



Unit/Theme: Thematic

Key Question: Why is pilgrimage important to some religious believers?


Year Groups: UKS2


Key Vocabulary:

Sacred, pilgrimage, Western Wall, Amidah, Varanasi, Shiva, River Ganges, Hajj, Amritsar, Makkah, Bodhgaya,

Date	Specific Knowledge	Learning Outcomes	Learning opportunities
<p>Week 1 What makes a place special, inspiring or sacred? Why are some places 'a destination of a lifetime'?</p>		<p>I can describe journeys I've made and explore meanings that special places might have.</p> <p>I can explain with reasons the importance of the most significant journeys in my life.</p> <p>I can discuss and present about my sense of space and place and how humans shape the landscape using local, national and global examples.</p> <p>I can describe my own aspirations to travel and similarities and differences between being a pilgrim and being a tourist.</p>	<p>Key Learning: Discuss the concept of a journey. What special journeys have pupils made or heard about? It might be to grandparents or to relatives further away. It might be to a park, to a city, another country, or continent. How long did the journeys take? Who were their companions? How did they feel when they arrived? What was the impact of the journey e.g. on the people and their feelings, on the environment? In groups categorise the journeys. Decide which are inspiring journeys and why. Introduce the Seven Wonders of the World or Seven places to go before we die: Show photos. These 7 concepts (excitement, fun, love, faith, peace, inspiration, memory?) are all significant in human journeys. Which of the 7 might apply more to journeys or to pilgrimage than others? Introduce the concept of pilgrimage. Places of pilgrimage become special because of something that happened there. Distinguish between a tourist and a pilgrim. How could we tell the difference? Does a pilgrim spend less? Does a holidaymaker visit holy sites? Can a holiday change you? Does a pilgrimage involve prayer? What makes the difference? The question is intriguing and not obvious –return to it during this unit. Use a suitcase with appropriate items to help pupils explore the idea of preparation for an ordinary journey - and for a pilgrimage. How might someone about to go on a pilgrimage or spiritual journey prepare?</p> <p>Pupil Outcome/Task: Pupils to identify and select their own places for 7 'Wonders of the World' - they could be natural, human-made, or a mixture. Give reasons for each and attach feelings and emotions to them. Can they choose a place for each of these 7 concepts: excitement, fun, love, faith, peace, inspiration, memory? Can they choose images from the web to illustrate them, giving reasons for their choices?</p>
<p>Week 2 Where might a Buddhist go to remember the life</p>	<p>There is the 52-metre high Mahabodhi stupa, with carvings on the outside and inside there is a large image of the Buddha touching the earth, which dates</p>	<p>I can describe what I learnt about Bodhgaya.</p>	<p>Key Learning: Read the story of Buddha: https://www.leominsterprimaryschool.co.uk/Documents/t2-re-492-the-story-of-the-buddha-powerpoint-ver_3.pdf The place where Buddha was enlightened: is it a sacred place? A place to be inspired? To change your life? Why? Take the class outside and do this activity under a tree. If the tree where the</p>



	and managed by different groups from a range of countries. Traditionally pilgrims visit each of the main temples and are awed by the variety of styles.		
<p>Week 3</p> <p>Comparing Sikh pilgrimage to Amritsar and Muslim pilgrimage Makkah: what are the differences and similarities?</p>	<p>https://www.encounterstravel.com/uk/blog/amritsar#:~:text=Sikh%20Pilgrims%3A%20Amritsar%20is%20the,in%20and%20around%20the%20city.</p>	<p>I can recall and describe some of the main features of pilgrimage in Islam and Sikhism.</p> <p>I can make links between key beliefs in these religions and how pilgrimage is practised.</p> <p>I can discuss the similarities and differences in the ways the Muslims and Sikhs practise pilgrimage.</p> <p>I can discuss what, if anything, all types of pilgrimage share in common.</p>	<p>Key Learning: Give pupils a list of 16 key words, 8 specifically relating to Hajj and 8 specifically relating to Amritsar. Can pupils sort the key words correctly? Discuss and correct errors. Now give pupils the 16 definitions of the key words. Can they match them correctly (to make this less challenging, use different colour paper for Islam and Sikhism)?</p> <ul style="list-style-type: none"> Sikh, Amritsar: Watch: <ul style="list-style-type: none">  The Golden Temple Amritsar - History and Facts for Kids Educational Videos by M... Children to make notes on a whiteboard to refer to in the lesson. Islam, Makkah, Hajj: Refer back to previous Islam topic. <p>How similar is pilgrimage in Sikhism and Islam? Use a Venn diagram to compare and contrast the two different pilgrimages. Give pupils words and phrases to put into their diagrams to encourage them to think deeply: 'believers are commanded to go', 'must take place at a certain time in order for the pilgrimage to count', 'everyone who goes is fed a free meal', 'important because of its history', 'pilgrims often bathe in the water there', 'important religious leaders in this religion lived here. After completing this activity, ask pupils to give their view on how similar or different are the two types of pilgrimage on scale of 1 (really different) to 5 (really similar). Ask them to write their number and a reason on a sticky note and place it on a scale drawn on the board. Discuss the responses as a class, giving pupils the opportunity to change their minds.</p> <p>Pupil Outcome/Task: Give pupils a three-column table to use a comparison. Column 1: Four beliefs common to Sikhism and Islam, each on a separate line: (belief in one God, equality and respect for all, helping the needy). Column 2: How is this belief shown in Hajj? Column 3: How is this belief shown on pilgrimage to the Golden Temple?</p>
<p>Week 4</p> <p>What can we find out about pilgrimage in Hinduism?</p>	<p>Background information for teachers only: https://www.youtube.com/watch?v=ZSzNUqA0Fc0</p>	<p>I can describe some of the ways in which Hindus take part in pilgrimage.</p> <p>I can explain how Hindus express some of their beliefs through pilgrimage.</p>	<p>Key Learning: Show pictures of places where Hindus go on pilgrimage, e.g. the river Ganges, Hardwar, Varanasi, many others (Try the clip from BBC My Life My Religion: www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-pilgrimage-hinduism/z4qhf4j). Compare the different reasons pilgrims have for setting out on their journeys. Look at the Kumbh Mela, which happens every twelfth year, and is the biggest human gathering on the planet (2010). www.bbc.co.uk/programmes/p010x9qx is an important resource on Varanasi. Imagine you were going on a pilgrimage – how would you be ready? What would you ask? What would you take? What sort of prayers might you say? Ask pupils to consider which of the following are essential on a pilgrimage, which are desirable, and which are not needed:</p>

		<p>I can talk about how Hindus benefit from taking part in pilgrimage.</p>	<table border="1" data-bbox="1319 212 1966 347"> <tr> <td>Water</td> <td>Love for God</td> <td>Special clothing</td> </tr> <tr> <td>Prayer</td> <td>Money</td> <td>The right attitude</td> </tr> <tr> <td>Company</td> <td>A Hotel</td> <td>Time</td> </tr> <tr> <td>Faith</td> <td>Food</td> <td>A clean heart</td> </tr> </table> <p>Although pilgrimage is not compulsory for Hindus, many will make their pilgrimage to some of the hundreds of special places in India. Pupils could explore the idea of a place having a special atmosphere and significance. How would they show their respect for such a place? What part does water play in Hindu pilgrimage? The River Ganges is a sacred river for Hindus. Drinking the water is believed to bring release from bad karma. Watch a video of pilgrims bathing in the Ganges. There is a short but interesting clip on the BBC: www.bbc.co.uk/news/av/world-asia-india-21398254/kumbh-mela-thirty-million-pilgrims-prepare-to-bathe</p> <p>Pupil Outcome/Task: Create a collage to illustrate the religious symbolism of cleansing and life-giving properties that water provides. Have the God Shiva in the centre as Varansai was her home.</p>	Water	Love for God	Special clothing	Prayer	Money	The right attitude	Company	A Hotel	Time	Faith	Food	A clean heart
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<p>Week 5 What makes the Western Wall in Jerusalem a holy place for Jewish people?</p>	<p>https://www.myjewishlearning.com/article/what-is-the-western-wall/</p>	<p>I can describe and explain a Jewish pilgrimage.</p> <p>I can make connections between other people's ideas and my own.</p> <p>I discuss and present ideas about pilgrimage for myself, showing I understand why.</p>	<p>Key Learning: Look at the following image together: Discuss what it means? Why would someone put a note in a wall?</p>  <p>Read this account by Anna Simkin: <i>"THE WALL: It started with a long walk to the wall, there were many other people with the same destination. I thought it was a pilgrimage. From a distance looking at the wall I was amazed at its enormous size and tremendous atmosphere. I felt myself being dragged forwards by an incredible force towards the wall, yet backwards in time with the weight of past Jewish history. I touched the warm stones with my arms outstretched and fingers ready. I saw screwed up bits of paper pushed into the joins in the rock and wondered whether these were notes of remorse or rejoicing. I realised these must have been the outpourings of people's hearts. The wall belongs to all Jews from reform to very religious alike. My heart was touched not by the foreign tourists who had flocked to the wall, but the Jews and Jewesses praying with joyous thankfulness or crying with misery or mourning. Would their plea be taken by God? How many wars had been fought for this one wall of the Temple? How many other people had throughout the centuries stood on the spot where I was standing and thought the thoughts I was thinking? I felt a great feeling of pride and honour. Perhaps King David had stood here before me. If you ask me what I felt most about the wall, it was the feeling that this was my heritage because people have been coming here for thousands of years."</i></p>												

			<p>Anna Simkin was 13 when she wrote this at King David High School, Liverpool. What does Anna believe about God? How can you tell? In all your life, which place have you been to or visited that gives you a 'golden feeling'? Take two pieces of paper, and write on them some of the things you imagine might be written on the paper pushed into the joins in the rock on the Western Wall. To get the experience, go to the most crumbly wall at your school, and put your papers into the joins and gaps you find there. If someone said to Anna 'The wall is just a load of old stones', how do you think she would reply? I wonder if God hears the outpourings of people's hearts? Do prayers make a difference to what happens, and to how people feel?</p> <p>Pupil Outcome/Task: At the Wall Anna might have said the daily Jewish Prayer-the Amidah. With a partner, read it and make a list of six Jewish beliefs about God that can be found in the prayer. Share with a partner: Do you share any of these beliefs?</p>
<p>Week 6 What difference does pilgrimage make in a believer's life?</p>		<p>I can explain with empathy how some believers say that pilgrimage has changed their life.</p> <p>I can give three examples of specific actions that take place on pilgrimage that can make a change in a person's life.</p> <p>I can describe at least three practices from Pesach and say what they mean for Jewish people.</p> <p>I can form arguments and my own views about how important pilgrimage is to religious believers.</p>	<p>Key Learning: In pairs discuss 'What do think might be the purposes of pilgrimage?' 'Of life itself?' 'Ask: How do religious people talk about their own experiences of pilgrimage? Discussions of personal experience of pilgrimage to Lourdes can be seen here: www.beinspirational.co.uk/ks2-special-places-2/ Watch the video clips and make notes on a whiteboard. Should all religious believers take part in a pilgrimage? Class debate: half of the class are going to argue for the statement and half the class are going to argue against. There will be a panel of judges who will hear the arguments and cast their vote on whether all religious people should take part in a pilgrimage.</p> <p>Pupil Outcome/Task: Divide their page in their books into four. In the middle, write the title 'four ways pilgrimage can change a person's life'. Write a short paragraph on each of the four ideas and include an illustration.</p>