

Big question: What makes some places sacred to believers?

Year: 2 Term: Spring 1



**Context:** Children have just completed double unit on Islam. Children have limited prior knowledge of Judaism from Year 1/ Rec. Children have had lots of experience of the church at St Peters .

## Vocabulary



| Tier 3 cont.            | Tier 3                  |
|-------------------------|-------------------------|
| ⇒ tallit (prayer shawl) | ⇒ Alter                 |
| ⇒ kippah (skullcap)     | ⇒ Font                  |
| ⇒ Chanukiah             | ⇒ Lectern               |
| ⇒ bimah                 | ⇒ Vestments             |
| ⇒ Mosque                | ⇒ Stations of the Cross |
| ⇒ Masjid                | ⇒ baptismal pool        |
| ⇒ Wudu                  | ⇒ Pulpit                |
| ⇒ prayer mat,           | ⇒ Synagogue             |
| ⇒ Minbar                | ⇒ ark,                  |
| ⇒ mihrab                | ⇒ Ner Tamid             |
| ⇒ muezzin.              | ⇒ Torah scroll,         |
|                         | ⇒ tzitzit (tassels),    |
|                         | ⇒ Tefillin              |

## Knowledge



- ⇒ To know why a Synagogue is sacred to Jews and the purpose of these features: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), chanukiah, bimah.
- ⇒ To know why a Mosque is sacred to Muslims and the purpose of these features: id: wudu, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.
- ⇒ To know why a Church is sacred to Christians and the purpose of these features: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: vestments and colours, icons, Stations of the Cross, baptismal pool, pulpit;
- ⇒ To know that Christians use music and hymns to worship
- ⇒ To know what is meant by Sacred and Holy
- ⇒ To know how Muslims and Jews use their voices to worship
- ⇒ To know the value of sacred places within our community



## Skills

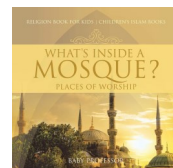


- Recognise that there are special places where people go to worship, and talk about what people do there
- Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean
- Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship
- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
- Give simple examples of how people worship at a church, mosque or synagogue
- Talk about why some people like to belong to a sacred building or a community
- Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas
- Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

## Get inspired!



## Recommended reads



## Memorable experience/outcome



Visit to a synagogue