

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: R.E. Year Group: Year 5	Area of learning: Unit 5.3 Pilgrimage Focus on Christianity, Islam and Humanism	
Unit 5.3 to be taught over a full term.	<p>Please refer to https://www.hereforschools.co.uk/Page/19378 2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 5/6 units of learning where you will find ideas for each lesson, the programme of study and other relevant information to support planning.</p> <p>Key Question: Why Pilgrimage? About this unit This is a stand-alone unit building on an understanding of 'journey' to investigate the impact of pilgrimage on participants, exploring local, national and global pilgrimage sites for different faiths. It is important where possible to visit a local sacred place which may be a place of pilgrimage for some – church, cathedral, cemetery, memorial, garden, tree, monument, quiet space. By the end of this unit pupils will understand the purpose of making pilgrimage, what happens during pilgrimage and its impact.</p>	
Term	Year 5	Key Skills to be taught
Summer 2022	<p>Skills and processes in RE to be included in all year groups</p> <p>The following skills are central to religious education and should be reflected in learning opportunities at all key stages.</p> <p>a) Investigation – this includes:</p> <ul style="list-style-type: none"> ● asking relevant questions ● knowing how to use different types of religious texts as a way of gathering information and how to approach those texts in a critical manner ● knowing what may constitute evidence for understanding religion(s) ● observing and listening <p>b) Interpretation – this includes:</p> <ul style="list-style-type: none"> ● the ability to draw meaning from artefacts, works of art, poetry and symbolism ● the ability to interpret religious language ● the ability to suggest meanings of religious texts <p>c) Reflection – this includes:</p> <ul style="list-style-type: none"> ● the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices <p>d) Empathy – this includes:</p> <ul style="list-style-type: none"> ● the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others 	

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		<ul style="list-style-type: none"> • developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow • the ability to see the world through the eyes of others and to see issues from their point of view <p>e) Evaluation – this includes:</p> <ul style="list-style-type: none"> • the ability to debate issues of religious significance with reference to evidence and argument • weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience <p>f) Analysis – this includes:</p> <ul style="list-style-type: none"> • distinguishing between opinion, belief and fact; • distinguishing between the features of different religions <p>g) Synthesis – this includes:</p> <ul style="list-style-type: none"> • linking significant features of religion together in a coherent pattern • connecting different aspects of life into a meaningful whole. <p>h) Application – this includes:</p> <ul style="list-style-type: none"> • making the association between religions and individual, community, national and international life; • identifying key religious values and their interplay with secular ones <p>i) Expression – this includes:</p> <ul style="list-style-type: none"> • the ability to explain concepts, rituals and practices • the ability to identify and articulate matters of deep conviction and concern and to respond to religious issues through a variety of media <p>j) Collaboration – this includes:</p> <ul style="list-style-type: none"> • the ability to work together and learn from each other
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Vocabulary

Christianity

Trinity (Father, Son, Holy Spirit), Kingdom of God, People of God, The Fall, sin, covenant miracle, Holy Communion, confirmation, marriage, death, New and Old Testament, prophets and prophecies, Abraham, Joseph, David, Ruth, Sarah, Psalms, names of Jesus, Jesus - baptism, parables, miracles, temptation, last week, crucifixion, Lord's Prayer, Mary, Mary Magdalene, John the Baptist, St Paul, Saints, Acts, Epiphany, Ascension, Pentecost

Islaam

Tawhid, salah (prayer) - five times each day, Ummah, 99 names of Allah, Wudhu (washing/ablution), rak'ah (unit of prayer), sajdah (prostrating), ruku (bowing), zakat (charity 2.5%), sawm (fasting), hajj (pilgrimage), ihram (worn by pilgrims), Kabah, Madina Madrasa (school for Islamic studies), Islamic art - calligraphy, Musa, Isa (prophets of God), Jibraeel (angel messenger), Lailatul Qadr, Eid ul Adha

Humanism

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Humanist Someone who believes in the Humanism worldview. Secular. Atheist, World View, Ethical, Rationality, BHA (British Humanist Association)

Sequence of learning	Objectives and suggested details provided by the subject leader.
1 and 2	<p>To recall different beliefs and practices, naming key words, key figures and core beliefs</p> <p>What a person from a Christian, Islaam or Humanist faith may believe in Recap Christianity and Islamic beliefs, places of worship, holy books etc. Introduce Humanist views/beliefs</p>
3 and 4	<p>Unit 5.3 Pilgrimage Each week, please refer to https://www.hereforschools.co.uk/Page/19378 2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 3/4 units of learning</p> <p>To compare key places of pilgrimage and identify why a faith member might go there To describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage To suggest ideas about the meaning of pilgrimage to a believer and the impact on their life</p> <p>Identify learning questions: Why pilgrimage? What is pilgrimage? Who goes and why? How is a pilgrim different from a tourist? Where are the sacred sites of pilgrimage for different faiths? Why are they sacred? How does a pilgrim prepare for the journey? What might they take with them? What does a pilgrim do on their pilgrimage? What might they leave at the site and what might they bring away with them? How might a pilgrim feel at different stages of their journey? What does pilgrimage mean to a believer? What might be the lasting impact on their life?</p>
5 and 6	<p>To show understanding of what is sacred for believers in religious places To describe the uses of sacred places, symbols and artefacts by believers and the community To explain how activities at local places of worship create a sense of community</p> <p>Enquiry: consider</p> <ul style="list-style-type: none"> • significant places in the local community, such as war memorials, memorial seats, parks, trees • a virtual or real visit a local sacred site to find out why it is sacred • world pilgrimage sites on a map and on the web; consider how to get there • important places of pilgrimage for several faiths; why are they holy? • a guided visualisation of a pilgrim's journey • talking with someone who has been on pilgrimage to find out

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	<p>the impact pilgrimage made on them • artefacts used by the pilgrim, their purpose and meaning • rituals performed at sites of pilgrimage and before, during and after a pilgrimage; discover how those actions link to faith beliefs • participating in a prayer walk, or making a pilgrimage to a labyrinth • John Bunyan’s Pilgrims’ Progress and other stories of life-changing journeys; discuss the meaning of Christian’s story and consider the motivation and inspiration it brings to Christian believers</p>
7	<p>To explain the value of participating in a religious festival or ritual</p> <p>Dive deeper, question further Make an imaginary blog, tweet or video diary as a pilgrim; journal thoughts and impressions along the journey and assess the impact at the finish Suggest reasons why some people think of life as a pilgrimage or journey Identify other stories of life-changing journeys and discuss their meaning</p>
8	<p>To compare the experience of participating in a religious festival or celebration around the world</p> <p>Reflect on learning Reflect on why a pilgrimage is different from any ordinary journey Reflect on feelings experienced by pilgrims and the impact of pilgrimage on their life Consider the words of the hymn To Be A Pilgrim or One More Step and put them into modern form - what do they say today?</p>
9 and 10	<p>To reflect and share how religious celebrations and rituals have an impact on the community To suggest ideas about the meaning of pilgrimage to a believer and the impact on their life</p> <p>Demonstrate new understanding Highlight significant events on pilgrimage for pilgrims from three different world faiths Identify the significance of what happens at sites of pilgrimage for three different world faiths and make connections Describe the preparation a pilgrim makes, the rituals and what they leave / what they take away from the experience Write a pilgrim’s postcard from a site of pilgrimage; use the senses to describe the experience Create a class guide to pilgrimage sites around the world; indicate the significance of each site</p>
11	<p>Reflect on Learning (Assessment Lesson)</p> <p>See questions</p>

Learning Outcome/product

This unit (5.3 Pilgrimage) will contribute to the following end of year statements:
 Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals
 Show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable

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Assessment records	List only those children who have not achieved the expected outcomes
	Children working above.

End of unit assessment question

1. Why might people participate in a pilgrimage?
2. Describe and show understanding of actions carried out by a pilgrim