

RE MTP Hartington CE Primary School - Autumn Term 1

Value for Life:

Where in the World? (Barnabas in Schools)

Key Questions Derbyshire Syllabus:

Key question F3: Which places are special and why?

Key question F4: Which times are special and why?

1.5 What makes some places sacred?

1.7 What does it mean to belong to a faith community?

Week	Learning Objectives	Activity: EYFS	Year 1/2	Assessment
1	<p>EYFS:</p> <p>To be aware that some religious people have places which have special meaning for them.</p> <p>To recognise a place of worship.</p>	<p>This story was inspired by verses from the Bible:</p> <p>Lord God All-Powerful, your temple is so lovely! Deep in my heart I long for your temple, and with all that I am I sing joyful songs to you. Lord God All-Powerful, my King and my God, sparrows find a home near your altars; swallows build nests there to raise their young. You bless everyone who lives in your house, and they sing your praises.</p> <p>PSALM 84:1-4</p> <hr/> <p>With sparkle the swallow toy and world map – split Sparkles Story p19-22 into sections. Ask questions to clarify understanding as you go,</p>		<p><i>To understand what Psalm 84 means and to try to learn this as a memory verse as the unit progresses.</i></p>

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	<p>KS1: Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities.</p> <p>• Explore the idea that different people belong to different religions, and that some people are not part of religious communities.</p>		
2	<p>EYFS :</p> <p>To be aware that some religious people have places which have special meaning</p>		<p>KS1 Emerging: • Recognise that there are special places where people go to worship, and talk about what people do there (A1). • Identify at</p>

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<p>for them.</p> <p>To recognise a place of worship.</p> <p>To get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p> <p>KS1:</p> <p>To talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy;</p>	<h3>Questions for reflection</h3> <ul style="list-style-type: none"> • Have you ever been inside a Christian church? What were your first impressions? • How old is the Christian church nearest to your school? • How many people worship there? • What sort of services does it have? • How would you make church a more welcoming place? • What do you think is the most important thing that happens in a church? <p>1. In carefully selected pairs, have questions dotted around the room for a pair choose one and talk together, jotting down on whiteboards and then feedback together.</p> <p>2. Explain what a psalm is – revisit the psalm from week 1. Set challenge of learning this off by heart by the end of the unit. Write a class psalm, one line and fold it over – focusing on their church and their beliefs.</p> <p>Ongoing activity: Ask the parents/staff to provide photos of the churches they go to. Share these with the class as they are brought in and display on a local map.</p>	<p>least three objects used in worship in two religions (A3).</p> <p>Expected: • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). • Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p> <p>Exceeding: • Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). • Show that</p>
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			they have begun to be aware that some people regularly worship God in different ways and in different places (B3).
3	<p>EYFS:</p> <p>To identify some significant features of sacred places.</p> <p>KS1:</p> <p>To explore the meanings of signs, symbols, artefacts and actions and how they help in worship.</p> <p>To explore the main</p>	<p>Questions for reflection</p> <ul style="list-style-type: none"> Find out about a church of the Catholic tradition near your school. How does Catholic worship differ from that in churches of other traditions? Maybe you can invite a local Catholic Christian to talk with your class or in an assembly. <ol style="list-style-type: none"> Start by looking at the Catholic church at Buxton (or speak to Rev Adele). Have photos of features of the Catholic church. Using the swallow and world map, Sparkle will now land in Italy to help us learn about the Catholic Church around the world. 	

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	<p>features of places of worship in Christianity</p> <p>To find out how the place of worship is used and talk to some Christians, about how and why it is important in their lives.</p>	<h3>Questions for reflection</h3> <ul style="list-style-type: none"> Find out about a church of the Catholic tradition near your school. How does Catholic worship differ from that in churches of other traditions? Maybe you can invite a local Catholic Christian to talk with your class or in an assembly. <p>2. Provide images of Mary (the main figure for the Catholic Church) and choose the images they identify most with to make a collage and explain why they have chosen these.</p>	
4/ 5	<p>EYFS: To recall simple stories connected with Easter and a festival from another faith</p> <p>KS1:</p>	<p>Sparkle will now travel to Israel (the birthplace of the Christian faith).</p> <p>1.Revisit the events of Palm Sunday – show them a palm branch and them what they think of when they see this. Resources - RE:quest (request.org.uk)</p> <p>3. Look at a map of Israel and locate the places where Bible stories are linked. Revisit prior knowledge of Old Testament and New Testament.</p> <p>4.</p>	<p><i>*To know where events of the Bible happened and locate these on a map.</i></p> <p><i>*To recall what happened in Jerusalem on Palm Sunday.</i></p> <p><i>*To know what Hallelujah means and how it is used in Christian</i></p>

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	<p>To explore how religious believers sometimes use music to help them in worship.</p>	<p>Here is the song 'Hallelu, hallelu' (<i>Junior Praise</i>, no. 67) in Arabic (shown with English lettering). 'Hallelujah' is Hebrew for 'Praise God'.</p> <p>This song is often sung with actions, one half singing the hallelujahs and the other the words in bold below, standing whenever it is their turn to sing.</p> <p><i>Hallelu, Hallelu, Hallelu, Hallelujah</i> Shokran lelrub. (Thanks to the Lord) <i>Hallelu, Hallelu, Hallelu, Hallelujah</i> Shokran lelrub. Shokran lelrub, Hallelujah [x 3] Shokran lelrub.</p> <p>You could also use the following words:</p> <ul style="list-style-type: none"> • <i>Hamdan lelrub</i> (Praise to the Lord) • <i>Magdan lelrub</i> (Glory to the Lord) • <i>Haigi tani elrub</i> (The Lord is coming soon) <hr/> <p>5. Take a familiar song tune (eg: Old Macdonald) and collaboratively write a Hallelujah hymn. Practise and perform.</p>	<p>worship.</p> <p><i>To put their own ideas down about their beliefs in a hymn.</i></p>
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6.	<p>EYFS: To visit a local place of worship.</p> <ul style="list-style-type: none"> • Create a special place in the inside/outside area in the village. Incl. A space for quiet reflection. <p>KS1: To talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what places are special to pupils and their families, and why?</p>	<p>1. BBC Two - My Life, My Religion, Christianity, What is Christianity? Look at Christians going on pilgrimage to Israel.</p> <p>2. Using Westminster Abbey resource (PPT) to discuss journeys and which journeys they have been on. Discuss how a pilgrimage is not a holiday. Where do Christians go on pilgrimage? Westminster Abbey (westminster-abbey.org)</p> <p>3. Go on a pilgrimage round the village. Take footprints with you and leave them at key places around the village that they deem as special. Take photos at each place.</p> <p>4. For the end of the pilgrimage , arrive at the village church and have a quiet time of reflection, recall the psalm (learnt off by heart), read together the psalm they wrote and sing the hymn they wrote. Invite the parents/ villagers to be a part of this.</p>	<p><u>Emerging:</u></p> <ul style="list-style-type: none"> • Talk about what is special and of value about belonging to a group that is important to them (B2). • Show an awareness that some people belong to different religions (B1). <p><u>Expected:</u> • Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). • Identify two ways people show they belong to each other when they get married (A1). • Respond to examples of co-operation between different people (C2)</p>

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			<u>Exceeding:</u> • Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). • Identify some similarities and differences between the ceremonies studied (B3).
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