

What places are special and why?

End of Unit Goal – Children will understand that some places are special to members of their community and why.

Date	Objective (s)	Task/activity	Resources	Key Vocabulary
Lesson 1	I can identify my own feelings about special places	<p><u>Main Teaching/Differentiated Activities/Challenges</u></p> <p>Ask parents to help their pupils bring in an image of their own special place (photos and drawings are both fine). The places do not have to be religious (although could be if that is the pupil’s own choice), could be either indoor or outdoor, a large place such as a beach/park, or a small place such as underneath the bed. Ideally, parents should talk through the options with children and help them to reach their own decisions. Children to sit in a circle and share what their favourite place in school is e.g. beyond space, playdough, dinner hall etc. children to explain why they like it e.g. I like the dinner hall because I love having dinner with my friends. Remind children of discussions that they have had and work that they have done in RE sessions about when things are special Show pupils an image of the teacher’s special place outside of school. Tell pupils about the place and why it is so special to you. Discuss reasons why a place might be very special to us – how it makes us feel, what we get to do there, who we go there with, whether it makes people think about God or their religion, memories we have of a place etc. n class, give pupils time to explain their special place. Through questioning, help pupils to name their places, describe what they are like physically, explain who they go there with and what they do there, how the places make them feel and why the places are so very special to them. Discuss whether there were any similarities between pupils’ reasons why their places were so special. Write down any similarities and keep them for use later in this unit. Stick each child’s special place image onto an individual piece of paper – pupils can write words, phrases, and sentences on the paper around the outside of the picture to explain the place and why it is so special. Collate the pieces of work into a class book of special places and decide together upon a special place in class to keep the book. With pupils, discuss how they will ensure that the place where the book is located will be kept special.</p>	Photos of special places, childrens’ special places.	Place, special, safe, belonging.

Lesson 2	I can name the special place that Christians go.	<p><u>Main Teaching/Differentiated Activities/Challenges</u></p> <p>Using the grandma puppet, Explain that you are going to show a picture of somewhere very special to Grandma. Cover up an image of the outside of a church building. Reveal individual parts of the picture one at a time. Each time a part of the picture is uncovered, ask pupils to say one thing about what they see and pose one question about the picture. This activity gives lots of opportunities for pupils to really focus on individual features they might find on the outside of a church. Once the whole picture has been revealed, discuss whether pupils know what it is and why Grandma might go there. Look together at pictures of the outside of a range of churches and ask pupils to spot similarities and differences between the buildings.</p> <p>Show pupils an image of a member of the clergy and of the inside of a church. Discuss with pupils what they can see and what they would like to know. Give pupils time to ask Grandma any questions that they have about her special building and who works there. Give pupils the words 'special' and 'holy'. Remind them that the two words do not quite mean the same thing and see if anyone can explain the difference. If necessary, explain to pupils that something holy is very precious for religious people and is often linked to worshipping God. 'Holy' can mean a little bit more than 'special'. Remind pupils that Grandma is a member of a religion – the Christian religion. Discuss with pupils why they think Grandma might say her church is holy rather than special.</p>	Grandma puppet, pictures of churches	Special, holy, church, minister
Lesson 3	I can	<p><u>Main Teaching/Differentiated Activities/Challenges</u></p> <p>Arrange a trip to a local church and take any class mascot/teddy along with you. If pupils have already met a minister, it is often helpful if s/he takes part in this visit. Take the opportunity to spot any other holy buildings on your journey to the church (eg other churches/places of worship from other faiths) and any places that might be special to all people in the community (eg libraries, parks, swimming pools). This helps to draw pupils' attention to the difference between 'special' and 'holy', whilst focusing on the great importance of both. Once inside the church, give pupils the chance to</p>		

		<p>spot any objects that they have already learnt about in relation to Christianity (eg Bibles, font, items linked to Easter/Christmas).</p> <p>Hear a story from the bible while you are at the church. If the church you are visiting has stained glass windows depicting a story, this could be the basis of the story telling. If appropriate, play and listen to a simple song that children who frequent that place of worship would sing there.</p> <p>Before returning to school, give pupils time to sit silently and shut their eyes if they wish. Allow them to take in the atmosphere. How does it make them feel? What does it make them think about? What can they see, hear, touch and smell in the church? Collect pupils' ideas. Back at school, these can be turned into a poem based on the class' senses, feelings or thoughts at the church.</p>		
Lesson 4	I can talk about where is special to Muslims.	<p><u>Main Teaching/Differentiated Activities/Challenges</u></p> <p>Ask the children to say which is the special place that Christians go. Explain that today we are looking at Muslims, they follow Islam.</p> <p>Listen together to the call to prayer in Arabic. What might it mean? Tell the children that this is 1500 years old, and that it means (simply): "Come to God. Come to Prayer. There is only one God." Explain that when a Muslim person hears the call to prayer, s/he knows it is time to pray. Look at the image of the mosque that pupils saw during Imran's story. Pick out the minaret and explain that it is where the muezzin stands when saying the call to prayer. Draw parallels with bells calling people to church. Look together at pictures of a range of mosques including any that pupils might already know of from the local area. Make two lists with pupils. A list of features of mosques that they already know about/can see in the pictures (ensure dome and minaret are included) and a list of things that they would like to know about mosques.</p> <p>Watch the video - https://www.youtube.com/watch?v=GWi7plHFJI8</p>	Video of mosque tour.	Muslim, Islam, Mosque,
Lesson 5	I can talk about similarities and differences between places of worship.	<p><u>Main Teaching/Differentiated Activities/Challenges</u></p> <p>Pupils work in pairs, one should explain the main features of a church to their partner whilst the other explains the main features of a</p>	construction	Mosque, church, special place

mosque.

Look through the photos taken during the class trips or images from virtual tours. Ask pupils whether they remembered each of the features in the pictures when they were giving their explanations. Discuss any additional information about each feature that they have learnt (eg what it is used for, what it means etc).

Give pupils time to work in groups. Using construction and/or modelling equipment, groups should create a model church /mosque. Look at the models together to see what pupils remembered to include. Compare a model church and a model mosque. Discuss with children what the differences are – what does one have that the other does not? What do pupils think are the similarities – are there some things included in both? Extend this to asking pupils to suggest similarities between what happens in both buildings and whether they think there are any similarities between how people might feel inside them.