

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: RE

YEAR: A

TERM: Summer 1

YEAR GROUPS: YR

KEY QUESTION: F5 What places are special and why?

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- Talk about places that are special.
- Know that we visit the church on different occasions.

End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- Talk about places they like to visit. **KQ1**
- Investigate our local church, St. Mary's. **KQ2**
- Participate in activities, when learning about mosques. **KQ3**
- Compare a church and mosque, talking about what they can see. **KQ4**

*Most children will show that they have reached the **expected** level because they can:*

- Say where is special to them and why. **KQ1**
- Talk about what is special about a church for Christian people. **KQ2**
- Understand that Christian people believe in God. **KQ2**
- Name our local church, St. Marys. **KQ2**
- Learn about a mosque and know that it is a holy place for Muslims. **KQ3**
- Compare a church and mosque looking at similarities and differences. **KQ4**
- Create a special place of their own, thinking about what we have learnt over the sessions. **KQ5**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- Discuss why somewhere is special and how this can differ between different people. **KQ1**
- Recall and name different parts of the church. **KQ2**
- Recall and name different parts of a mosque. **KQ3**
- Discuss why there may be similarities and differences between a church and a mosque. **KQ4**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Verbal responses during discussion in lessons and further questioning to extend their understanding.
- Participate in activities and a visit to St. Mary's Church.
- Offer responses in the class RE floorbook.

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

- Visit St. Mary's church.
- To create a special/reflective area within the classroom.
- Create a piece of art work in the style of a stained-glass window.

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

- EAD (Art) – designing a stained-glass window.
- PSED – discussing feelings and emotions in relation to religious stories and special places.
- PSED – exploring similarities and differences in how people visit places of worship – respecting others ideas and beliefs.

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things Find out about a mosque and how it is similar or different to a church.

Works hard Be involved in all the activities, recording their ideas in the floorbook.

Concentrates Listen carefully to religious stories, retelling them through art, drama and song.

Self-motivates Select their own resources, with increasing independence.

Imagines Create their own special/reflective space within the classroom.

Improves Further their knowledge by finding out about places of worship.

Understands others Understand that we are all unique and may have different ideas and beliefs.

Doesn't give up Investigate activities, even when they are unfamiliar.