>Opportunities for:</u> Knowledge - Identify what sacredness means for religious people. Empathy - Explore how it might feel to visit a place that is sacred Response - Recognise places that are significant to pupils and why this is Comparison - Identify why the same place might not be as sacred or significant for somebody else</p>
2	<ul style="list-style-type: none"> • NC OBJ: Describe core features of the religions they study and reflect on their significance. • Discuss sensitively and thoughtfully personal and other people's responses to religious ideas. <p>LO: Can a person make a place sacred?</p>	<p>Recap the idea of sacredness and what this means for people of faith.</p> <p>Explore with children the idea of Holiness and holy people. What does this mean in different religions? Why do religious people consider some people holy? History link: significant individuals.</p> <p>Introduce the concept of pilgrimage and why people do this. Focus on the types of pilgrimage that bring people to a place associated with a person; Jerusalem or Rome for Christians, Mecca for Muslims, Bodh Gaya for Buddhists.</p> <p>Explore with children how a person can make a place sacred.</p> <p><u>Opportunities for:</u> Knowledge - Identify which places are significant to different faiths. Empathy - Explain what may motivate someone to make a pilgrimage Response - Recognise places that are significant to pupils and why this is Comparison - Consider why different types of Christians might react differently to the</p>

Sequence of Teaching and Learning

3	<ul style="list-style-type: none"> NC OBJ: Consider features of religion that demonstrate similarities and differences between different religions. <p>EQ: Are all pilgrimages equally important?</p>	<p>Recap knowledge of pilgrimage and sacredness from previous lessons. Review what makes a place sacred and what sites of pilgrimage are often associated with a person.</p> <p>Explore what motivates someone to make a pilgrimage. Discuss the difference between mandatory/compulsory pilgrimage (Hajj for Muslims), voluntary (pilgrimage to Jerusalem for Christians), or pilgrimages that are mentioned in scripture (Bodh Gaya for Buddhists).</p> <p>Identify what might motivate a pilgrimage; whether it is compulsory, if it has been advised in scripture, if it has divine rewards, if it brings a person closer to an aim (closer to God or Enlightenment). PSHE Link: Having a goal.</p> <p><u>Opportunities for:</u> Knowledge - Identify the reasons why someone might partake in a pilgrimage Empathy - Explore why a Buddhist would want to go to the Bodi tree Response - Reflect on whether a pilgrimage is right for the pupil when they're old enough and why/why not Comparison - Explore whether a Christian would take a pilgrimage as seriously as a Muslim takes Hajj</p>
4	<ul style="list-style-type: none"> NC OBJ: Consider features of religion that demonstrate similarities and differences between different religions. Discuss sensitively and thoughtfully personal and other people's responses to religious ideas. <p>LO: Why do some people make pilgrimages?</p>	<p>Recap knowledge of different pilgrimages and rituals and the motivation behind them.</p> <p>Explore with children in more depth the ideas of commitment to religion. Pilgrimage is not the only religious tradition that brings people these ideas. Children might also identify and discuss; worship, festivals, sacred texts and rituals.</p> <p>Answer the enquiry question - that people make pilgrimages for a range of reasons but all show some kind of commitment to their faith.</p> <p><u>Opportunities for:</u> Knowledge - Identify the features of pilgrimage in a range of faiths Empathy - Explore the motivation behind pilgrimage and the link to commitment Response - Explain a personal response to pilgrimage Comparison - Explore the similarities and differences between pilgrimages in the religions studied.</p>