

Pioneer Federation
Medium term plan
Cycle 2, Term 6
RE – Year 1/2



Subject: RE – Thematic				
Key Concept/ Theme: 1.8. What makes some places sacred to believers?				
Prior Learning links:				
F4 Being special: where do we belong?				
F5 What places are special and why?				
F6 What times/stories are special and why?				
1.9 How should we care for the world and for others, and why does it matter?				
1.10 What does it mean to belong to a faith community?				
Vocabulary: sacred, Holy, special, Christians, Muslims, Jewish, Church, altar, cross, crucifix, synagogue, mosque, calligraphy, Torah				
School specific areas to cover (Add in any local areas of study, trips and people)				
CP	EH	SMV	PM	
Overlap with Church teaching, collective worship and visits to church	Overlap with Church teaching, collective worship and visits to church			
1 Deeper learning question (1 per lesson): Recall key concepts: look at previous learning in past years. Prior learning reconnection (year group, cycle & term): What do we already know – complete the front page with space to share prior learning. Add definition of cover sheet to vocab sheet. LO: 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? Look at pictures of sacred buildings and sites and describe what they see and what might happen there. Activity 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’)				

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	<p>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>
2 and 3	<p>Deeper learning question: Why can buildings be special to people? Reconnection: what does sacred mean? LO: What are sacred places like? Visit a local church/ other religious buildings if and when possible • Use maps to plot where they are (Geography link) • Plan the visit carefully with the pupils setting enquiry questions to answer. On your return, create recounts using the senses. (Literacy link) (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? Activity: Take a different sacred building each lesson. • 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>
4 and 5	<p>Deeper learning question: What do religious buildings look like in East Hoathly and East Sussex? Reconnection: describe and compare a sacred place significant to religious believers LO: What makes a place sacred? (Over a series of 2-3 lessons explore and compare the sacred places of different religions) 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. • Discuss what makes a church a church? What features are common to all church buildings? Why are there differences? 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. • 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. • Interview a Christian person and question their feelings about their church/churches they visit. Look at pictures of sacred buildings and holy sites. Identify features that make them special. Compare sacred buildings look for similarities and differences. Islam Are mosques the same? What are the common</p>

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	<p>features? How is a mosque used? - How do Muslims pray? When are prayer times? • 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. Sikhism • 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>
6	<p>Deeper learning question: Why are places of worship important to a community and a person's religious identity? Reconnection: explain the value of sacred places to religious believers LO: What special sacred sites are there that have significance for religious people?</p> <p>Activity:</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? Find out about pilgrimages for your chosen religions. Produce brochures to advertise or write reports about the sites. Christianity - Canterbury, Lourdes, Vatican City, Jerusalem, Santiago de Compostela Islam - learn about the Hajj to Mecca Sikhism - Harmandir Sahib (Golden Temple) in Amritsar</p>

End Points:

Make sense of belief:

- Recognise that there are special places where people go to worship, and talk about what people do there
- Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean
- Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship

Understand the impact:

- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
- Give simple examples of how people worship at a church, mosque or synagogue
- Talk about why some people like to belong to a sacred building or a community

Make connections:

- Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their

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ideas

- Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**