

	<u>Spring 2</u> Special places						
Learning Outcome	FS What places are special to me and why?	Y1 What places are special to Christians and why?	Y2 In what ways are churches and synagogues important to believers?	Y3 In what ways are churches and mandirs important to believers?	Y4 In what ways are churches and mosques important to believers?	Y5 What other special places do people (religious and non-religious) visit and why? (Pilgrimage)	Y6 How can we make Mansfield a place of tolerance, empathy and respect?
Week 1	LO: To talk about places that are special to me To know some places that are special to them. To ask and respond to questions about their special place. Draw and talk about a place that is special to them.	LO: To talk about places that are special to them and others To know that some places are special to people. To ask and respond the questions about their special place.	LO: To name places that are special to themselves and others (Religious and non-religious) To know places that are special to them and others. Ask and respond to questions about those special places	LO: To recall the places that are special to Christians and Jews To know that Churches are special to Christians and Synagogues are special to Jews. To ask and respond to questions about Churches and Synagogues	LO: To recall and discuss what happens in three places of worship (Church, Synagogue, Mandir) To know the Christian, Jewish and Hindu places of worship To ask and respond to question about why these places are special to people who visit them and what happens there	LO: To recall the places which are special to people from different religions. To know the names of places that are special to Christians, Jews, Hindus, and Muslims. To ask and respond to questions about why these places are special	LO: To recall the pilgrimages that are special to people from different religions. To know that Hindus journey to Varanasi, Muslims to Lourdes and Christians to Iona on pilgrimages to seek support or healing from God, feel closer to their God and feel connected to their religious community. Ask and respond to questions/video clips and images of these journeys and share their emotional response.

Week 2	LO: To ask questions about places that are special to others To know that some places are special to others. To ask questions about other people's special places	LO: To know why a place might be special to someone To know what makes some places special to people. To discuss what makes somewhere special to them (bedroom, the park, Grandma's house etc.)	LO: To name places that are special to Christians and Jews To know that Christians worship in a Church and Jews worship in a Synagogue To ask and respond to questions ... about images of the inside of a Church and a Synagogue	LO: To know that a Mandir is a special place for Hindu's To know that a Mandir is where Hindu's go to worship. To ask questions about images of a Mandir	LO: To know that a Mosque is a special place for Muslim's To know that a Mosque is where Muslims go to worship. To ask and respond to questions about images of a Mosque.	LO: To know what a pilgrimage is. To know what a pilgrimage is To conduct research into what a pilgrimage is (To make detailed notes on what a pilgrimage is)	LO: Express understanding of the commitments people from different religious groups make. To know that religious people make commitments to prayer, charitable giving, pilgrimage etc. Ask and respond to questions about the personal commitments they make in their daily lives
Week 3	LO: To name places of worship that are important to people in their community To know that some people visit special places of worship such as a Church. To ask and respond to questions about these places of worship.	LO: To know that a Church is a special place for Christians To know that a Church is a special place for Christians. Ask and respond to questions about what happens in a Church	LO: To describe key artefacts in a synagogue To know the artefacts, you would find in the Synagogue. (Bimah, Ark, Eternal light, Torah Scroll, Yad) To ask questions about the purpose of these artefacts To explain in your own words what you would find inside a	LO: To conduct research into a Mandir To find answers to their questions from the previous lesson to find out more about Mandir's. (Record key facts about the Mandir - what happens there and why it is special to Hindu's)	LO: To compare the features and rituals within a Church and a Mosque. To know the similarities and differences between the features and purpose of a Mosque and a Church. To compare the key features and purposes of a	LO: To describe the religious beliefs that underpin the practice of pilgrimage and identify similarities and differences. To know why Hindus journey to Varanasi, Muslims to Mecca and Christians to Iona or Lourdes To explore different	LO: To consider ways in which religious and non-religious people show they belong To know that there are many ways people show they belong (what they wear, hairstyles, jewellery etc.) To discuss their emotional response to a range of images

			Synagogue and why. (Children to write a couple of sentences to explain what each artefact is and what its purpose is in the Synagogue.)		Mosque and a Church. (Children annotate images to compare the two religious buildings and underneath write sentences to explain their understanding of the purpose of both building to Christians and Muslims)	pilgrimages in small groups and identify the key religious practices of pilgrimage for Hindus, Muslims, or Christians. (Make a detailed account of the purpose behind one of the pilgrimages named above which is then shared with their peers)	and reflect on these responses in relation to respect, empathy, and tolerance. To create a poster/piece of art which symbolises their understanding that everyone belongs and is equal regardless of their race or religion. Creative response
Week 4	LO: To explain why people go to places of worship To know that people go to Church to be close to God, to be part of a community and to give thanks or ask for help.	LO: To explain why a Church is a special place for Christians To recall/discuss why a Church is a special place for Christians. To explain in their own words why the Church is a special place for Christians. (Children draw a simple picture of a Church and write a sentence or two underneath)	LO: To compare key features in a Church and a Synagogue. To know the similarities and differences between a Church and a Synagogue. To sort key features in a Venn diagram (Venn diagram with artefacts sorted. The candles/eternal light and the religious texts	LO: To name the key features of a Mandir, Church and Synagogue. To know that religious buildings often have features that helped them to be clearly identified. Respond thoughtfully to a range of images of religious buildings. Explain in their own words the key features that	LO: To know the Easter Story Easter Concert		LO: To locate places of worship on <u>an a map</u> and explain (in the context of Mansfield) the impact on members of society who belong to a religious group. To know that there are not many places of worship in Mansfield compared to Nottingham. To ask and respond to

		explaining why it is a special place for Christians)	would be something found in both holy places)	enable us to identify a Mandir, Church, and Synagogue (To annotate three images, one of each holy building, identifying its key features and any similarities there are between them.)			questions about the observations made.
Week 5	LO: To ask questions about artefacts in the church and name them To know and name key artefacts in the Church (font, pew, stained glass window, pulpit, alter, cross) To ask and respond to questions about the artefacts shared with them.	LO: To name artefacts and symbols that would be found in a Church To know and name key artefacts in the Church (font, pew, stained glass window, pulpit, alter, cross, font) To ask and respond to questions about the artefacts shared with them.	LO: To know the Easter Story To know the Easter Story To ask and respond to questions about the relationships in the story.	LO: To know the Easter Story. To know the Easter Story To ask and respond to questions about the relationships in the story. Easter Concert	LO: To know the Easter Story Easter Concert	LO: To know the beliefs of Christians and Hindus about life after death. To know that both Christians and Hindus believe in life after death. To reflect on their own personal acts, qualities and values that lead to the 'right' life choices being made. (Use the Resurrection within the Easter	LO: To consider the importance of tolerance, empathy, and respect within their own community. To know how tolerance, empathy and respect is shown within a community. To discuss their local community (Mansfield) sharing examples of when they have observed tolerance, empathy and

						Story and the Hindu cycle of Birth and Death as stimuli for discussion)	respect being maintained or disrupted. To reflect on how the choices others make can be perceived in their local community (Mansfield - non diverse)
Week 6	LO: To illustrate their ideas of what a Church is and what people do there Through art or roles play children illustrate or demonstrate what religious people do in a Church and what you might find there.	LO: To explain the purpose of some of the artefacts in a Church (font, pew, stained glass window, pulpit, alter) To know and name key artefacts in the Church and their purpose. To match each artefact with how it is used in the Church. (Font-Christening, Stained glass window - Bible, Pulpit-Vicar speaking to the congregation, alter-people getting married)	LO: To illustrate Easter celebrations. To know that Christians celebrate Easter by attending a special service, decorating the church with flowers and light candles. To ask and respond to questions about Christians and non-religious people celebrate Easter. To create a poster to illustrate how Easter is celebrated by both religious and	Alan Darlington Worksop - Eggsplare Easter	LO: To consider the views of two religions on the matter of life after death. To know that Christians believe in heaven and eternal life, but Hindus believe the body dies but the soul is eternal and lives on in another form. To ask and respond to questions about their beliefs around life after death. To explain in their own words what they believe happens when someone dies.	LO: To apply own knowledge of how to be a 'good' person throughout life's journey. Pupils to create an annotated life 'road map' to show how they will make 'good choices' along life's journey and aspire to be the best example of themselves. (Links to the upcoming value of Aspirations)	LO: To apply their own ideas of tolerance, empathy, and respect to create their own community charter. To know how tolerance, empathy and respect is shown within a community. To create their own community charter outlining how tolerance, empathy and respect should be shown throughout the community. Display/website outcome:

			non-religious people. Creative Outcome		Written Outcome		to contribute to a whole class understanding (charter that incorporates the children's moral standpoint)
--	--	--	---	--	-----------------	--	--