

<p>Pilgrimage-Why do people go on pilgrimage? How can my life be seen as a journey? Year 6 or Year 5/6 on a two year rolling programme</p>	
<p>Key Areas of Enquiry B-Practices and way of life E-Questions of meaning, purpose and truth</p>	
<p>Key Areas of Enquiry B-Practices and ways of life E-Questions of identity, diversity and belonging</p>	
<p>Background Story/ Information People from many different faiths undertake pilgrimages to significant places. The experience of pilgrimage is not only an outward journey but also reflects an inner journey and a time for spiritual renewal. For many believers life is also seen as a journey in which they grow in understanding of self and God.</p>	
<p>Cross Curricular Links Art Thinking Skills Literacy ICT Geography</p>	<p>Key Vocabulary Pilgrimage The Hajj Jerusalem Commitment Sacrifice</p>
<p>Skills Investigation Interpretation Analysis and Evaluation Synthesis Communication</p>	<p>Attitudes Self-awareness Open-mindedness Appreciation and Wonder</p>

Key Questions

Some questions may need sensitive handling depending on the experiences of the children within your class.

How have different experiences changed you for good or not so good? Do bad experiences always have negative outcomes? Do good experiences always make us change for the better? What common experiences do we share? What special journeys have you taken part in? What sacrifices do we make for our commitments? Why do Muslims take part in the Hajj? How does pilgrimage change peoples' lives? Why is Jerusalem important to Christians, Jews and Muslims?

Assessment Opportunities are indicated by a 😊 throughout the document

<p>Learning Objectives</p> <ul style="list-style-type: none"> Pupils should learn that life can be understood as a journey. 	<p>Possible Teaching/Learning Activities</p> <ul style="list-style-type: none"> <u>Introduce the idea of life as a journey.</u> As a class pupils could sequence paintings of Jesus' life journey and place them around the room. In pairs, annotate the pictures with post-its describing aspects of his experience/ feelings e.g. friendships, betrayal, being alone, preparation. <p>Or</p> <ul style="list-style-type: none"> As a class discuss what pupils know about Jesus' life journey. Pupils create a lifeline to show key events in Jesus' life. <ul style="list-style-type: none"> <u>Introduce idea of <i>their</i> life as a journey.</u> <p>Discuss the question :</p> <p>Is this statement true or false -</p> <p>'Every time we do something new can this be seen as a journey?</p> <ul style="list-style-type: none"> <u>Either</u>, pupils could make a multimedia collage of their own life [or the life of someone close to them] as a journey☺. Photos and feelings words could be included. What does their artwork say about them? 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Pupils can describe and show understanding of Jesus' life journey. 	<p>Resources</p> <ul style="list-style-type: none"> Paintings of Jesus at different stages in His life, e.g. Picturing Jesus- RE today Series, ISBN: 0-904024-44-0 and <p>Jesus through Art by Margaret Cooling with Diane Walker and Jane Taylor RMEP ISBN 1 85175 119 X</p> <p>www.nationalgallery.org.uk</p>
		<ul style="list-style-type: none"> Pupils can describe people and events that have influenced them. 	<ul style="list-style-type: none"> Various art

<ul style="list-style-type: none"> Pupils should learn about the commitment and sacrifice involved in pilgrimage. 	<p>How have different experiences changed them for good or bad? Do bad experiences always have negative outcomes? Do good experiences always make us change for the better? What common experiences do we share? ICT link - scan photos and arrange in a document with words and clip art etc.</p> <ul style="list-style-type: none"> <u>Or</u>, after reflecting as a class on their life experiences (see key questions) each pupil could write a poem expressing a key event in their lives and how it changed them, this task could be extended by pupils creating a piece of music or abstract art to further convey the significance of their experience. <u>Or</u> pupils write an autobiography [link to Literacy] <p><u>Thinking about the impact of pilgrimage on believer's lives</u></p> <p><u>Either</u> discuss the different commitments in their lives e.g. scouts, learning an instrument, a sports team, choir, family commitments etc. Write a diary☺ of their week, pupils can think about the time spent on their commitment, the benefits and sacrifices associated with it, e.g. On Wednesday I always miss my favourite TV programme to train with my football team; On Fridays some of my friends go swimming but I go to my Dad's house for tea. Complete a 'mysteries' activity deciding whether they should join</p>	<ul style="list-style-type: none"> Pupils can raise and suggest answers to questions about belonging, meaning, purpose and commitment. 	<p>resources.</p>
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<ul style="list-style-type: none"> Pupils should learn about the commitment to and experience of the Hajj for Muslims. 	<p>scouts/ choir.</p> <ul style="list-style-type: none"> Or pupils could think about a special journey they might go on e.g. going to a football match/visiting a relative/going to watch your mum in a play... What kinds of things would they need to do to prepare? Would they have to sacrifice anything? Complete a 'mysteries' activity deciding whether they should go by sorting a range of arguments for and against. <p><u>Introducing pilgrimage as a common concept within Faith communities</u></p> <p>Reflect on ideas about commitment covered in previous lesson. Pupils could watch a video clip showing Muslims taking part in the Hajj. Ask them to make notes responding to the question: 'Why do Muslims go on the Hajj? Ask them to notice the commitment and preparation involved in this journey and make notes on a whiteboard. Pupils could use an 'envoying' approach to research: Working in groups, pupils research an aspect of the Hajj per table. They then send one pupil to every other table to gather additional information.</p> <ul style="list-style-type: none"> If possible invite a Muslim visitor into school to talk about their experience of going on Hajj. Based on their learning about the Hajj, pupils could prepare a power-point presentation that Isma'il might show to his friends on his return from Hajj, which 	<ul style="list-style-type: none"> Pupils can describe and show understanding of the impact of the Hajj on the lives of Muslims. 	<ul style="list-style-type: none"> Video clip of Muslims taking part in the Hajj. Books, CD ROMs, Internet resources on the Hajj. The Islamic Awareness and Education Project offers Muslim school visitors to schools in Wiltshire and web based resources. www.islam4schools.com
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<ul style="list-style-type: none"> Pupils should learn about the importance of Pilgrimage for Christians, Jews and Muslims. 	<p>describes his experiences and the commitments, sacrifices and how the experience might have changed him.</p> <p><u>Understanding that Jerusalem is important for three faith communities</u></p> <ul style="list-style-type: none"> Pupils research Jerusalem and explore how and why it is a holy site for Christians, Muslims and Jews. This could be undertaken using one of the following approaches: Use a TASC wheel to help pupils gather and present information [see: www.nace.co.uk]. Give the pupils the following questions to consider: Jerusalem is important to Jews, Christians and Muslims as a site of pilgrimage. Why? Which places are significant for each faith community? <p>Children consider: <i>What do we know already?</i> <i>How would we find out the information?</i> <i>[research] How would we communicate this?</i> <i>What have we learned? [create presentation]</i> <i>Or</i></p> <ul style="list-style-type: none"> Research using books, CD ROMs, Internet etc. Use the information gathered to prepare a presentation or booklet for another class about pilgrimage and the importance of Jerusalem as a holy site for three faith communities <u>or</u> Give children a simple grid format on which to summarise the information gathered 	<ul style="list-style-type: none"> Pupils can describe similarities and differences between pilgrimage within Christianity, Judaism and Islam, making links where appropriate. 	
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	<p>through research.</p> <ul style="list-style-type: none"> As a class create a similarities /difference chart to describe similarities and differences between pilgrimage within Christianity, Judaism, and Islam <p><u>Extension activity</u></p> <ul style="list-style-type: none"> Pupils could write a letter to a newspaper [e.g. The Jerusalem Herald] outlining the importance of Jerusalem as a holy site for the three faiths. Describe the common experience that pilgrims from these faiths might have and suggest why this might be a reason to seek peace in Jerusalem. This could be based on research from books, CD ROMs, Internet etc (could this be a homework activity?) ☺ <u>Alternatively</u> pupils could look at a site of pilgrimage for Christianity separately e.g. Lourdes, Walsingham, Iona, Taize and the stories and beliefs associated with these sites. They could then compare the Hajj and a Christian pilgrimage 		
<p>Assessment Opportunities ☺</p> <p>AT1 Letter to a newspaper outlining the importance of Jerusalem as a place of pilgrimage for three faith communities.</p> <p>AT2 Multimedia collage or diary writing activity</p> <p>SEN Suggested activity depending on needs of individuals - use ICT to create a simple labelling task that allows pupils to indicate simple information about a place of pilgrimage.</p>			