

Time Travelling

"Opening the doors of faith to generations"



Journeys

KS1 CLASSROOM BOOK

Journeys

Welcome to the new KSI classroom pack for teachers planning to visit Time Travelling at Southwell Minster. The pack is designed to provide you with a term's teaching for RE to use before and after your visit to Southwell. The teaching ideas should work alongside literacy and any curriculum topics you might be covering during that term. The aims and intended learning outcomes in the pack draw mainly on the following Nottinghamshire Agreed Syllabus units for KSI.

I.1: *What does it mean to belong in Christianity?*

I.2: *What can we learn from visiting a church?*

I.11: *Talking About God*

The main focus of the pack is 'Journeys' as you will be journeying to Southwell Minster at some point in the term.

The pack is divided into three sections:

- **Here We Are** looks at our homes and families, special places and times and also introduces the idea of the Christian family, Jesus and church.
- **Off We Go** explores the idea of journeys, pilgrimage and journey stories in The Bible.
- **Home Again** provides an opportunity to review the visit to Southwell and to assess the children's learning

Alongside this pack you will be able to download a supplementary booklet of teaching suggestions based on the theme for the year; either *Senses* or *Opposites*. We hope you find the materials useful in preparing your children for this exciting and unique event at Nottinghamshire's Cathedral Church.

Other Resources

Photograph Packs: *In a Church* and *In the Minster*: 2 sets of beautiful, laminated photographs complete with teaching suggestions. £5 each pack

Music Pack: all the music we use at Time Travelling is available to download from our website:

www.timetravelling.co.uk

Many thanks to Daniel Salter for drawing and producing several of the photocopyable sheets for us.

Time Travelling is an independent, self funding organisation supported by both Southwell Minster and Southwell and Nottingham Diocese. Each year we have to raise over £20,000 of our income to be able to offer the *Time Travelling* experience to children at a subsidised rate. Many local churches, Mothers' Union Branches and individuals give generously to support our work. If you feel able to give a donation to Time Travelling please contact our office for more details.

Journeys

Part I-Here we are

Aims and intended learning outcomes

Unit 1.1 develop an understanding of what it means to belong to a family and community.

develop an understanding of what it means to belong to a Christian family and how this is shown.

Unit 1.5 Understand what happens at some Christian festivals.

How do Christians celebrate? What stories are told? How do people feel when they are involved? When do I feel like that?

Unit 1.11 Discover ways in which Christians talk about God.

Consider questions such as 'what do people say God is like'? And learn that religions can offer some answers to questions like these.

Learn that religious artefacts often symbolise key beliefs.

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|---------------|------------------------------|
| 1. My family | 4. Meet Jesus |
| 2. My home | 5. Meet the Christian Family |
| 3. My friends | |

1. My Family

- Look at stories about homes and families ('Peepo' Allan Ahlberg, Shirley Hughes stories, 'Nothing' Mick Inkpen). Who are the people in the family? What are the people in the stories doing at home? Choose some words to describe each of the characters and write about one of them. Draw or paint the different characters.
- Talk to the children about their families and what they like to do together.
- Write about and draw activities the children and their families share. Ask some-one to come and talk about their hobby.
- Children choose a member of their family to write about in more detail, using PCMI.

2. My Home

- Have some household items in a feely bag/box. (cup, picture frame, cushion, remote control, book, ornament, sponge, CD, place mat...).
- Can the children guess what it is by feeling or describing to one another? What is the item used for? Do the children have them at home? Complete PCM2.
- Play *Kim's Game*
- Read 'Kipper' Mick Inkpen. Talk about how Kipper makes his basket just right for him.
- Circle time: Describe to the children your favourite room at home and why. Each child visualises their favourite room and describes it to the others as you go around the circle.
- Use magazines to design a collage of a favourite room and/or make the room by junk modelling/construction kits.

3. My Friends

- Who is your friend in school and why? Generate a list of adjectives to describe friends and write a *My friend is...* poem
- Draw portraits of one another.
- Talk with the children about special qualities in one another and make 'special person' awards for others in the class. Use PCM3.

- Look at stories of special family times: birthdays, weddings, new babies etc. How do families celebrate? Make a card or invitation for a special occasion.
- Make some special party food: fruit salad, jelly, cake or sandwiches.
- Discuss- What do we do when we celebrate? How do we feel when we celebrate? Use PCM4 Celebrations: What do I do? and How do I feel?

4. Meet Jesus

- Introduce Jesus by talking to the children about what they know about Jesus. Remind them of Jesus' birth at Christmas and of the Easter story.
- Explain that Jesus had many friends and people who liked to listen to all that he taught them about God.
- Read the story of The Feeding of the Hungry Crowd, PCM5. This story illustrates how Jesus cares about all the people who have followed him and are now hungry. Or tell the story using items in a story sack/box: green cloth for grass, blue for water, paper people, a boat, bread, fish and baskets. Let the children retell the story themselves with the story box.
- Explain that Jesus helped people to learn about God by telling stories using things they would understand. Retell one of Jesus' parables: The Lost Sheep, PCM6a
- Children could retell using a story board, PCM6b
- Paint/collage scenes from the story.

5. Meet the Christian Family

- Explain to the children that many people still follow Jesus' teaching now. Use www.educhurch.org.uk Go to 'Themes' and families to explore how Christian families live and how church is an important part of their lives.
- Using 'Themes', look at the different churches that these families attend focusing on music and artefacts.
- Prayer is an important part of Christian living. It is the way Christians speak with Jesus. Christians can bring worries and joys to Jesus by talking to him in prayer.
- Sometimes Christians use candles to help them to concentrate on prayer. Light a candle and ask the children to think about the things that worry them and things they are thankful for in their lives while they watch the candle flickering. The children could write one of their thoughts down on the candle sheet, PCM7.
- Make candles from rolled cardboard tube and tissue.
- Remind the children of special times in their families, birthdays etc and how they are celebrated. Explain that the church has special celebrations too, particularly at Easter and Christmas. At these times the church will be decorated and people will come to special services to celebrate. Visit www.request.co.uk infants pages to explore Christian festivals.

Part 2- Off we go!

Aims and intended learning outcomes

Unit 1.2 plan and prepare for a visit to a church

Visit a church and explore some artefacts.

Unit 1.11 Learn through story, discussion and visits to see some of the ways people talk about God and some of the ways people talk to God.

Recount some religious teaching.

Respond sensitively to the experience and feelings of others through the material studied.

Explore some features of religious life.

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| 1. Journey stories | 3. Bible Journeys |
| 2. My Journeys | 4. Pilgrimage |

1. Journey Stories

- Choose a traditional tale with a journey theme (*Hansel and Gretel*, *Little Red Riding Hood*, *Rosie's Walk*) read the story together and make a map of the places in the story.
- In PE, act out the story all together or children could work in small groups to tell the story using the character's journey.
- Who am I? – In small groups the children pack a bag belonging to a traditional tale character (Cinderella, Jack and the Beanstalk etc). Ask the other children to guess who it is. Use the suitcase, PCM8 to draw the character's belongings.
- Think about being prepared for journeys. Investigate waterproof materials and design a coat for your story character using a selection of materials. Use PCMI again to put the coat on the character.

2. My Journeys

- Consider journeys the children have been on. What transport did they use? Create a transport collage with drawings/paintings or cut outs from magazines.
- Create a transport themed imaginative play area.
- Help the children to think about their life as a journey. What was it like when they were smaller, what could they do? Draw or write in the 'when I was small' picture frame. Think about what they can do now and what they would like to do in the future. PCM9

3. Bible Journeys

- The Prodigal Son, PCM10. One of Jesus' parables is the story of a journey of experience. Tell the story and explore how the son feels along the way. How did he change? Collect some words to describe how he feels. What do the children think he should do?
- Have a party to celebrate the son's return.

4. Pilgrimage

- What is a Pilgrimage? Explain that a pilgrimage is a special journey where, as well as visiting somewhere, we would hope to learn something new about ourselves

- and the world around us as the Prodigal Son did. The children will be exploring lots of new things at Southwell.
- Introduce Southwell Minster, drawing on the children's learning about churches from the previous section, by visiting www.timetravelling.co.uk and www.southwellminster.org.uk
 - Make a model of the Minster and some of the church furniture you will find there.
 - Explain to the children that the Minster is a church and a place of worship for Christians. They will see and hear many things about Jesus at the Minster. Discuss with the children how they think they should behave in such a place.
 - You might like to spend some time explaining that Southwell is a very big place and that there will be lots of other children there as some children find it quite overwhelming when they arrive!

Part 3-Home Again

Aims and intended learning outcomes

Unit 1.2 visit a church and explore some artefacts

Respond after the visit through a variety of media.

Respond to a range of artefacts in a church.

Reflect on their own thoughts and feelings at being in a church.

Consider the experience of Christian worshippers.

Unit 1.11

Learn that religious artefacts often symbolise key beliefs.

Begin to express their own reactions and ideas about the concept of 'God'.

1. What was it like at the Minster?
2. What did you see, hear and touch at the Minster?
3. Who did you meet at the Minster?

1. What was it like at the Minster?

- Use the 'activity base cards' the children collected during their visit to begin a discussion about the variety of activities the children joined in with at the Minster.
- Ask the children how they felt about being at the Minster, collecting a list of words from their responses. Write a Minster poem collectively or individually.
- Use the children's evaluation sheets for the children to respond to their visit.
- Explain to the children that postcards are usually sent when you visit a place of interest or from a holiday and that they briefly describe the place you are visiting. Collect some ideas for the postcards, using the Minster outline postcard PCMI1 to write on. (Alternatively, you could write to our volunteers as many of you do each year.)
- Remind the children of the singing and prayers they were invited to join in with during Time Travelling worship, pointing out that the church is a special place of worship for Christians.

2. What did you see, hear and touch at the Minster?

- Use a feely bag of artefacts of faith at the Minster: candle, Bible, cross (alternatively ask your local clergy to bring in some artefacts or use the photo packs: *In a Church*). Play a matching game; matching pictures to artefacts, naming and discussing the uses for the artefacts as you match them.
- Visit our websites: www.timetravelling.co.uk and www.southwellminster.org.uk or use our photo pack: *In the Minster* for the children to review their visit and remind them of their experiences at Southwell Minster.
- Refer back to church models from the previous section. Do the children want to make any changes to the model? Can they point out areas of the Minster from their visit?
- Use construction kits to make more Minster models.
- Use the blank church outline PCMI2a to stick on the church furniture pictures PCMI2b. Write a sentence to explain their use in a church.
- Create a quiet area with cushions or chairs, Bible, cross and (unlit) candle. You might like to have some quiet church or Time Travelling music playing.
- *Christus Rex* or *Christ the King* (by Peter Ball 1987) is a really important symbol in the Minster because it shows Jesus reigning over the world; his outstretched arms remind us

not only of the cross but of Jesus' welcome to all who visit the Minster. Remind the children of this powerful symbol by showing them a picture (*In the Minster* photopack or Minster website) Talk about it with the children before painting or drawing, using metallic paint or crayons or make clay/dough models.

3. Who did you meet at the Minster?

- Ask the children about the different people they met at the Minster. They will probably remember the guides most of all. Remind the children that these people are all Christians and they see it as part of their service as a Christian to help with Time Travelling.
- What did you learn about God from the people you met and the songs and prayers in the worship?
- You might have been fortunate enough to have seen one of the two Bishops in our Diocese (Bishop of Southwell and Nottingham or Bishop of Sherwood) who might have been dressed in their cope and mitre or you might have seen the Dean of Southwell Minster. Alternatively you could use the *In the Minster* photo pack to look at the vestments worn by the Bishop and Dean. Explain that these special clothes are worn by people who work in the church on special occasions and have been carefully designed and made to show how important God is to Christians. Use the vestments PCMI3 to design some special vestments. Then paint the designs on large sheets of paper.

Assembly 1 – Friendship

This assembly builds on the *Here We Are* section of lessons. The theme is friendships and important people in our lives.

Song: *Time Travel Travelling*.

Talk to the children about how important family and friends are. How they make us happy and have fun together and how they help us along in life when we have difficult things to do. (If you have time you might want to ask the children for examples.)

Tell the children that Jesus had lots of important friends in his life, people he cared about, who made him laugh and cared for him when he needed it.

Story: **Martha, Mary and Lazarus**

You could use children and props to help you tell the story: a hat for Lazarus, a mixing bowl for Martha, a duster for Mary and a cloak for Jesus.

Lazarus, Mary and Martha were good friends of Jesus, but they did not see him very often as Jesus was busy travelling around, talking to people about God. One day, the family heard that Jesus was visiting their village.

Martha immediately got busy tidying the house and preparing a fine meal for Jesus. Mary helped Martha to clean and cook.

Martha rushed out of the house to meet Jesus and invite him to rest at their house after a busy day talking to lots of people about God. Jesus was delighted to see Martha and was happy to be invited for a meal with his friends. Martha rushed back to the house to finish off the cooking. Martha wanted everything to be just right for Jesus.

As soon as Jesus arrived at the house, Mary and Lazarus sat down to listen to Jesus who told them about the many places he had been and the people he had met and began to tell to them about God. Martha carried on rushing around, stirring the food and setting the table. She stopped long enough to notice her brother and sister sitting listening to Jesus and became very angry that Mary wasn't helping her.

Martha stomped over to Jesus and shouted: 'Tell Mary to help me with cooking the meal!' Jesus loved his friend very much and knew that she wanted to make a lovely meal for him. Jesus smiled at her and told her that it was more important that friends spend time together, listening to one another.

Jesus shows us how important family and friends are in our lives. Jesus told his friends all about God. He believed that God was with him, helping him all the time.

Song: *God Goes With Us*

Prayer: Thank you God for all our friends and family who make us laugh, play with us and cheer us up when we are sad. Help us to be kind to our family and friends. Amen

Assembly 2- The World Around Us

This assembly focuses on the *Off We Go* lessons and looks at the world around us as we journey through life.

Song: *Time Travel Travelling*

Ask the children if they like going on journeys. What sort of things do they see when they go on a journey? What do they hear? Do they play 'Spot It' or similar games on the way? Alternatively you could describe a journey you have been on; describing what you saw and heard on the way. Ask the children to imagine that they could not see. How different would the journey be then? What would they miss seeing?

Story: Blind Bartimaeus (Mark 10:46-52)

There was a man who could not see, his name was Bartimaeus. Because Bartimaeus was blind, he could not work. So every day he would slowly make his way to the town and beg for money from passers by. Every day he heard the same people walking by him on the road. Some gave him money, some didn't.

One morning Bartimaeus heard many different voices talking excitedly. As he listened he could hear one name over and over again. 'Jesus, Jesus' cried the people as they hurried past.

When he heard that it was Jesus, Bartimaeus began to shout too, 'Jesus, Jesus, please help me!' Many of the people in the crowd looked around at Bartimaeus and told him to be quiet, but he shouted all the more, 'Jesus, Jesus, please help me!'

Jesus heard Bartimaeus, he stopped and said, 'Call him.' So the people shouted to Bartimaeus, 'Come on, Jesus is calling you' and they led him to where Jesus stood. The crowd around them now stood silently. 'What do you want me to do for you?' Jesus asked him. Bartimaeus said, 'I want to see.'

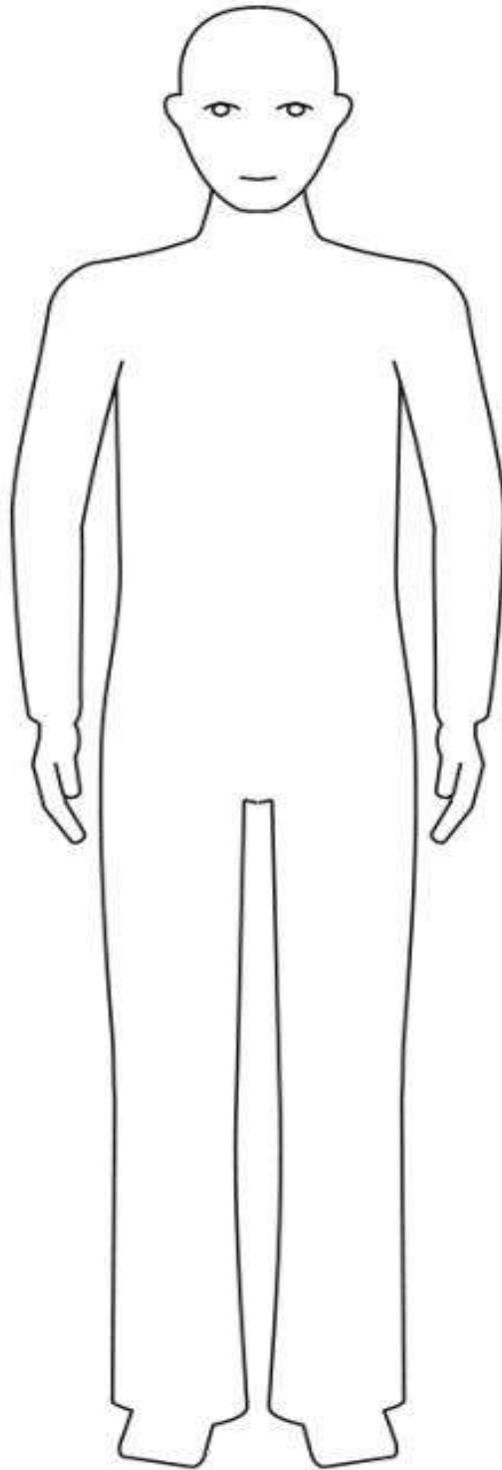
Jesus spoke quietly to Bartimaeus who suddenly gave a shout, 'I can see! I can see!'

He looked around him at all the different faces, the colours in the clothes; blues, reds, yellows and greens. He noticed the market stalls by the road selling fruit in all sorts of bright colours, the leaves on the trees and the sheep up on the hillside. As he looked to the sky he could see the sun shining, the clear blue and the soft white clouds. Bartimaeus was amazed by the beauty and colour of the world around him.

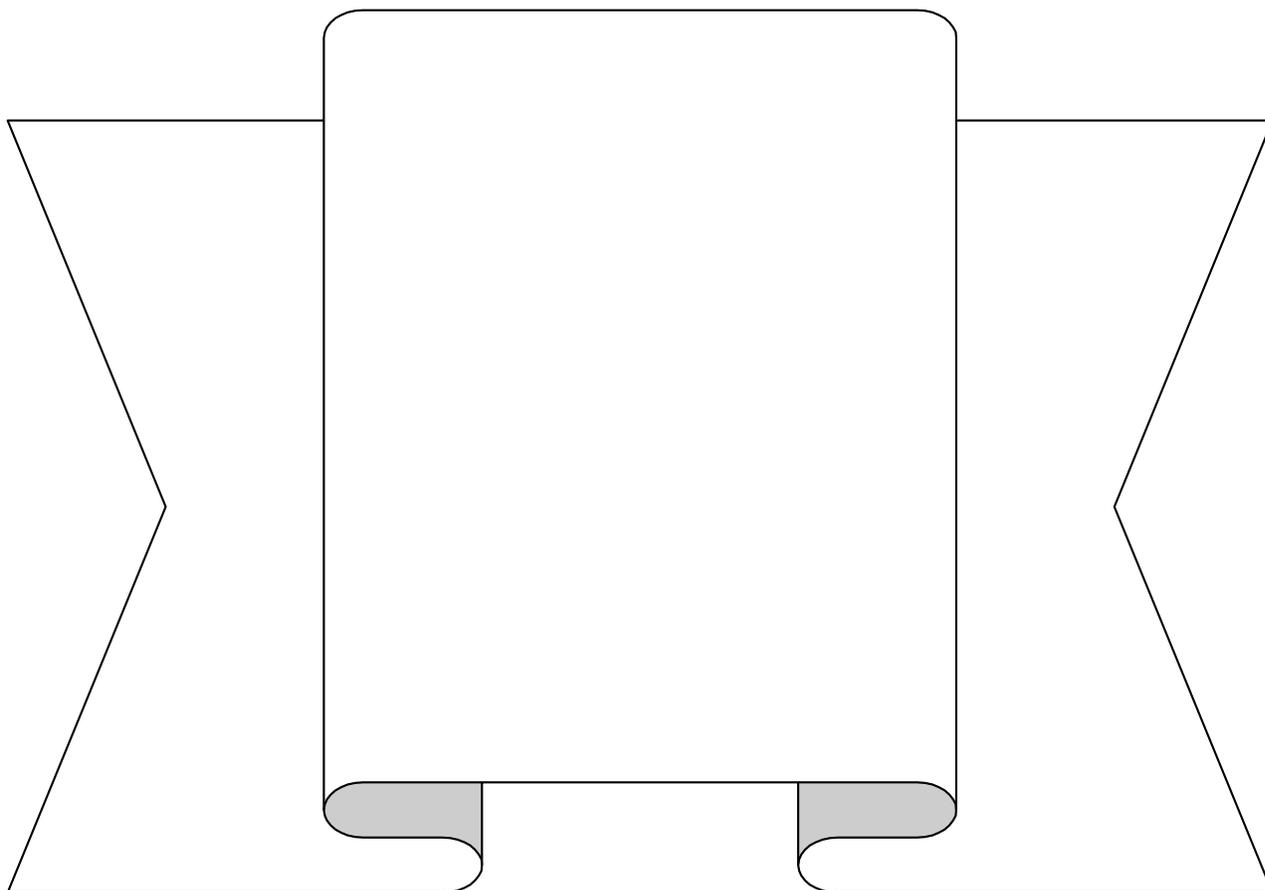
We should remember that we live in a beautiful world that we forget to look at sometimes. A world that Christians believe is made by God for us to enjoy and care for.

Song: *How?*

Prayer: Thank you God for the wonderful world around us; for plants, trees, fields, rivers, sand and sea. Help us to look around and to enjoy the world. Amen

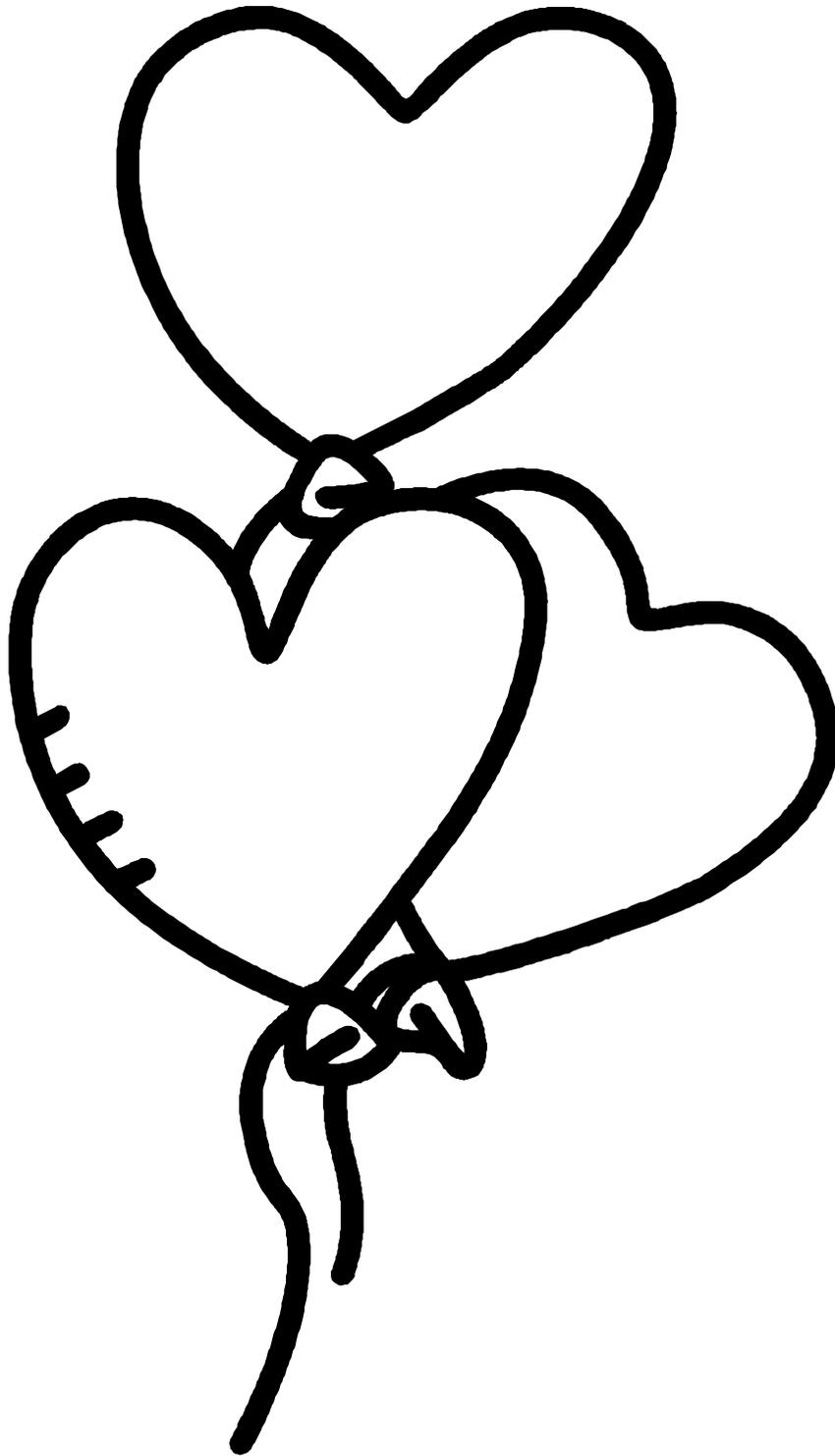


Special Person Award



Celebrations

What do I do? How do I feel?



Jesus feeds a Hungry Crowd

The story illustrates Jesus' compassion on the great crowd who followed to hear him teach.

Jesus and his friends needed some peace and quiet so they had gone off by themselves in a boat to a quiet spot for a good rest. But the crowds found out where Jesus was and, wanting to hear more of his stories about God, they followed him from their towns and villages. Jesus heart was full of love for the people and he talked with them and made the sick well.

Soon it began to get dark, but the crowds did not seem to want to go home. Jesus' friends noticed this and went to Jesus, telling him to send the people away for food and rest for the night. Jesus replied, 'They don't need to go away, you give them something to eat.'

Jesus' friends looked at one another with puzzled faces, muttering, 'We haven't got any food.' 'There must be at least 5000 men here.'

A small boy standing nearby heard them talking and quietly tugged on the sleeve of one of the friends, 'I've got some bread and fish here.' he said, offering a small package to the friends. Jesus' friends looked at one another and shrugged, but took the food to Jesus anyway.

Then something amazing happened. Jesus got the huge crowd of people to sit down quietly on the grass, in small groups. As they sat they watched as Jesus held the fish and bread and looked up heaven. He thanked God for the food and broke the bread which he gave to his friends.

His friends shared the food with the great crowd and even after everyone had had plenty to eat there were still twelve baskets full of left over food.

Matthew 14: 13-21

The Lost Sheep

Jesus told this story about a **shepherd and his sheep**.

Once there was a shepherd looking after 100 sheep out on the rocky hillside. During the hot, sunny day the shepherd led the sheep to a field of green grass. As the day cooled down and evening came the shepherd led the sheep back to the safety of their pen to keep them safe from the wild animals that roamed the hills at night.

One evening as the shepherd led the sheep back to the safety of the sheep pen, one of the sheep couldn't resist one more nibble on some lovely green grass. While the sheep grazed away at the grass, the other sheep continued following the shepherd to the pen.

When the shepherd reached the pen, he counted the sheep and discovered that **one** was missing. He was very concerned and even though he was very tired after the long walk he left the other sheep to go and find the one that was missing. He retraced his steps, calling for the sheep as he went.

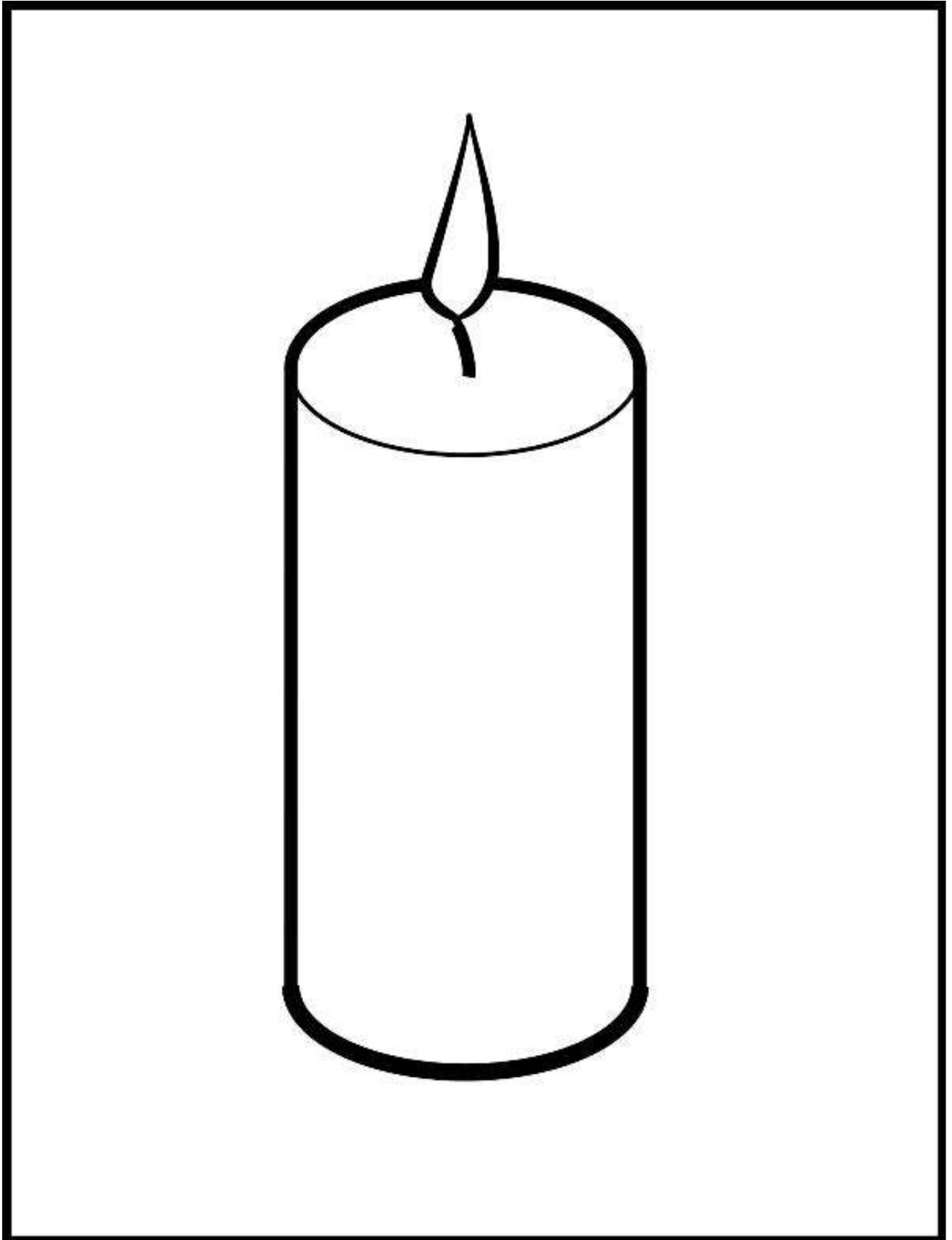
The sheep was now full and had looked up to find that the other sheep and the shepherd were nowhere to be seen. As he stood he could hear a faint voice calling for him. He began to bleat loudly to let the shepherd know where he was.

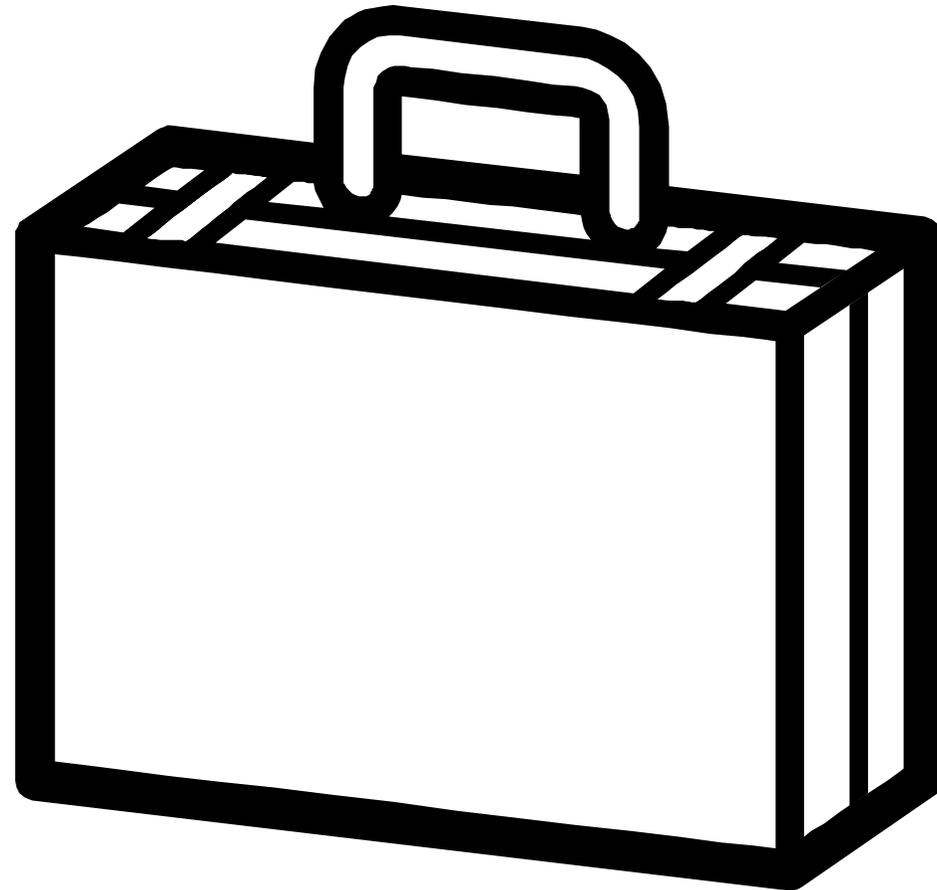
Suddenly the shepherd heard the sheep bleating. He ran to the place where the sound came from, picked up the sheep, threw it over his shoulder and carried it quickly back to the safety of the pen.

Jesus said that the shepherd is like God who cares for each and every person. In this story he is especially talking about children.

Matthew 18: 10-14

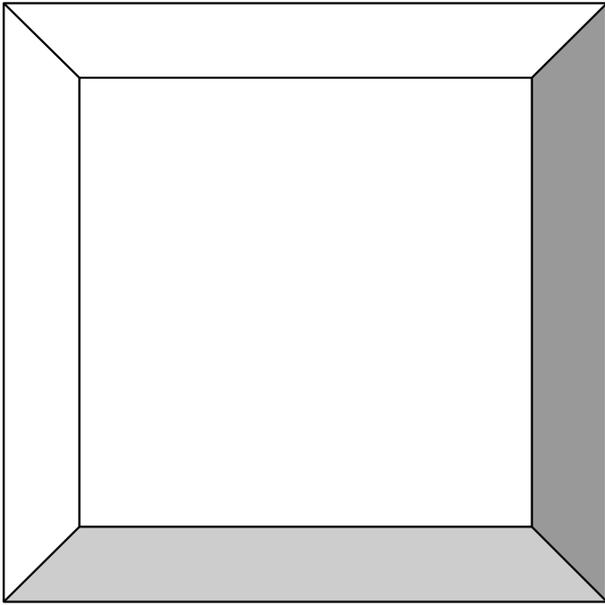
The Lost Sheep



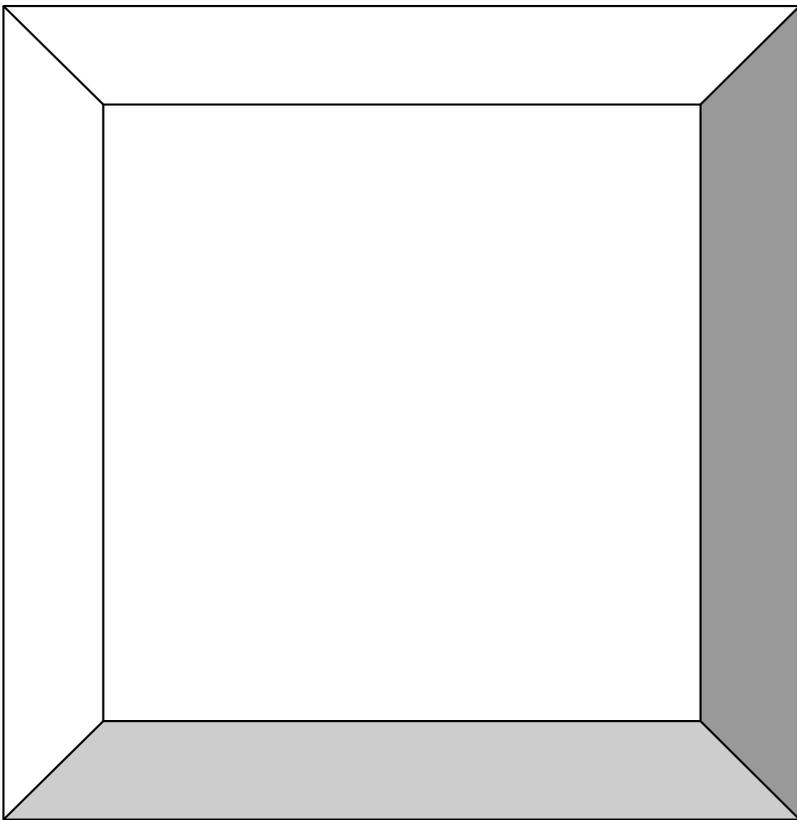
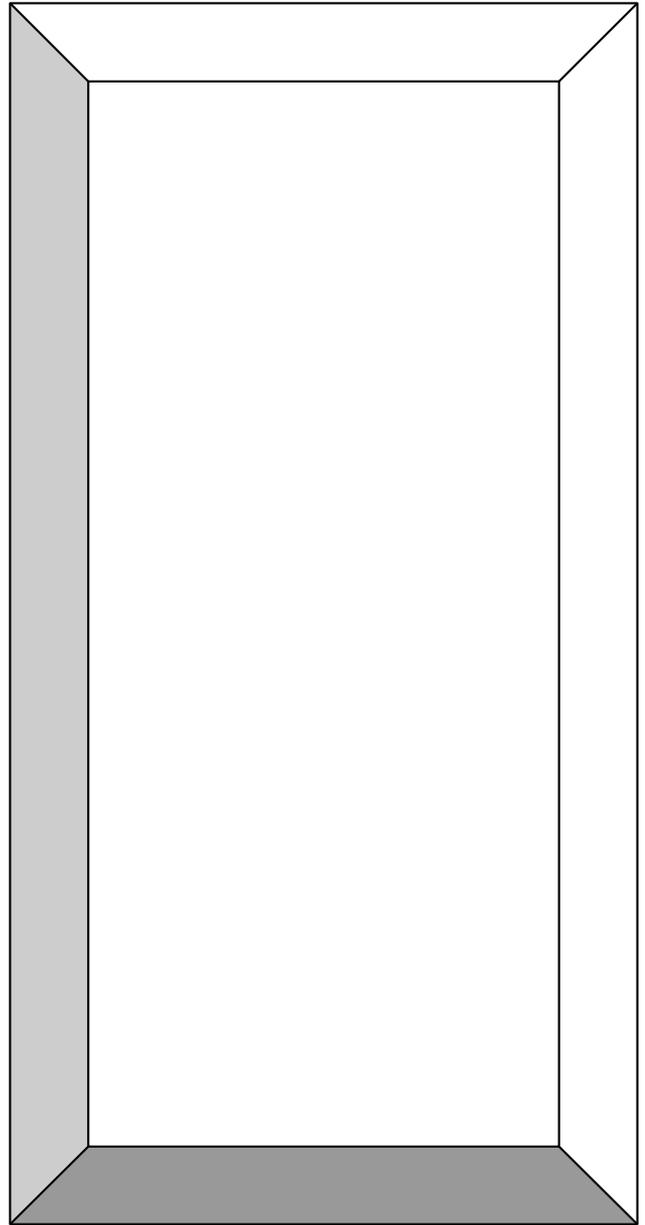


My Life.

When I was small
now



Me



When I am older

The Prodigal Son

Jesus told this story to show people how much God loved them.

Once there were two brothers, who had grown up together, playing together, fighting and falling out too. The brothers lived on a farm and when they grew up their dad expected them to work on the farm with him.

The older brother was happy to help his dad and worked very hard every day. The younger brother thought that working on the farm sounded like a boring idea and instead asked his dad for some money so he could travel the world.

His father gave the youngest son some money and watched sadly as the boy set off on his journey smiling and whistling as he went.

'This is great!' he thought to himself as he travelled further and further away from home, spending lots of money and meeting new friends as he went. Until one day the boy realised that he had no money left and all the new friends had left him alone.

The boy needed to find a job, but the only thing that he could find was a dirty, smelly job looking after pigs. He was lonely, unhappy, hungry and dirty. He decided there was only one thing for it...to go home.

As he went he wondered what his dad would say to him.

All the time the boy had been away his dad had looked out the window for him returning home. Then, one day, at long last, the man could see the boy making his way up the road. The old man jumped out of his seat, threw open the door and ran down the road to meet his son.

That night, there was a huge party at the house as the boy was welcomed back into his family.

Luke 15:11

