

**UNIT OF WORK:** Special Places    **YEAR GROUP:** Ks1

**KEY QUESTION:** Why is the church/synagogue special for Christians/Jews (This could easily be adapted for any other faith being studied.)

**FOCUS FOR LEARNING AND ASSESSMENT:** These activities focus on the following areas of enquiry in the non-statutory national framework for RE (page 36):

**Attainment Target 1:** Practices and ways of life;

**Attainment Target 2:** Meaning purpose and truth.

**CONTEXT OF THE SET TASKS:** This task should come towards the end of a unit of work looking at worship in several faiths or introducing a second faith (Judaism has been assumed for illustration)

<p>Pupils working at: <b>Framework Level 1 in Attainment Target 1</b></p> <ul style="list-style-type: none"><li>• Use the right names for things that are special to Christians and Jews</li></ul> <p><b>Attainment target 2:</b></p> <ul style="list-style-type: none"><li>• talk about what I find interesting and puzzling.</li></ul>	<p><b>ACTIVITY:</b> Following a visit to the local church/Synagogue etc pupils use ICT programme or flashcards to name items from a Church and or Synagogue etc</p> <p>Pupils select one item from either a church or synagogue. They say why they chose it, like it and what they don't understand about it.</p>
<p>Pupils working at: <b>Framework Level 2 in Attainment target 1:</b></p> <ul style="list-style-type: none"><li>• Talk about some things that are the same for different religious people.</li></ul> <p><b>Attainment target 2</b></p> <ul style="list-style-type: none"><li>• Talk about some things in places of worship that make people ask questions</li></ul>	<p><b>ACTIVITY:</b> Using ICT programme or flashcards pupils group together items from churches and synagogues etc. that they consider to be the same. They say why they have grouped together the items they have. They say why they think the people of faith find these things helpful to have in their places of worship.</p>
<p>Pupils working at: <b>Framework Level 3 in Attainment target 1:</b></p> <ul style="list-style-type: none"><li>• Describe some of the things that are the same and different for religious people.</li><li>• Ask important questions about life and compare my ideas with those of other people.</li></ul>	<p><b>ACTIVITY:</b> Using ICT programme or flashcards pupils group together items from churches and synagogues etc. that they consider to be the same. Then items that they consider being unique to each faith group. They say why (either verbally or in writing) they have grouped together the items they have.</p> <p>Draw pictures of items in their lives that they consider to be similar to the things in the groups they have identified and say why they have made that comparison.</p> <p><i>Write out two questions you would want to ask a Vicar or member of a Hindu</i></p>

	<i>temple about worship</i> <i>Pupils fill in three speech bubbles.</i> <i>A Hindu would say worship is .....</i> <i>A Christian would say worship is ....</i> <i>I would say worship is ... ..</i>
--	---

**Points to note:**

Once pupils have made their first attempts at this activity, they can be encouraged to 'go further', adding details and notes (which might be scribed by an adult) about why items in the church might be important for Christians.

For virtual tours of a number of different Christian buildings, see,  
e.g. [www.request.org.uk/main/churches/tours/tours.htm](http://www.request.org.uk/main/churches/tours/tours.htm).

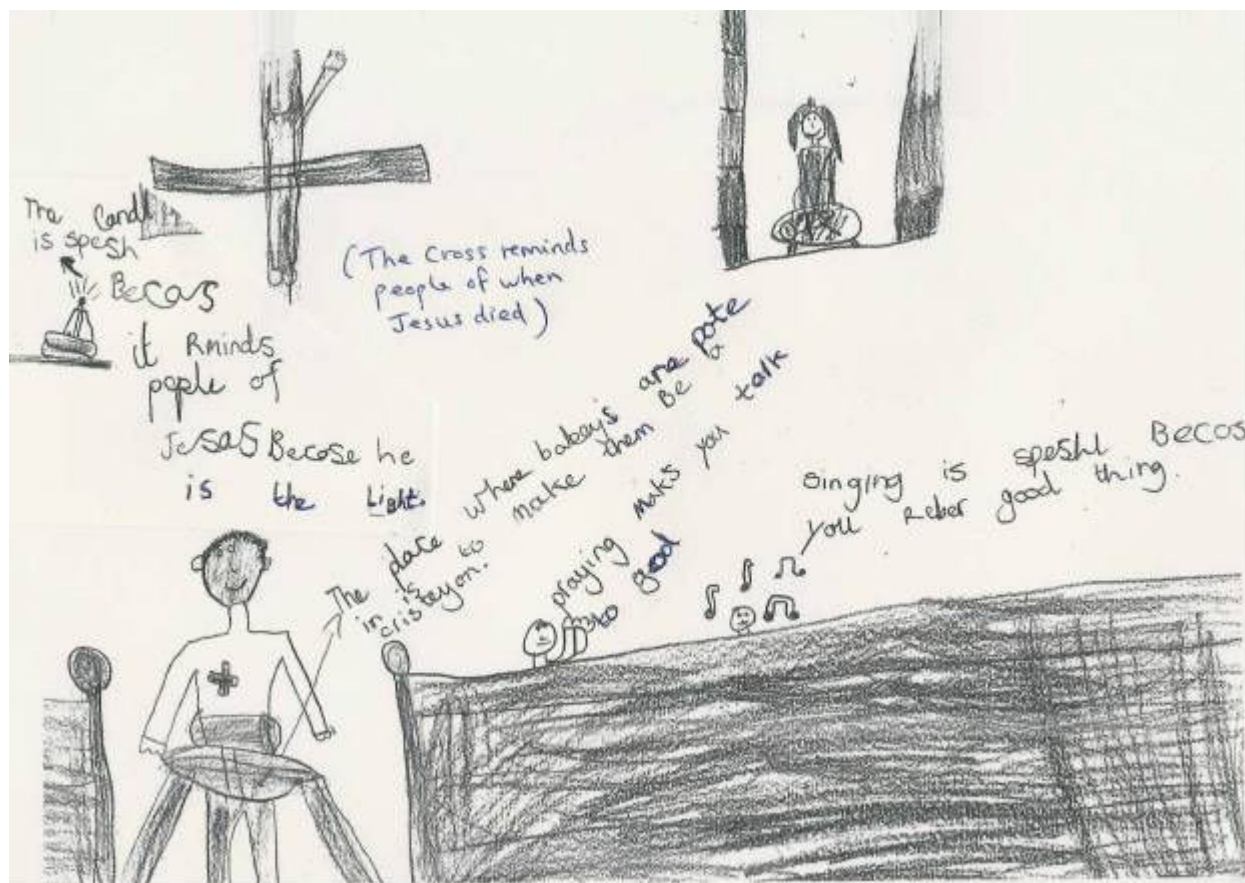
## PUPILS' RESPONSES

Year: 2 Unit title: Special Places

Focus Areas: AT 1: forms of expression;  
AT 2: identity and belonging.

Assessment Area(s): AT 1: forms of expression.  
AT 2: identity and belonging.

**KEY QUESTION: Why is a church special to Christians?**



### Commentary

Alex is working at level 3 (or above) because he has not only demonstrated knowledge of Christian symbolism, e.g., in identifying the cross as a reminder of 'when Jesus died', but also identified some Christian beliefs underlying the features of the church, such as belief in Jesus as 'the Light' or prayer as 'talking to God'.