

	Term/ Time allocation <i>This unit can be planned around the opportunities for visits to sacred places in the community.</i> <i>Half term -6-8 hours</i>	Year Group 3/4	Unit of Work/Key question What can we learn from sacred places of worship?	
Unit context/intent/background information This unit provides teachers and learners with an enquiry-focused approach to learning from visits to sacred places. The emphasis on learning outside the classroom, and exploring questions through a visit provides for learning about sacred places as spaces to worship God. Children are given an opportunity to discover, experience and reflect on the communities, features and artefacts found in sacred places and the importance of special or sacred places in their own lives and those of others. The unit will work best if pupils can visit the sacred buildings of two religions, and explore others through a virtual visit or in some other way.			Prior learning Children may have visited a religious building in EYFS/KS1 Agreed Syllabus Units Unit 8 (KS1) 'Finding out about Christian churches and Jewish synagogues' Unit 9(KS1) 'Respect for everyone' Unit 10 (KS1) 'Symbols of belonging'	
Key learning objectives <ul style="list-style-type: none"> • children can describe what is meant by 'sacred' • children can describe and compare a sacred place significant to religious believers • children can explain the value of sacred places to religious believers • children can reflect on the significance of sacred places in their own lives 	Key Questions from Telford and Wrekin Syllabus Why can buildings be special to people? What do religious buildings look like in Telford and Wrekin? How are religious buildings used? Why are religious buildings important to believers? Why are places of worship important to a community and a person's religious identity?		Key Values <i>Respect</i> <i>tolerance</i> <i>awe and wonder</i> <i>curiosity</i> <i>empathy</i>	British Values <i>Mutual respect</i> <i>Tolerance of cultures and faiths</i> <i>Individual liberty</i>
Concepts/Vocabulary (see Syllabus Concept stages)		Key skills		
4	<i>Church -altar, lectern, font, pulpit)</i> <i>Mosque -mihrab, minaret, qubba, minbar, wadu</i> <i>Gurdwara -manji sahib, langar, chaur, rumala</i>	These skills relate to the KS2 skills grids outlined in the Agreed syllabus.		
3	<i>Sacred worship</i>	A Know about and understand	Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities	
2	<i>community</i>	B Express and communicate	Appreciate and appraise varied dimensions of religion.	
1	<i>Special place</i>	C Gain and deploy skills	Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively	

<p>Resources <i>Local church contact</i> <i>Please access the MDT Resource library for local places of worship and contacts in Telford and Wrekin</i> <i>Pictures of religious buildings and artefacts</i> <i>Twinkl Unit Resource packs</i></p>	<p>Cross-curricular links English- recount writing, descriptive writing of settings, persuasive writing Art -drawing or painting a sacred place, studying architecture, stained glass windows, sculpture DT -design a sacred place model Geography - map skills of features of the local area, changes to local area, community and local population changes Music - listening and performing to create and express feelings to create sacred places/worship SMSC - sacred images and environments, community relationships and diversity, inclusion</p>					
<p>Assessment tasks This is not always necessary for every unit but if you need a task you could use one of the following</p> <p>Play ‘Through the keyhole’/Behind the door What would we expect to see in a ... Who worships in a place like this?</p> <p>Design a sacred room for school/home/community centre to be used by all believers. Use senses to include what would be seen, heard, felt/touched</p> <p>Design a brochure for a local place of worship.</p>	<p>Expected outcomes for children</p> <table border="1" data-bbox="857 544 2134 957"> <tr> <td data-bbox="857 544 1229 957"> <p><i>Pupils working towards the expected standard (WT)</i></p> <ul style="list-style-type: none"> Identify some of the main features of the sacred places we have visited and / or studied Recognise how these buildings are used by the faith community. </td> <td data-bbox="1238 544 1682 957"> <p><i>Pupils working at the expected standard (ARE)</i></p> <ul style="list-style-type: none"> Describe two sacred places and some of the artefacts inside them Describe some ways in which two sacred places are used Understand the importance of special places in our lives and the lives of others </td> <td data-bbox="1691 544 2134 957"> <p><i>Pupils working at greater depth (GD)</i></p> <ul style="list-style-type: none"> Show an understanding of different examples of holy places and sacred spaces Describe similarities and differences between two religious buildings </td> </tr> </table>			<p><i>Pupils working towards the expected standard (WT)</i></p> <ul style="list-style-type: none"> Identify some of the main features of the sacred places we have visited and / or studied Recognise how these buildings are used by the faith community. 	<p><i>Pupils working at the expected standard (ARE)</i></p> <ul style="list-style-type: none"> Describe two sacred places and some of the artefacts inside them Describe some ways in which two sacred places are used Understand the importance of special places in our lives and the lives of others 	<p><i>Pupils working at greater depth (GD)</i></p> <ul style="list-style-type: none"> Show an understanding of different examples of holy places and sacred spaces Describe similarities and differences between two religious buildings
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Learning Intentions	Lesson planning ideas
<p>To describe what is meant by ‘sacred’ To reflect on what makes a place special or sacred. To compare the meaning of ‘sacred’ and ‘special’</p>	<p>What is a sacred place? Starter Explore the concept of ‘sacred’. Compare to ‘special’. In what ways might people show or create a place as sacred? How might it make us act/feel? How can we make our classroom/hall a sacred place?</p> <p>Look at pictures of sacred buildings and sites and describe what they see and what might happen there.</p> <p>Activity</p>

Read an extract from the early section of 'The Lion, the Witch and the Wardrobe' by C S Lewis, where some children discover a doorway through a wardrobe to the magical kingdom of Narnia (or you could use the movie clip). **Or** use a similar text where a new place is encountered (e.g. Hogwarts in 'Harry Potter and Chamber of Secrets')

Activity

Talk about the excitement of discovering new places. What could be behind the doorway?

Ask the children to think of a special place for them which they enjoy. Children can brainstorm their feelings when thinking about their special place. Link the emotional language in PSHE: excited, full of wonder, curious, inspired, amazed, anxious.

Discuss what 'sacred' means and how special places for those with a faith are considered to be sacred places, places for worship.

Activity

Research local, national and international sacred buildings. Compare and choose favourites.

Children to complete the sentences:

o A special place I'd love to visit is... because...

o A place where I feel very good is... because...

o A place that is sacred for others, but not for me is...

o Some people think the whole earth is sacred because... I think...

o I believe that religious buildings are all sacred / are not all sacred because...

<p>To investigate the features of a sacred building</p> <p>to describe and compare a sacred place significant to religious believers</p>	<p>What are sacred places like? (2-3 lessons) Visit a local church/ other religious buildings if and when possible</p> <ul style="list-style-type: none"> • Use maps to plot where they are (<i>Geography link</i>) • Plan the visit carefully with the pupils setting enquiry questions to answer. <p>On your return, create recounts using the senses. (<i>Literacy link</i>) (What did we see, hear, smell, feel...?) Use virtual tours/videos if necessary. Be creative -draw/write about the experience. Recreate back in class -make the class a church/mosque. Discuss where would we sit? What would we do?</p> <p>Class work <i>Take a different sacred building each lesson.</i></p> <ul style="list-style-type: none"> • Use labelled pictures to match and describe the features found in a church/mosque/gurdwara. • Look at artefacts and describe where they might be found and what they are used for. • Draw and label pictures of places/features. • Create stories of worship experience using the sacred place as setting. Describe the sights, sounds and feelings experienced.
<p>To explore and reflect on the use of a sacred building</p>	<p>What makes a place sacred? (Over a series of 2-3 lessons explore and compare the sacred places of different religions)</p> <p>Christianity Pupils need to know that there is variety of church buildings in Christianity (If possible visit at least two different churches and explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank). If unable to visit look at different church websites and pictures to compare.</p> <ul style="list-style-type: none"> • Discuss what makes a church a church? What features are common to all church buildings? Why are there differences? <p>What is important to religious believers in sacred buildings/sites? Discuss if other places can be sacred? What do Christians do in a church? - Find out about church services or prayer times.</p> <ul style="list-style-type: none"> • Discuss what can be seen in different churches? How do these features help worship? • Listen to Christian sacred music -ask how it makes us feel. Is it joyful or quiet and reflective? When might it be used? • Make a stained glass window using card and coloured paper/cellophane. Choose a spiritual theme or story to represent.

	<ul style="list-style-type: none"> • Interview a Christian person and question their feelings about their church/churches they visit. <p>Look at pictures of sacred buildings and holy sites. Identify features that make them special. Compare sacred buildings look for similarities and differences.</p> <p>Islam Are mosques the same? What are the common features? How is a mosque used? - How do Muslims pray? When are prayer times?</p> <ul style="list-style-type: none"> • Know the main features of a mosque and understand the use of it. What is their significance? (mihrab, Qiblah, mimbar) • Why are there no decorations/pictures in mosque? Are there any patterns or calligraphy in the mosque. • Listen to an Islamic call to prayer -discuss how it makes us feel. • Identify ways of showing reverence and respect in a mosque -shoes off, ablutions, bowing, kneeling, keeping the Qur'an off the ground, etc. • Make a guide to mosque behaviour explaining what to do and why. • Teach pupils about Muslim prayer -times during the day and body positions when praying. Learn the meaning of using a prayer mat. • Design an Islamic prayer mat. • Interview a Muslim person and question their feelings about their mosque and other sacred places for them. <p>Sikhism</p> <ul style="list-style-type: none"> • Recap on previous learning about features of a gurdwara. Draw and label features if needed to embed. • Are all gurdwaras the same? What happens in a gurdwara to make it a sacred place? - Discuss the use of the langar. • Interview a Sikh person and question their feelings about their gurdwara and other sacred spaces for them.
<p>To explore the idea of pilgrimage to sacred sites (nationally and internationally)</p> <p>To explain the value of sacred places to religious believers</p>	<p>What special sacred sites are there that have significance for religious people?</p> <p>Discuss special journeys and where pupils have travelled to visit special places. Introduce the concept of pilgrimage. Why might a religious person make a journey to a sacred site?</p> <p>Find out about pilgrimages for your chosen religions. Produce brochures to advertise or write reports about the sites.</p> <p>Christianity -Canterbury, Lourdes, Vatican City, Jerusalem, Santiago de Compostela Islam - learn about the Hajj to Mecca Sikhism - Harmandir Sahib (Golden Temple) in Amritsar</p>

<p>To reflect on the significance of sacred places in their own lives</p>	<p>Is it important to have sacred places? Can any place be sacred? How should we treat sacred places?</p> <p>In this lesson, pupils will consider the idea that the natural world is a better environment in which to worship, or to express your spiritual side, than a holy building made by humans. Begin by showing some images of some of the most stunning and inspiring natural beauty. Ask pupils: What is your favourite: view, mountain, lake, place in the world?</p> <p>Discuss the feelings they invoke. You could explore your school grounds to find a peaceful, quiet place and hold a mindfulness session there.</p> <p>You could use the song 'Wonderful World. Use this song to explore and raise questions about the wonders of the world and the idea of creation. Ask children what they think the singer believes. How can they tell? Play the music, and give the children the lyrics to see. Ask them if they can, while listening, write down the questions that come into their minds. Ask pupils to make their own 'list poem' of some of the things that amaze them about the world.</p> <p>Design a sacred space for a new building/garden. Create a sacred place in the school grounds to hold a mindfulness or prayer time. Create a list of rules for people to follow using the space.</p>
<p>Next Steps/Impact SACRE Agreed syllabus Units to deepen learning Year 4 Unit 20 Keeping the 5 pillars of Islam -this deepens learning about pilgrimage to sacred places and Hajj to Mecca Year 5 Unit 22 on Prayer - this will further understanding of the sacred and deepen learning to what happens in sacred places Year 6 Unit 27 Expressing the spiritual through the Arts also explores the deeper meaning of sacred and spiritual expressions</p>	