

Unit: Why do people go on Pilgrimage?

About this unit: This unit is designed to build upon work already covered in both Christianity and Islam, its main focus is to begin to develop skills in discerning similarity and difference both within and between faiths. The topic of Pilgrimage is taken as it is a common theme

Prior learning	Technical Vocabulary	Resources
<p>It would be helpful if</p> <p>Learnt who the Pope is!</p> <p>Had covered some work on Islam in particular the five pillars</p> <p>Had looked at forms of Christian expression in Worship</p>	<p>In this unit children will have an opportunity to use words and phrases related to:-</p> <p>Pope</p> <p>Catholic</p> <p>Pilgrimage</p> <p>Iona</p> <p>Walsingham</p> <p>Lourdes</p> <p>Santiago de Compestella</p> <p>Makkah (Mecca)</p> <p>Hajj</p> <p>Hajra</p> <p>Ka'bah</p> <p>Madinah</p> <p>Mina</p> <p>Mount Arafat</p> <p>Well of Zamzam</p>	<ul style="list-style-type: none"> • Articles on the Pope's funeral www.bbc.co.uk/cbbcnews • Stilling: a pathway for spiritual learning in the national curriculum: Michael Beesley available through Salisbury Diocesan office 01722 411977 • www.request.org.uk • 'believe it or not' video 1 (but look out for something more recent!) • 'Holy Places: Makkah' By Mandy Ross. Hienemann Big Book TTS £18.62 (Recommended buy!) • www.islam4schools

Expectations At the end of this unit	
<i>Most children will:</i>	Be able to describe some of the key features of pilgrimage and be able to make a links between the beliefs of pilgrims and their actions. They will be able to identify the impact of faith on the believer's life. They will be able to ask important questions about the journey of life and identify what influences them, their values and their behaviour
<i>some children will not have made so much progress and will:</i>	Be able to identify some of the key features of a religious pilgrimage, be aware of similarity in practice between faiths and be able to retell the main events of a religious pilgrimage. They will be able to respond sensitively to issues of personal pilgrimage by asking questions and recognising the values of others.
<i>Some children will have progressed further and will:</i>	Be able to describe and show understanding of religious pilgrimage, describe similarities and differences between pilgrimages in different faiths, be able to suggest meanings to the various forms of religious expression show in pilgrimage. They will be able to raise and suggest answers to questions raised by religious and personal pilgrimage; they will be able to apply their own ideas to issues of pilgrimage and describe what influences and inspires them.

Learning Objectives	Possible Teaching Activities	Learning outcomes	Contribution to other Curriculum Areas
<p>Pupils should</p> <ul style="list-style-type: none"> • Consider what is involved in going on a special journey • Learn about a particular journey that had meaning for believers • Plan a journey that would have significance for them • Consider the sacrifice involved in going on special journeys • Learn the term Pilgrimage • Learn that Pilgrimage can take the form of personal inward reflection as well as outward physical journey 	<p>Why are some journeys particular special to people?</p> <p>Look at reports of the last Pope's funeral or some other appropriate major even. You should be able to access this on a website www.bbc.co.uk/cbbcnews the website of the bbc's Newsround programme would be a good place to start. Discuss why so many people wanted to be there? Why and how did they make their journey? What did they get from going? What sacrifices did they have to make? In a group make a display trying to answer these questions.</p> <p>Plan journey to a special event. i.e. to see your team in the Cup final, or to a concert etc. Think about how much it might cost, the time it might take, how you would travel, what you might wear, what you would miss by going on this journey. Why it would be worth it.</p>	<p>Pupils should be able to</p> <ul style="list-style-type: none"> • Ask/raise/suggest possible answers to questions connected with special journeys • Reflect on the sacrifice involved in going on special journeys/Pilgrimage • Make links between their values and what they do • Apply their own ideas to issues connected with pilgrimage 	<p>ICT</p> <p>Research skills</p> <p>Thinking skills</p> <p>Group work</p>

	<p>Introduce the term Pilgrimage</p> <p>Talk about journeys not just being physical sometimes they are spiritual or inward journeys. You could use a 'Stilling' activity to explore this idea. 'The wise person ' in Michael Beasley's 'Stilling' would be suitable or you could use a story such as</p>		<p>Opportunity for Spiritual development</p>
<p>Pupils should</p> <ul style="list-style-type: none"> • Learn about through research at least one site of Christian pilgrimage. • Ask questions about the significance of Pilgrimage to individual believers. • Consider the importance of pilgrimage to individual believers 	<p>What journeys/Pilgrimages are important to Christians</p> <p>Investigate several sites of Christian Pilgrimage. This is done very effectively on www.request.org.uk Click on dowhat, then pilgrimage. Iona is covered in some detail. There are links to the websites of other sites of Christian pilgrimage. I would suggest that Iona is looked at as a whole class and then a structured group research activity is used for the other sites. Use the same questions as were asked for the Popes funeral, avoid too much description of what pilgrims do when they are there.</p>	<p>Pupils should be able to</p> <ul style="list-style-type: none"> • Identify/describe key features of Christian Pilgrimage • Describe and show understanding of key features of Christian Pilgrimage • Ask/raise/suggest possible answers to questions connected with Christian Pilgrimage • To suggest meanings to forms of religious expression 	<p>Use ICT skills</p> <p>Research skills</p> <p>Thinking skills</p>

<p>Pupils should</p> <ul style="list-style-type: none"> • Learn about Hajj: Muslim Pilgrimage. • Ask questions about the significance of Pilgrimage to individual believers. • Consider the importance of pilgrimage to individual believers • Consider the similarities and differences between Muslim and Christian Pilgrimage. 	<p>What journeys are special to other faiths?</p> <p>Watch a video of Muslim Hajj. (Believe it or Not tape 1 covers this but any suitable video will do). As pupils watch ask them to make a list of questions they would want to ask. In groups reduce this to a manageable number of questions.</p> <p>Go through an account of Hajj from a text book or big book (Holy Places Makkah by Mandy Ross) to try and answer these questions</p> <p>Any questions left email to 'Ask Hassan' www.islam4schools.com</p> <p>Pupils design and write a postcard home from Makkah. On the back of the postcard use a writing frame such as 'The most amazing thing we did here was..... ' I am feeling so</p> <p>Look back at the work on a Christian site of pilgrimage. Make a chart</p>	<p>Pupils should be able to</p> <ul style="list-style-type: none"> • Identify/describe key features of Muslim Pilgrimage • Describe and show understanding of key features of Muslim Pilgrimage • Ask/raise/suggest possible answers to questions connected with Muslim Pilgrimage • Identify the impact of religion on believers and others • Describe similarity and difference across two faiths • To suggest meanings to forms of religious expression 	<p>Thinking skills</p> <p>Opportunity for cultural development</p> <p>ICT</p> <p>Art and design</p>

	<p>showing things that are similar, things that are different.</p> <p>A similar approach could be taken to look at Pilgrimage in the Jewish Tradition (Jerusalem) or the Hindu tradition, (Varanasi)</p>		

Suggested Assessment Tasks:

Pupils design and write a postcard home from Makkah. On the back of the postcard use a writing frame such as 'The most amazing thing we did here was..... ' I am feeling so'

Draw up a chart or a Venn diagram to illustrate the similarities and differences in pilgrimage between the various faiths looked at