

Medium Term Planning Sheet

Focus: Places of Worship - Churches

Unit of work: Llanwrst Church

Year: KS2

Time Allocation: 3 hours

In planning and teaching RE teachers will provide effective learning opportunities for all pupils by:

(i) setting suitable learning challenges

(ii) responding to pupils' diverse learning needs

(iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
1. Why is this a special place for Christians?		Discuss the functions of a church.	Can explain functions and features of churches.	‘Special Places’ in previous years.
2. What are the main features of a church?		Draw, describe, explain different features.		
3. What features do you recognise, both externally and internally?		List familiar features. Note specific details, e.g. different brickwork, extensions etc.		
4. Does this church contain any other special or unusual features?		Draw and describe unusual features and attempt to explain these.		
5. How does this church compare with your local church?		Make a display or class book comparing local church with Llanwrst church.	Can identify similarities / differences between churches.	
6. Why might the church be located where it is?		Discuss reasons. Use maps and aerial photo. List reasons. Compare this with your local church / place of worship.	Can offer explanations re. Location.	

Resources: Visit, photos, local maps

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7. How many other places of worship are there in Llanwrst?		Locate them all/visit them. Mark on a town map.	Can identify places of worship.	Geography.
8. Can you give reasons for this?		Discuss and explain possible reasons.	Can identify reasons for numbers of places of worship.	
9. How do these places of worship contrast?		Note differences in style, denomination, age etc.	Able to document differences.	History Art (architecture)
10. What kind of feelings do the church and churchyard evoke in me?		Stilling exercises. Note thoughts. Use for creative writing, artwork, dance, etc. or use purely as a contemplative exercise.		SMSC Dance Art English Literacy

Resources: Visit, town map, sketch maps, town trail, visit to church.

Medium Term Planning Sheet

Focus: RE – Creation; our world; caring for the environment; water as a religious symbol.	Unit of work: Rivers	Year: Y4/5/6	Time Allocation: 6hours
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Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
1. What feelings does this river evoke in me?		<p>Sit and contemplate besides the river. What can you hear? See? Note the plants. How the river flows. The reflections, the light on the water; the sky; animal life, etc.</p> <p>Note down words and thoughts. Discuss and use to stimulate poetry, prayers, artwork or dance.</p> <p>If a visit to a river is not possible for this activity, try using Mary Stone's visualisation exercise 'Creating A Special Place in Nature' from her book 'Don't Just Do Something, Sit There'.</p>	<p>Can sit quietly.</p> <p>Can express feelings in an appropriate creative way.</p>	<p>SMSC Art Music Dance English Literacy</p> <p>SMSC</p>
2. How can rivers be seen as symbolising our life journey?		<p>Discuss and explore where the river begins, where it goes and where it ends. What happens along the way? Imagine the journey of an object down the river, from source to mouth: what might happen to it? Think of that journey as a person's life journey, with its ups and downs,</p>	<p>Can trace route of the river. Know direction of flow, plus specific vocabulary: source, mouth, flow, estuary, etc. Can describe other features of rivers, eg waterfalls, rapids, streams, meanders etc.</p>	<p>Geography</p>

Resources: Visit, Two Rivers video, maps, photos. 'Don't Just Do Something, Sit There'. (Mary Stone)

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Focus: RE – Creation; our world; caring for the environment; water as a religious symbol.	Unit of work: Rivers	Year: Y4/5/6	Time Allocation: 3 hours
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Learning Objectives Key Questions	Focus W.A.S.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
3. How and why is water used as a religious symbol?		<p>difficult moments, quiet times, wild times, etc. Human life-cycle. Draw a map of your life so far as a river. Use as a stimulus for creative work.</p> <p>Discuss the ritual significance of water; children’s own experience of water (e.g. baptism etc.); water as a symbol of cleanliness, purity, rebirth; read and discuss Bible stories and stories from other religions which use water as a significant symbol e.g. The Baptism of Jesus; The River Ganges as a sacred site; the importance of water for life.</p>	<p>Can describe the key moments in their life.</p> <p>Able to explain the significance of water to life, and therefore to religious believers.</p> <p>Can discuss this significance through reading/hearing stories.</p>	<p>History PSHE SMSC</p> <p>Literacy Science</p> <p>Global Citizenship</p>

Resources: Bible stories: stories from other religions, “The Green Umbrella” (WWF); “Shiva and the Ganges” (Hindu Story)

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<p>4. How do people who believe in different religions respond to the natural environment?</p> <p>What is my response to these ideas?</p>		<p>Discuss and explore a variety of creation stories.</p> <p>Explain several religious environmental views on concern for creation and the natural world. Use music and art as stimuli.</p> <p>Ask children to respond to these by noting their own thoughts. Again use these as a stimulus for further creative work, including prayers, assemblies, celebrations, art, music, dance, poetry, stories, drama.</p> <p>Discuss environmental concerns regarding water pollution, rivers and the scarcity of supplies. What can we do to help conserve and protect rivers and water?</p>	<p>Able to express feelings in appropriate creative way.</p> <p>Take part in a form of presentation about rivers.</p> <p>Able to offer a solution to river pollution or conserving water.</p>	<p>Art Music Dance English Literacy</p> <p>SMSC Literacy</p> <p>Geography ESD</p> <p>Citizenship</p>

Resources: Ref: Faiths for a Future (Religious Education and Environment Programme); 'The Rivers Story' a poem by Brian Patten
Refer also to:- RE Today, Autumn 1990 (Focus: Sharing in Creation); Cracking RE, Autumn 1996, Creation/Caring for the Environment;
Music: 'Earth's Creation/The First Garden' by Stevie Wonder ('The Secret Life of Plants Vol1') 1979; Painting: 'In The Beginning' by Egon Fernandez; Cracking RE Autumn 1996 Celtic Christianity; Music: Iona: 'Beyond These Shores' and 'Journey into the Morn'.

Shiva and the Ganges

India's particular dependence on water is reflected in its ancient religions. Temples were often dedicated to rivers and their sources, and the mighty river Ganges is renowned for the holy regard in which it is held by the people of India. But the powerful monsoon rains which swell the descent of the Ganges make it a frightening force as well – one which can tear away everything in its path and wash the precious topsoil out with it to the sea. The ancient story of Shiva and the Ganges tells how Shiva's hair breaks the force of the rains and the river: even in those days it was recognised that forests – Shiva's hair – were essential in controlling the power of water.

Long, long ago, the sons of King Sagara so angered Indra, King of the Gods, that with a mighty roar and a single terrible thunderbolt, he blasted them to ashes.

Sagara wept for his lost sons and gathered the ashes together to wash them. But his sons could go to heaven only if the ashes were cleansed in the sacred waters of the river-goddess, Ganga. Ganga at that time was living far off in the heavens and could not be found.

At last Sagara's grandson, Bhagirathu, went into the mountains to live as a hermit and pray to Brahma, the father of the gods. After a thousand years Brahma was so impressed by Bhagirathu's faith that he told him that he would send Ganga down to Earth so that the ashes could be cleansed. But he warned Bhagirathu that the water of Ganga were so powerful and had so far to fall, that they would wash the Earth away.

Bhagirathu appealed to the god Shiva to help him and after even more prayer, Shiva agreed to stand between heaven and Earth to break the fall of the water.

Then Ganga cast herself down from heaven, thinking secretly to herself that she would wash Shiva away too. But it took her many years to find her way through Shiva's long thick hair that filled the skies. On the Earth below, all watched with wonder and delight. The falling waters sounded like thunder and the heavens were filled with flakes of white foam, fishes, porpoises and turtles glistening in the sunlight.

The locks of Shiva's hair divided Ganga into seven streams that came pouring down onto the Earth, running apart over the mountains and then joining into a great torrent. As the ashes of Sagara's sons were washed by her waters, they were cleansed of all their sins and their spirits rose to heaven. The people on Earth rushed to dip themselves in the sacred waters as Ganga flowed down to the sea.

Hindu story

Recommended listening: Stevie Wonder: 'Earth's Creation' – taken from 'the Secret Life of Plants – Vol 1' (© 1979 Motown Record Company)

Allow the children to hear the piece without giving them any clues as to the title / theme / composer. (With most children you will only want to play them the first part of the track as it lasts about 4 minutes!). When they have listened once invite responses as to what the music made them think of. Play the music to them again, encouraging them to build up a more detailed picture in their minds. Give time to allow more children to share their response verbally, e.g. 'what feelings does the music evoke? When they have heard it through twice, provide them with paper and whichever medium you feel happiest with (crayons, pens, pencils, paints, chalks). Let them interpret the music artistically as they continue to listen to it. Encourage them to give a title to their individual drawings/paintings etc. Once the activity is over, it would be well worth hearing the piece of music again in the context of its original title. The track which follows 'Earth's Creation' is called 'the First Garden' and makes for an interesting contrast. It could lead to some very valuable follow-up work/discussion.