

**Year 4      Unit 6:      PILGRIMAGE      Week 1**  
**Title: What is a pilgrimage?**

**Learning Intentions:**

**AT1:** To find out what a pilgrimage is and why it is important for believers.

**AT2:** To think about significant journeys in my own life.

**Assessment:**

AT1 L3: I can describe pilgrimage as a way in which believers express their faith.

AT2 L3: I can identify what influences me, making links between my own and others' experiences.

**Key Words:**

Journey  
Pilgrim  
Pilgrimage  
Canterbury  
Cathedral  
Makkah

**Resources:**

Souvenirs of special journeys  
Image of pilgrimages (IWB)

**Activities:**

- If possible, show pupils some souvenirs of a memorable journey you have made to somewhere special, and talk about how it brings back memories and feelings for you. Ask pupils to bring in something that reminds them of a special journey they have made (eg school journey, a holiday). If the class has been away together on a school journey, you may all want to concentrate on that example.
- In groups, pupils show what they have brought in and talk about how it reminds them of their journey. Choose a few interesting examples to share with the whole class.
- Discuss with pupils their special journeys, thinking about what made the journey special, how they prepared for it, what they did when they got there. Was the journey special because of where they were going, or was it (also) special in itself? What did they see and do on the journey? (AT2)

- Ask pupils if they have heard of the words 'pilgrimage' or 'pilgrim', and what they think they mean. Explain that pilgrims are the people who go on pilgrimage, and that a pilgrimage is a religious journey to a special religious place. People do this to help them come closer to God ie get to know God better and to be better Christians/Muslims/Hindus etc. Have they heard of Muslims going on pilgrimage to Makkah (Mecca), for example? Have any pupils seen TV programmes or reports about this? Use IWB to show some images of different pilgrimages as an introduction.
- Have any pupils been to a pilgrimage centre eg Rochester or Canterbury Cathedral? Explain that it was the custom in the Middle Ages (500 – 700 years ago) for Christian pilgrims to set out on long journeys to the cathedral cities, to pray at the tombs of saints. The journey was often difficult and slow, but this was accepted as part of their religion. Canterbury is the chief cathedral in the country (the Archbishop of Canterbury is the leading churchman of the Church of England) and Chaucer wrote a famous book about a pilgrimage to Canterbury, called The Canterbury Tales. Explain that some Christians still go on pilgrimages today, to important Christian centres, including Canterbury. Some images from down ages might support this. (AT1)
- Ask pupils to choose a special place to write about, explaining the reasons for its significance. It can be somewhere special to them personally for some reason, or a famous place. (AT2)

**Year 4    Year 4    Unit 6:    PILGRIMAGE    Week 2**  
**Title: Why do pilgrims go to Canterbury?**

**Learning Intentions:**

**AT1:** To explore the impact which religion has on people's lives.

**AT2:** To explore what influences people and what values and commitments are held by people.

**Assessment:**

AT1 L3: I can begin to identify the impact religion had on St Augustine

AT1 L4: I can describe the impact religion had on St Augustine

AT2 L3: I can identify what influenced St Augustine and what influences me in my life

AT2 L4: I can describe what inspired St Augustine and what inspires me.

**Key Words:**

Augustine  
Missionary  
Canterbury  
Bishop  
Archbishop

**Resources:**

Story of St Augustine (see below)

Internet on St Augustine/Canterbury:

[www.theresite.co.uk](http://www.theresite.co.uk)

(NB Augustine of Canterbury NOT Augustine of Hippo).

[www.bishopsinaction.com](http://www.bishopsinaction.com)

Websites for cathedrals eg.

[www.riponcathedral.org.uk](http://www.riponcathedral.org.uk)

**Activities:**

- Tell the story of St Augustine and how he brought Christianity to Kent as a missionary (see below or similar). In groups, pupils should act out significant scenes from the story of St Augustine. (AT1)
- Highlight the fact that Augustine was afraid of landing in Britain and wanted to turn back, but he was brave enough to go on and complete his task. Ask pupils, in pairs, to consider times when they were frightened and yet went on

with what they had been asked to do. How do they feel about it now, looking back? What inspires them to be brave? (AT2)

- Ask pupils to write down a speech for Augustine to make, to persuade people to accept Christianity. They should try to include in it all the good things they can think of about this religion and how it will make their lives better. (AT2)
- In groups, pupils should write down any questions about Christianity that puzzle them, and that they would like to ask St. Augustine if he came to Kent today. Try to answer the pupils' questions or to find someone who can eg. the local Christian minister. (AT2)
- Ask pupils to find out who is the present Archbishop of Canterbury, and anything else about him. (AT1)

**NB** *If you can arrange a class visit to Rochester or Canterbury Cathedral, their Education Departments will send you information to help prepare for and follow up your visit. Tell them that you are exploring the concept of Pilgrimage eg. Rochester has a special Pilgrim's Trail activity.*

*Remember to include AT2 eg. give pupils time to record their thoughts and feelings in the cathedral. Using these responses later back in class, draw out the difference (particularly in size) between a local church and the cathedral church, and any feelings of awe and wonder (or other feelings) that this generated.*

## INFORMATION

### St. AUGUSTINE of CANTERBURY (d.604/5 AD)

#### **‘Not Angles but angels.’**

There is a famous legend of an Italian priest who came across some fair-haired boys who were being sold as slaves in Rome. He asked where they came from, and was told that they were Angles (ie Anglo-Saxons) who had been captured from the island of Britain, which was a pagan country. The priest said that they looked more like ‘angels’ than ‘Angles’.

The priest’s name was Gregory, and he was to become Pope Gregory I, leader of the Western Christian Church. He never forgot those angelic slave-boys, and when he became pope, he sent some Italian monks to the south of Britain to try to convert the country to Christianity. The expedition set out in 596 under the leadership of Augustine.

These monks were not too keen on their task. As they drew nearer to Britain, they heard all sorts of fearsome tales about the savages they would find there. Augustine sent a letter back to the Pope, from France (‘Gaul’), asking permission to turn back; but Pope Gregory encouraged them to go on, and they finally landed on the Isle of Thanet, in Kent, in 597.

Their fears were short-lived. King Ethelbert of Kent was married to a Christian princess from France, and was therefore kindly disposed towards them. He allowed them to live in his capital city of Canterbury and gave them every help and encouragement with their work. It was not long before Ethelbert converted to Christianity and Augustine was consecrated the first Archbishop of Canterbury. Christianity became firmly established in southern England, with many thousand converts. Augustine’s final act, probably in 604, was to send Justus east to the River Medway, with the title of the first Bishop of Rochester, and to send Mellitus west with the title Bishop of London.

The Archbishop of Canterbury is still recognised today as the senior bishop of the English Church.

**Year 4    Year 4    Unit 6:    PILGRIMAGE    Week 3**  
**Title: Who goes on pilgrimage to Jerusalem and why?**

**Learning Intentions:**

**AT1:** To explore the impact which religion has on people's lives.

**AT2:** To explore what influences people and what values and commitments are held by people.

**Assessment:**

AT1 L3: I can describe how believers express their faith by going on a pilgrimage to Jerusalem.

AT1 L4: I can make links between different faiths by referring to pilgrimages to Jerusalem.

AT2 L3: I can recognise and make links between the values and commitments of believers on pilgrimage to Jerusalem.

AT2 L4: I can describe what inspires and influences people on pilgrimage to Jerusalem.

**Key Words:**

Pilgrimage  
Jerusalem  
Jews  
Muslims  
Christians

**Resources:**

Case/holdall for holidays

Map of Israel

BBC Learning Zone clips – search 'Jerusalem' – some will help teacher subject knowledge, some may be suitable for class

[www.reonline.org.uk](http://www.reonline.org.uk)

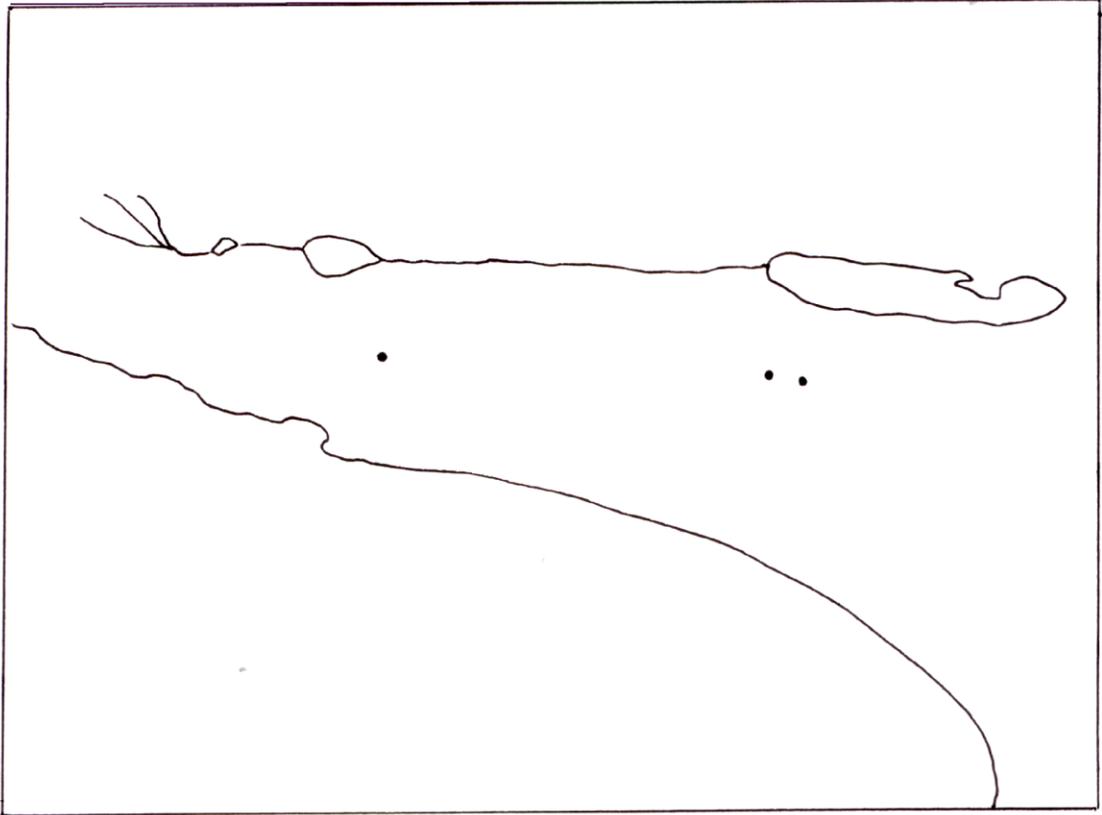
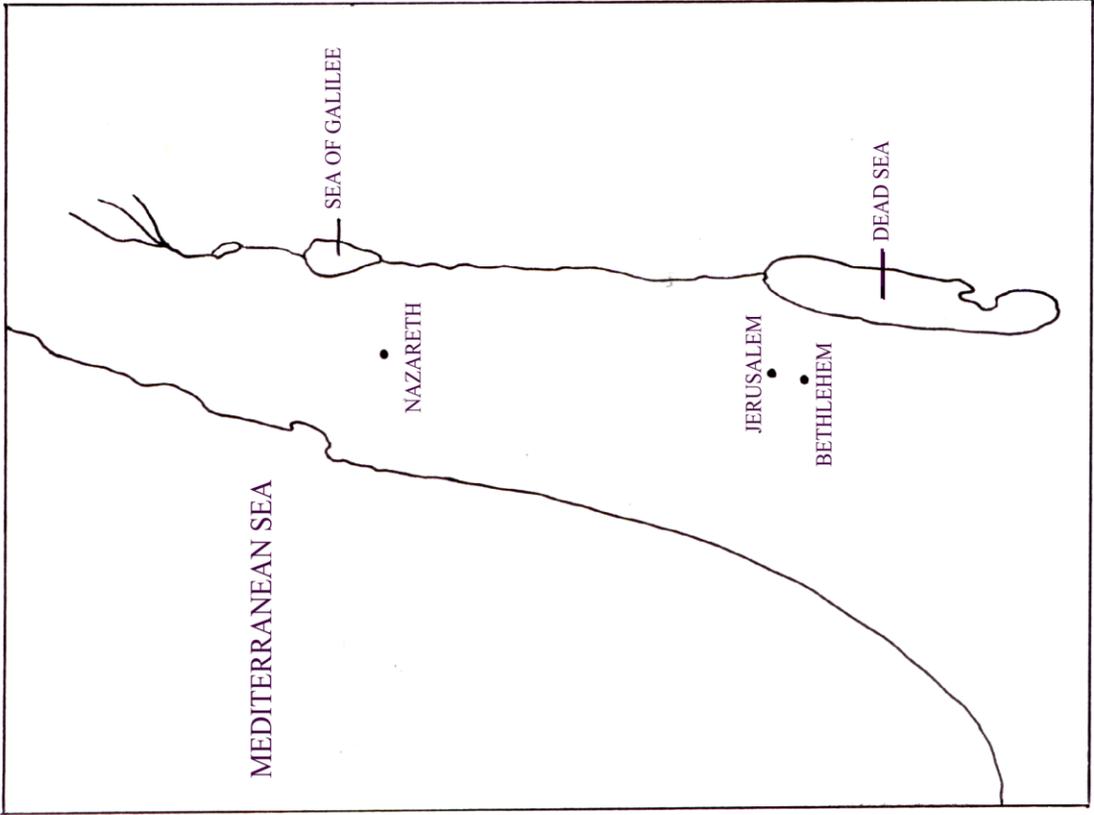
Virtual tours of Jerusalem

**Activities**

- Show pupils a small case/large holdall, and put in it, one by one, the following items (you can add some other things for fun, like a teddy-bear, and some other Christian artefacts if you have them, like a prayer-book or hymn-book). Can they guess where you are going?  
A passport (abroad);

travellers' cheques (abroad);  
sun-glasses/sun-hat (a hot country);  
make a point of setting aside your shorts and putting in instead long cotton trousers, also - if you are a woman – a large headscarf that could go round your shoulders (somewhere you have to dress modestly);  
a Bible (somewhere Christian);  
and lastly, a travel book on Israel/ Jerusalem/ the Holy Land

- Pupils could be given an outline map of Israel, and should write in the names of the places as you talk about them. Explain that many Christians want to visit the Holy Land where Jesus lived on earth. Can pupils remember where Jesus was born? Show where Bethlehem is on the map. Can they remember where Jesus grew up? Show where Nazareth is on the map. Can they remember what sea/lake Jesus preached by? Show the Sea of Galilee on the map. Can they remember where Jesus died? Show Jerusalem on the map.
- Use a learning zone clip(s) if suitable for your group. Use books and the internet to research Jerusalem as a Jewish, Christian and Muslim holy city. (Also see Information Sheet below). Design information brochures or PP presentations to share. (ATI)



## INFORMATION

### The Holy City of Jerusalem

#### **JUDAISM**

*(Find images of the Western (sometimes called the Wailing) Wall)*

The Western Wall is the holiest site for Jews. This is all that is left of the Roman wall that holds up the Temple Mount on which the Jewish Temple stood. Jews will not set foot on the Temple Mount itself, for fear of treading where the holiest part of the temple was.

The Western Wall is popularly called the Wailing Wall because Jews come here to lament the destruction of their Temple (by the Romans in 70 AD). Jews pray at the wall and write their prayers on pieces of paper that they put into the gaps between the great stone slabs of the wall. Jewish men and women have two separate sections at the Wall, just as they used to have two separate courtyards outside their ancient Temple.

Jews come to the Wall for important events in their lives. It is common for Israeli couples to have their wedding photographs taken in front of the Wall. It is also common for Jewish boys to travel to Israel with their families to have their Bar Mitzvah (coming of age) ceremony at the Western Wall. Many Jews come to Israel regularly on pilgrimage, and visit the Western Wall.

#### **ISLAM**

*(Find images of the Dome of the Rock on the Temple Mount.)*

The Jewish Temple no longer stands on the Temple Mount, but there are two Islamic mosques there. One of these, the Dome of the Rock, is a beautiful octagonal building with a large golden dome. It is a very early mosque, dating back to 638 CE. It is built over a huge rock that is said to be the rock from which Muhammad is believed to have ascended into heaven and come back with instructions for Muslims to pray five times a day. (This rock would have served as the altar of the Jewish Temple, situated outside its front doors.)

**Year 4      Year 4      Unit 6:      PILGRIMAGE      Week 4**  
**Title: Why do Muslims go to Makkah?**

**Learning Intentions:**

**AT1:** To explore the impact which religion has on people's lives.

**AT2:** To explore what influences people and what values and commitments are held by people.

**Assessment:**

AT1 L3: I can describe how believers express their faith by going on a pilgrimage to Makkah.

AT1 L4: I can suggest meanings for the stages of the Hajj.

AT2 L3: I can recognise and make links between the values and commitments of Muslims on pilgrimage and compare them with my own.

AT2 L4: I can describe what inspires and influences Muslims on Hajj and compare them with my own.

**Key Words:**

Pilgrimage  
Hajj  
Makkah (Mecca)  
Ka'bah  
Great Mosque  
Saudi Arabia  
Muhammad

**Resources:**

Images of Hajj

BBC Learning Zone clips – search 'Hajj' – some will help teacher subject knowledge, some may be suitable for class

[www.reonline.org.uk](http://www.reonline.org.uk)

[www.xmarks.com/site/www.islamicity.com/mosque/hajj/](http://www.xmarks.com/site/www.islamicity.com/mosque/hajj/)

**Activities**

- Explain that fulfilling the Great Pilgrimage (Hajj) to Makkah is one of the duties of Muslims, known as the Five Pillars. Muslims who are fit and able to afford it should perform the Hajj at least once in their lifetime. About ten percent of Muslims manage to achieve this. Some go more than once, and some go at other times (though this is not the Hajj). About two million Muslims gather in Saudi Arabia for Hajj for a particular four days each year. Non-Muslims are not allowed into Makkah, the holy city, at any time of year. Try to show an image of their tent-city pitched in the desert outside Makkah.

- Explain that the place all Muslims long to see is the Ka'bah in the Great Mosque in Makkah. Five times a day, Muslims turn in the direction of the Ka'bah to pray. Show images of this. Explain that the word ka'bah means 'cube' – and ask pupils if they can see why it is called this. This large, cube-shaped brick building is covered in a black cloth embroidered with passages from the Qur'an. It is an empty building, and reminds Muslims that all the idols there were destroyed when Makkah was made into the Muslim centre for the worship of Allah, the One God, who is too great to be portrayed in images.
- There are other places that Muslims visit on their pilgrimage to Makkah, and rituals that they perform there, but the most important is the afternoon they spend out in the desert on the Mount of Mercy. Here they pray to God for forgiveness of their sins; and they believe that all their sins are forgiven and they will go to heaven when they die.
- Use BBC learning zone clips of pilgrims on the Hajj. Pupils should notice the white sheets worn by all the men, which show their equality in the religion.
- Ask pupils to draw the outline of a suitcase and all the things a Muslim would need if he were going on pilgrimage to Hajj. (It should include the Qur'an, passport; a special visa to get into Makkah; pilgrim dress; sandals; umbrella as a sun-shade.) (AT1)
- This is an important way for Muslims to show their faith and commitment. How do pupils show faith and/or commitment in their lives? (AT2)

**Year 4      Year 4      Unit 6:      PILGRIMAGE      Week 5**  
**Title: Why do Hindus go to Varanasi?**

**Learning Intentions:**

**AT1:** To explore the impact which religion has on people's lives.

**AT2:** To explore what influences people and what values and commitments are held by people.

**Assessment:**

AT1 L3: I can describe how believers express their faith by going on a pilgrimage to Varanasi.

AT1 L4: I can suggest meanings for what pilgrims do at Varanasi.

AT2 L3: I can recognise and make links between the values and commitments of Hindus on pilgrimage and compare them with my own.

AT2 L4: I can describe what inspires and influences Hindus on pilgrimage and compare them with my own.

**Key Words:**

Hindus  
Varanasi (Benares)  
River Ganges  
Reincarnation

**Resources:**

Images of Varanasi

BBC Learning Zone clips – search 'varanasi' or 'River Ganges' – some will help teacher subject knowledge, some may be suitable for class

[www.reonline.org.uk](http://www.reonline.org.uk)

**Activities:**

- Explain that pilgrimage is very popular in Hinduism, and there are many places of pilgrimage. But one of the most holy cities is Varanasi (Benares) on the holy River Ganges. All Hindus hope to bathe at least once in the River Ganges, and that their ashes should be scattered there.
- Use images and clip from BBC learning zone clips on pilgrims bathing in the Ganges at Varanasi. The River Ganges is believed to be a divine river that has come down from heaven, so that bathing in it or drinking from it is believed

to be able to cleanse the pilgrim from sin and guarantee their release from reincarnation in this world. Many elderly people travel to Varanasi to die: their bodies are cremated on its banks and their ashes scattered into the water.

- Compare the Hindu desire to bathe in the Ganges at Varanasi and the Muslim desire to pray for Allah's forgiveness on the Mount of Mercy. Do pupils think it is a good or bad thing when pilgrims die on these pilgrimages? (AT1)
- Discuss with pupils what they believe happens to us when we die. Do they believe (with Muslims and Christians) that there is a heaven and a hell? Do they believe (with Hindus and Sikhs) that we may be reincarnated, and come back to another life on this earth? Do they believe that death is the end of us? Encourage pupils to give reasons for their ideas/beliefs. (AT2)

**Year 4      Year 4      Unit 6:      PILGRIMAGE      Week 6**  
**Title: How is life like a journey or pilgrimage?**

**Learning Intentions:**

**AT1:** To explore pupils' life as a journey.

**AT2:** To explore thoughts and feelings about significant events on life's journey.

**Assessment:**

AT1 L3: I can describe how believers express their faith by going on pilgrimages.

AT2 L3: I can make links between the values and commitments of myself and those of others.

AT2 L4: I can ask and suggest answers to questions about what is important in life.

**Key Words:**

Life  
Journey  
Pilgrimage  
Values

**Resources:**

Images of the pilgrimages which you have considered in this unit.

A visual representation of life as a journey

**Activities:**

- Ask pupils to draw a time-line of their lives so far, with all the events that they consider significant.
- Together in class, draw an anonymous time-line for a life of 70 years (previously considered to be an average life-span, although many people are now living longer in the Western world). Start with "Birth" and finish with "Beyond Death?" Mark on it typical events, including starting school, university, getting and changing jobs, marriage, perhaps divorce and remarriage, having children, retirement and death. Pupils will see that they have only completed a small part of a typical life span. (AT2)
- Explain that religious people may see life itself as a pilgrimage ie a religious journey whose purpose is to help them come closer to God. They will try to live their lives according to the guidance of their religion; at important times

in their lives, when they have important choices to make, they will pray for God's guidance in making the right decision; and they will see death as the possibility of a fuller life with God (AT1)

- Help pupils to think about having their lives before them and that there will be lots of decisions that they will take in life. How will they make these decisions? Produce these statements of values on cards for each pupil. Ask them to prioritise them – first of all, on their own – then in pairs – then in fours, coming to a consensus each time. Discuss together in class.

**Examples of statements of values:** *(you can add to or change them)*

I want to be rich.  
I want to be happy.  
I want to have friends.  
I want an interesting job.  
I want to help other people.  
I want to be a good friend to others.  
I want to have good health.  
I want a big house.  
I want to be famous.  
I want to help animals.  
I want to play ..... for England.

- Each pupil should then write about what they would like to do with their lives and why. (AT2)