

Unit 3.6: Journeys to Important Places

Why journey to important places?

About the Unit:

This unit is about journeys and aspects of 'pilgrimage' to places of religious significance to believers. It may include discussions on healing and miracles based on Christian pilgrimage. It will be helpful to make links with significant pilgrimages found in other faiths.

Where the Unit fits:

The unit refers to important events in the lives of those who have faith, including journeys, healing and miracles and forms the basis for further study in Unit 5-6 *Pilgrimage*.

Key Vocabulary:

Pilgrim, pilgrimage, shrine, holy, Walsingham, Lourdes, Holy Land, Israel, Amritsar, Hajj, Makkah, names of people associated with those sites chosen

Suggested Resources:

appropriate artefacts and symbols, souvenirs, photographs, pictures, interactive materials, simple version of *Pilgrim's Progress* (John Bunyan)

Levels of Attainment:

Level	AT1 (Knowledge & Understanding)	AT2 (Reflection & Response)
1	Know that people make journeys for different reasons	Express your feelings about a journey you have been on
2	Identify some reasons why some people go on special journeys	Recognise that other people might make special journeys for particular reasons
3	Describe how the beliefs hold inspire them to make special journeys	Recognise and identify why religious beliefs might influence people to make special journeys (pilgrimages) and to make links between these and their own journeys
4	Show an understanding of why people go on pilgrimage	Ask questions and suggest possible answers about individual motivation to participate in pilgrimage

Points to Note/Further Suggestions

It may be a stimulating idea for pupils to recreate the atmosphere of a special place using music and artefacts.

This unit could usefully be combined with a summer term trip to a place of historical interest, or a 'special' place of the pupils' own choosing, making natural cross-curricular links.

The Roman Catholic Church publishes material on saints and their holy sites that could be of interest for background reading. The unit could, in this way, be linked to *Heroes and Heroines* (Unit 3.3).

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Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection & Response	Teaching Activities
Children should have opportunities to:	Children should be able to:	Children should be able to:	
<p>PEOPLE (3) explore symbols and artefacts related to people</p> <p>PLACES (2) consider the concept of pilgrimage and pilgrims</p>	<p>(d) describe and compare artefacts and symbols which members of faith groups may wear or carry relating to their beliefs</p> <p>(e) know and understand the words pilgrim and pilgrimage</p> <p>(f) give a reason why people make a pilgrimage</p> <p>(g) name a place of pilgrimage</p>	<p>(e) describe artefacts and symbols they may wear, own or carry which relate to own thoughts and feelings</p> <p>(f) express their feelings about the concept of pilgrimage</p> <p>(g) discuss how they might feel if they made a pilgrimage</p> <p>(h) identify a place that is special where they would wish to go</p>	<p>Connect</p> <ul style="list-style-type: none"> • Talk about places that have special memories for us and that we always enjoy visiting, e.g. holiday resorts, friends who live a long way off, local 'special' hideouts. • Share ideas about places we would most like to visit (and haven't) and why. • How do people prepare for a journey? <p>Consider and Respond</p> <ul style="list-style-type: none"> • What is a pilgrim? When do people go on a pilgrimage? Why do they go and what do they hope to achieve by doing so? • Investigate the significance of some special places e.g. Walsingham, the Holy Land, Jerusalem, Lourdes, Makkah, Amritsar, and find out about the beliefs and practices of those who visit them, including beliefs about miracles and miracle cures. • Share the story of a significant religious journey, e.g. simple version of <i>Pilgrims Progress</i>, Hajj, Lourdes. Make up a storyboard about a person's journey. Use this for acting/miming the story in person or with puppets, or consider presenting it as a series of cartoons for a given audience, or a painted wall frieze or as a powerpoint. • What might a believer do at a place of pilgrimage? What might be found there? • Draw what they might take with them when they go. • Make a 'pilgrimage' to a 'special' place locally if at all possible, learning of its significance, how it has become respected and how it is looked after. <p>Celebrate and Reflect</p> <ul style="list-style-type: none"> • Work in a group to make up a sketch about other people who go on a 'mission' – a journey for a specific purpose. • Construct a 'shrine' in a special corner of the school and furnish it appropriately. • Reflect on feelings we get when we visit a place which is special to us – write a poem or a prayer about such a place and share it with others. <p>Review</p> <ul style="list-style-type: none"> • Share thoughts and ideas about miracle cures and other miracles. • Write a letter to a friend from your place of pilgrimage telling them what you have done and experienced.

Recommended teaching time: 1 hour per week over half a term.
At least one visit to each section of the *Teaching Activities* is recommended.

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