

Time Travelling

"Opening the doors of faith to generations"



Key Stage 2 Classroom Book

Pilgrimage

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Welcome to the new Key Stage 2 classroom pack for teachers planning a visit to 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 on the Nottinghamshire Agreed Syllabus units for KS2.

Attainment levels are mainly 3 and 4 as outlined in the Nottinghamshire Agreed Syllabus for RE, and aims to cover both strands of RE – learning *about* and learning *from* religion.

The focus is on **Pilgrimage**, building on the **Journeys** classroom pack for KSI, and based on the idea that the children will become pilgrims when they go to Southwell Minster.

The teaching ideas are divided into three sections:

- **Exploration:** In this section, drawing on children's own experiences, we think about special people, places and events, what makes them significant or memorable, and to whom.
- **Preparation:** Here children prepare for their visit to the Minster, finding out why it is an important place for Christians and what to expect from their visit.
- **Reflection:** We think about life as a personal pilgrimage, a blank canvas on which we can imprint our own beliefs, goals and experiences.

On our website you will find supplementary materials specific to the year's theme: either **Signs and Symbols** or **People**. There are also activities and research materials for children on our website. We hope you find the materials useful in preparing your children for the unique event at Nottinghamshire's Cathedral Church.

Other Resources

Photograph packs: *In a Church* and *In the Minster*: 2 sets of A4 laminated photos complete with teaching suggestions **£5 each pack**.

Music pack: All the Time Travelling music is available to download from our website: We can send you a CD and sheet music copy on request **£5**.

Time Travelling is an independent, self funding organisation supported both by Southwell Minster and Southwell and Nottingham Diocese. Each year we have to raise over £20000 of our income to be able to offer the *Time Travelling* experience at a subsidised rate. Many local churches, Mothers' Union branches and individuals give generously of their time and money to support our work. If you feel able to give a donation to Time Travelling, or would like to know more about volunteering, please contact the office for more details.

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Pilgrimage Classroom Book

I. Exploration

Focus: Places, people and events which are important to me and to people of the Christian faith.

Aims and intended learning outcomes

| | |
|------------------|--|
| Unit 2.8 | <i>To find out what makes a place special or “sacred”.</i> |
| Unit 2.10 | <i>Know about the lives of people of faith today. Understand how faith inspires action</i> |
| Unit 2.1 | <i>Find out who Jesus was and why he is special.</i> |
| Unit 2.3 | <i>Why and how do we celebrate and prepare for special occasions</i> |

i. **Special Places**

- Brainstorm with the children some special places they have visited or would like to visit. Help them to define what makes them special: is it historic (eg pyramids), the tallest (Eiffel Tower), of National importance (Big Ben) exceptionally beautiful (Taj Mahal) or a place of worship (Church / Mosque)?
- Make a collection of postcards or photos of special places, asking the children to contribute. (Include photos of religious buildings). Discuss why it would be more exciting to actually visit these places rather than just look at pictures.
- Invite children to bring a photo of somewhere which is special to them to tell the rest of the class about. A separate display of these could be made.
- Study stories which describe special places and explore what they mean to the people involved. *Suggestions: “Tom’s Midnight Garden” by Philippa Pearce, or “The Secret Garden” by Frances Hodgson Burnett. Both of these are available on DVD for under £10 or use the extract from “The Secret Garden” (PCM1).* Ask the children to choose words and phrases that show how special and magical this place is.
- Ask the children to make pictures in oil pastel of either the whole garden or just a part of it based on their descriptions. These can then be displayed alongside some of the words and phrases from the book, or words describing the feelings experienced by the children in the stories. You could use Monet’s paintings of his garden or his *Waterlilies* collection as an example of someone loving somewhere so much that they tried to capture it on canvas. Point out that these paintings only give an impression of the lake – a similar effect can be contrived with pastels.
- Ask the children to write their own description of a special place, real or imagined. Who would they allow in? What would they do there? Where is the place and how would they get there?
- At this stage you could look at www.request.org.uk main site and look at the different types of church. Go to www.southwellminster.org.uk and find the mini photo tour on the education page to find out more about the Minster. Our photo pack “In A Church” has A4 laminated photos of artefacts commonly found in a church.

ii. **Special People**

- Think about the special people in your life. Use **PCM 2** to make a ‘map’ of important and significant individuals.
- Discuss people that are admired most by the children (famous or known personally) and make a class list. Try to draw out the personal qualities possessed by them which makes them special or significant.
- For homework or a piece of research, ask children to find out more biographical details about the person they chose for the class list. They can produce a piece of work using **PCM3**, using the box for a photo or photo montage and the bottom for a fact file.
- Research together the life of someone special. What did they do with their life and what qualities did they have? *Suggestions: **The Diary of Anne Frank** (Penguin do a simplified version for lower Key stage 2); **Mother Teresa** a tribute video on U-Tube shows images to the soundtrack “Real Love” - shown on the whitboard this will enable children to make inferences about her life and character; **Corrie Ten Boom** hid*

Jews during World War 2 and wrote about her experiences in her book “The Hiding Place”, or visit the Time Travelling website Children’s pages and read the simple story of **Mary Jones**, who walked 28 miles alone to buy a Bible, and her story led to the formation of the Bible Society.

- Find out about Jesus. Use the bible references given at the end of the teaching notes to find out about him. Pose the questions: What made him a leader? What was his character like? How is he similar to the people you have already discussed?

iii. **Special Events**

- Have a discussion with the children about special or exciting events that they may have experienced during their lives. This may include holidays, birthdays, weddings, a party or even a Christmas fair at school. Ask them to think about the preparations that are made beforehand – shopping, clothes, food, music, decorations, planning the travel arrangements.
- Plan an event with the children, organising them into teams who take on a specific role. *Suggestions: A school cake sale for charity, school disco, assembly or invite a Key stage 1 class along for an afternoon of reading or crafts in your classroom.*
- After the event, discuss with the children how effective they thought it was. Did they learn anything about themselves or others? What went well and what would they do differently next time?
- Remind the children of special events that are celebrated by Christians (Easter, Christmas, Harvest etc). Discuss how churches might be decorated and how people will come and attend special services of celebration at these times, and might eat special food together. Find out about Christian festivals at www.request.org.uk go to main site and festivals.

2. **Preparation**

Focus: Southwell Minster, why is it an important place for Christians? What will I learn and find there? Who was Jesus and why is he special to Christians? Preparation for my pilgrimage.

Aims and intended learning outcomes

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|------------------|---|
| Unit 2.8 | <i>Learn about what happens in a church, what might be found there and how it helps believers to practise their faith. (Findings based on Southwell Minster.)</i> |
| Unit 2.21 | <i>Discover what makes a journey a pilgrimage. Understand some of the reasons for making a pilgrimage. Consider what is important in their lives.</i> |

i. **A Beautiful Place**

- Find out as much information as you can about Southwell Minster. Ask the children to do some research about the building and its special features. Make a display of photos, drawings and children’s writing about the building. *Useful sources of information are the Minster website www.southwellminster.org.uk photographic tour, which gives information and images of the building and its treasures within. Also visit www.timetravelling.co.uk children’s page for a virtual tour of the Chapter House and the “Faces” information. You can buy A4 sized Minster guides for £1, and our Minster photo pack costs £5, both available through the Education Office. **PCM 4** shows a floor plan of the building.*
- On the interactive whiteboard, **watch the Minster song** together from the Time Travelling website children’s pages and listen to the words (these can also be downloaded from the website). Discuss with the children what they think the Minster is like and why it is a special building.
- Have a class discussion about why the building is so magnificent. Encourage children to explain that Christians see it as God’s house, and because God made the world so beautiful they want to present the best they can to God through the size and decorations. The beautiful building helps Christians to focus on God **PCM5** shows photos of some architectural features, which you can enlarge if you need to.
- The Chapter House at the Cathedral is full of delicate carvings of leaves, all of which can be found in Nottinghamshire. It is one of the most well loved areas of the Minster and people come from all over the place just to see the leaves of Southwell. **PCM 6** is a drawing of one of the pillars and leaves. (You

will have found close ups of these on the Minster and Time travelling web pages.) Give children the opportunity to use our **Time Travelling Interactive** games and activities on the time travelling website – follow the links on the children’s pages. These are mainly based around the Chapter House.

- Let children take the virtual tour of the Chapter House on the time travelling website key stage 2 page,
- Go on a nature walk and find as many leaves as you can to collect or take photos of – if there are very few around, use google images. Ask the children to make their own clay leaf carvings. This should demonstrate how skilful the craftsmen must have been to create these intricate carvings.

ii. **A Place to worship**

- The reason the Minster was built was as a special place for people to worship God. Refer back to earlier work on Christian festivals. These are times of collective celebration, but Christians come every day and every week in order to worship. Many of the things found there are to help us to pray and think about God.
- Christians believe that Jesus was sent by God to show us how to live our lives and to give us hope because when we die we believe we will go to heaven and be with Him. Ask the children if there is anything they already know about Jesus (the obvious things are that the Christian festivals of Christmas and Easter celebrate his birth and resurrection.)
- What was Jesus like? Read the parable of **The Good Samaritan** (Luke 10:25-37), including the part before Jesus actually tells the story. Ask the children what Jesus was saying to the religious leader by telling him this story. What does it tell us about how Jesus wants Christians to live? (the story is on **PCM7**, or you can find an illustrated version of it on www.request.org.uk main site, on the bible pages.)
- In a church you will find lots of things that help Christians to worship God. You can find photos of all the following items in our **“In A Church” photopack**.
- **Statues of Jesus**. The “Christus Rex” is the most well known sculpture in the Cathedral and is carved in wood and covered in gold and copper leaf. Jesus’ arms are outstretched which says both “welcome” and reminds us that he died on a cross.
- **Different images of the cross** – at Southwell we have The Stations of the Cross which remind us of the events leading up to Jesus’ death on the cross. Look back at the floor plan – the whole building is in the shape of a big cross (cruciform).
- **Windows** are painted in vibrant colours and show stories from the bible and scenes from Jesus’ life. Use **PCM8** to design a contemporary window which shows something that you care passionately about.
- **Candles** are important for Christians in helping them to think about God. We sometimes light candles when we pray as a sign of the prayer and that Jesus is like a light to our paths and shows us how to live.
- **The Bible** is like a handbook which gives us our rules for the way we live and teaches us about God.
- **A font** for the special service of baptism when we welcome new members of God’s family. The water shows that God has made us clean.
- **An altar**, where bread and wine is prepared for a celebration when we remember that Jesus died for us and we eat bread and drink wine together – like a meal. Use **PCM9** to record the items above. (Some of these items can be found on the Time Travelling Interactive web pages Minster tour.)
- Alternatively, groups could be asked to research the use in worship of one of the above items and report back to the class, pooling their knowledge. A good website to use for research is www.educhurch.org.uk

iii. **A Place for pilgrims**

- Religious people often make special journeys to places which have some significance to them or to their faith. Research together the pilgrimages made by Muslims to Mecca, and discuss with them which special places they think a Christian might feel the need to make a pilgrimage to. (eg Bethlehem where Jesus was born or Jerusalem where he was crucified).
- In groups ask the children to think about some of the reasons why people might make a journey to a holy place. What purpose would the journey have? In a discussion afterwards, draw out that they might hope to be changed in some way and learn something about themselves.

- Use **PCMI0** with the children and ask them to consider what they hope to gain from their visit to Southwell Minster.
- Find Southwell on a local map (*try Google Maps*) and work out how far it is from school to get there, what the town is like and the surrounding area. (*Google Earth shows a superb aerial shot of the Minster where its cruciform shape can be seen. There is also some information and photos of interior and exterior*).
- If this is the children's first visit to the Minster and / or Time Travelling, it may be worth explaining that the Minster is a very big place and that there will be hundreds of other children there at the same time – for some children this can be overwhelming if they are not prepared.
- Use our Key Stage 2 web page to find out some information about some of the people that they might meet as they make their pilgrimage.
- Involve the children in preparing for their pilgrimage by allowing them to make their badges which will identify them to their Pilgrim Guide for the day, making a list of things they need to remember to bring, discussing appropriate behaviour, informing them of the timetable for their day and learning the specially written songs (*check correspondence for exactly which songs you should learn*).

3. Reflection

Focus: My Own personal pilgrimage – what did I learn, where am I going?

Aims and intended learning outcomes

| | |
|------------------|---|
| Unit 2.8 | <i>Understand how artefacts are used in worship Know the significance of religious practises to believers.</i> |
| Unit 2.1 | <i>What do we know about Jesus? Gather information about Jesus – who he was and how he lived.</i> |
| Unit 2.12 | <i>To understand how and why Christians use the Bible. To know that the life of Jesus is an example for Christians today. To know that what Christians believe informs their behaviour.</i> |

i. What did I learn?

- Take out all the cards the children were given at each activity base, and ask them to remember what happened and what was learned at each station. Encourage them to reflect on ways in which their attitudes, opinions or knowledge have been changed by their experiences at Southwell.
- Ask the children to write to either their guide or an Activity Base Leader explaining what they learned either about themselves, others or the Christian faith.
- Photocopy the children's evaluation form from the pack you were given on the day, and ask them to reflect on their day by filling in some of the questions there.
- Ask the children to do a piece of writing, carefully focussed on their feelings about aspects of the day following your discussions. Avoid just getting them to "write about" their trip, ask them to think about, for example, one activity, one person, a change in their knowledge, beliefs attitudes or opinions which have resulted from the day. The little cards should be a useful starting point for these. You can display their work alongside the little cards and photos from the "In The Minster" photopack.
- When a pilgrimage is made, people often take away some souvenir to remind them of their experiences. Which of their items will they treasure?
- Write a class poem about the Minster building and the feelings it has evoked in them. (*PCMI1 is an example of a poem written by year 7 pupils*).

ii. What Now?

- Start with a discussion about life's journey – how does it start and end? What comes in between? Make it clear that many things that happen to us on life's journey are beyond our control but still have a massive impact on us – make a list of some of these (*eg: the country and family you are born into, the colour of your hair, whether you are tall, artistic or sporty*). Use **PCMI2** to record this list.
- Now add to your list by thinking about aspects of our lives over which we do have control (*eg: how we react to other people and their needs, how hard we work, what we choose to believe, the causes we support*).

As you do this with the children talk with them about which choices they think would be right and would make them happy, and which would make either them or others unhappy.

- Christians try to make decisions and choices based on what they believe.
- In the Bible, Christians learn that Jesus was a friend to everyone whoever they were. He was kind to everyone – he was a teacher, healer, friend and example. Give these stories about Jesus to small groups and ask them to read them together or alone and use them to describe the character of Jesus and what Christians can learn from these stories.

Stories you could use:

Healer – There are lots of stories about Jesus healing people. Read about the blind beggar in Luke Chapter 18 verses 35-43.

Example – Jesus insists on children being brought to him to be blessed, thus showing how important they are. Matthew Chapter 19 verse 13-15.

Teacher – Sometimes parables were used to illustrate a teaching point; sometimes Jesus just told it straight. The Great Commandment, in which Jesus says that the most important thing we can do in our lives is to love God is an example of this. Find it in Matthew Chapter 22 verses 34-39.

Miracle worker – Jesus calms a storm in Matthew chapter 8 verses 23-27, and walks on water Mark Chapter 6 verse 47-50.

Son of God – Revise the Christmas story in Luke chapter 1 verses 26-38.

Saviour – Jesus died on the cross so that people could know God without their sins getting in the way. The story of the last supper can be found in Matthew chapter 26 verses 26-30.

- Use **PCMI3** for illustrating an image from each story and labelling it with an adjective to describe Jesus' character.
- Use **PCMI4** for children to think about their own lives as a journey, filling in the spaces with events so far and using the last 3 for their aspirations. (These can be character traits, career paths or events they are hoping for.)

Pilgrim Shell

The Pilgrim Shell is a symbol of pilgrims who travel to Santiago de Compostela in Northern Spain. The shell reminds them of the story of St. James who lived nearly 2000 years ago. James was a disciple of Jesus' and it is thought that after Jesus ascended to heaven, James traveled to Spain to share the message of Jesus. As he walked on a beach near the rough, wild sea, just ahead of him a man was swept away. James dived in and saved him from drowning. When the man came out of the water, his clothes were covered with shells. People thought this was a miracle, and pilgrims to Santiago de Compostela in Spain were given a shell-shaped badge to show that they had made a pilgrimage there to remember St. James' miracle.

- Make a shell out of card and thread it so it can be hung around the neck
- Find out more about St. James
- Decide what pilgrim gift would be appropriate for your school to give to visitors.

Notes on Pilgrimage

The concept of pilgrimage is significant in most religions, going back thousands of years. It usually involves several inter-related concepts: a journey, a sacred place, duty, devotion, religious ritual and intention. Intention is probably the most significant, as it is the pilgrim's intentions which turn a journey into a pilgrimage.

The Judeo-Christian tradition of pilgrimage is seen in the gospel account of Jesus and his family travelling to Jerusalem to celebrate the Passover. In Medieval times in Britain, Christians would walk many miles to Cathedrals and other points of Pilgrimage. Pilgrimage was about sacrifice, retreat and the search for peace or enlightenment. Many of these early pilgrimages were to see relics of Saints, or visit the Mother Church of the Diocese or area. Even today, Christians take part in pilgrimages to key spiritual sites such as Walsingham, Lourdes, Taize or the Holy Land, to name but a few.

Time Travelling brings the concept of pilgrimage to children in a modern and real way. As the children prepare for their journey and then take part in their pilgrimage day, they are connected through history to the pilgrims who have visited Southwell Minster over the last 900 years, all of whom, like the children, came to find out more about the faith which the building represents.

PCMI***An Extract from: "The Secret Garden" by Frances Hodgson Burnett***

"How still it is," she whispered. "How still!"

Then she waited a moment and listened at the stillness. The robin, who had flown to his tree-top, was as still as all the rest. He did not even flutter his wings; he sat without stirring, and looked at Mary. "No wonder it is still," she whispered again, "I am the first person who has spoken in here for ten years."

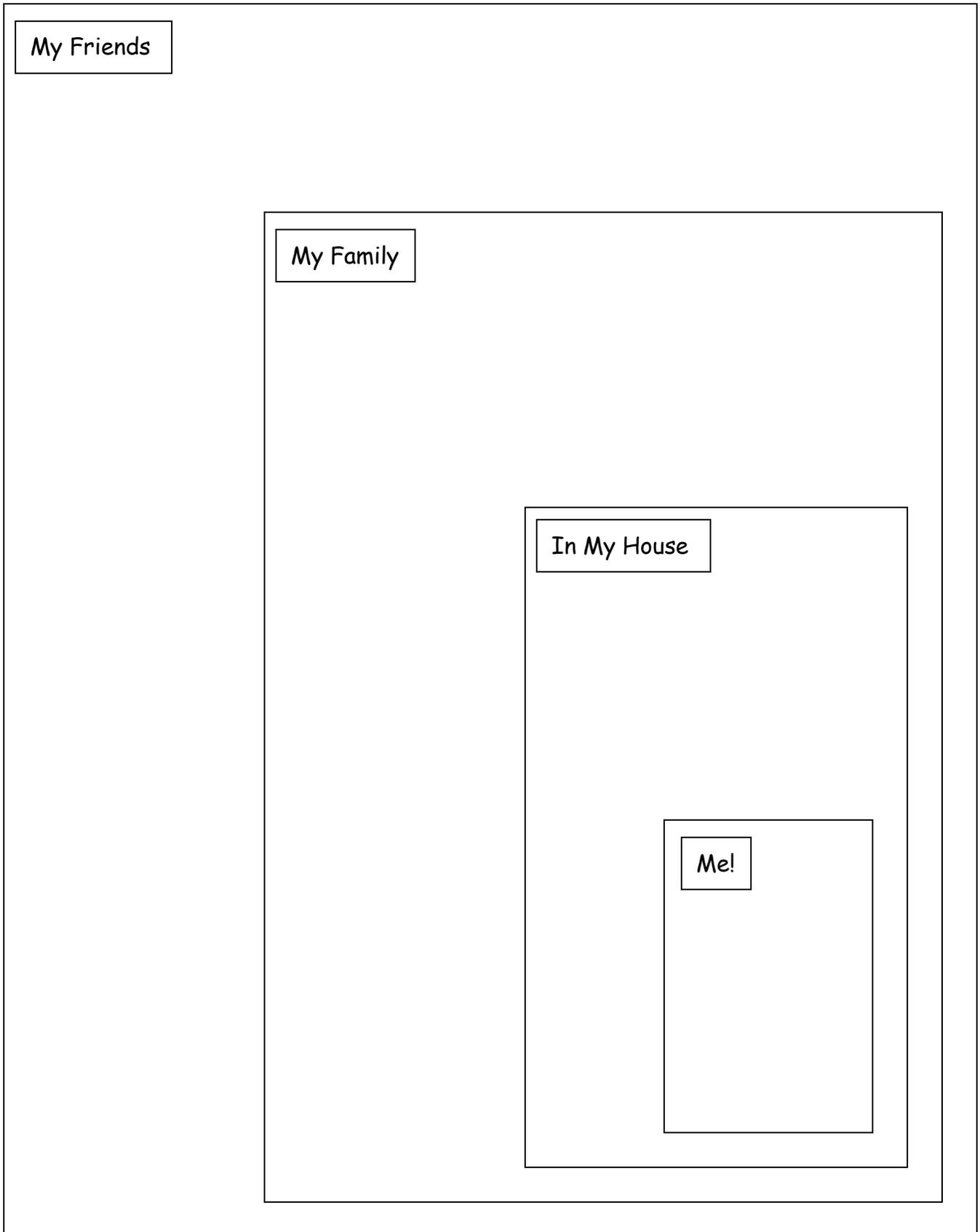
She moved away from the door, stepping as softly as if she were afraid of awakening someone. She was glad that there was grass under her feet and that her steps made no sounds. She walked under one of the fairy-like arches between the trees and looked up at the sprays and tendrils which formed them.

"I wonder if they are all quite dead", she said. "Is it all a quite dead garden? I wish it wasn't." If she had been Ben Weatherstaff she could have told whether the wood was alive by looking at it, but she could see that there were only grey or brown sprays and branches, and none showed any signs of even a tiny leaf-bud anywhere. But she was inside the wonderful garden, and she could come through the door under the ivy any time, and she felt as if she had found a world all her own.

The sun was shining inside the four walls and the high arch of blue sky over this particular piece of Misselthwaite seemed even more brilliant and soft than it was over the moor. The robin flew down from his tree-top and hopped about or flew after her from one bush to another. He chirped a good deal and had a very busy air, as if he were showing her things. Everything was strange and silent and she seemed to be hundreds of miles away from anyone, but somehow she did not feel lonely at all. All that troubled her was her wish that she knew whether all the roses were dead, or if perhaps some of them had lived and might put out leaves and buds as the weather got warmer. She did not want it to be a quite dead garden. If it were a quite alive garden, how wonderful it would be and what thousands of roses would grow on every side?"

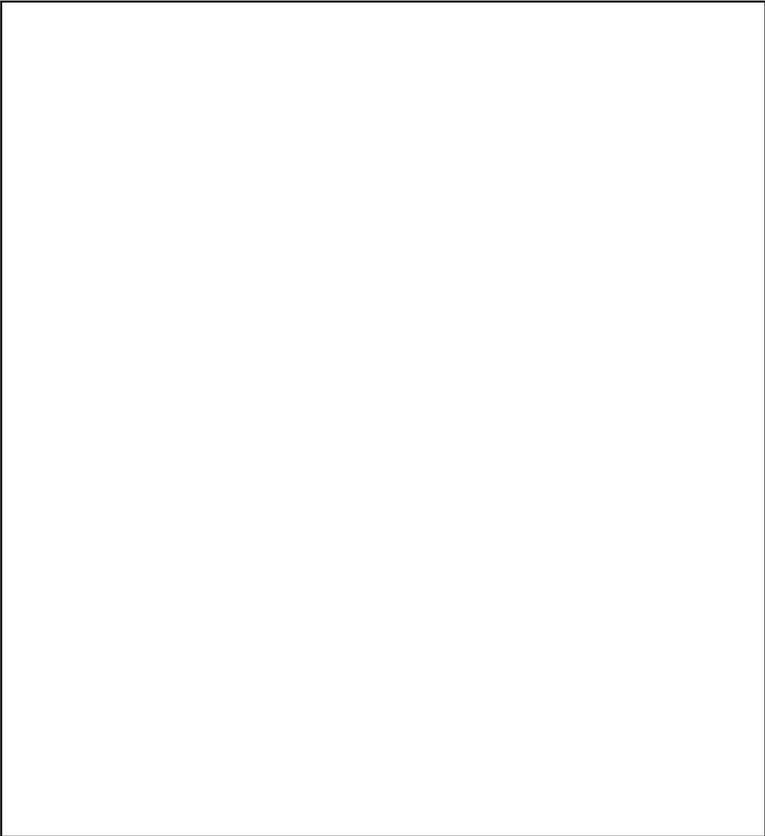
PCM 2

My People Map



PCM3

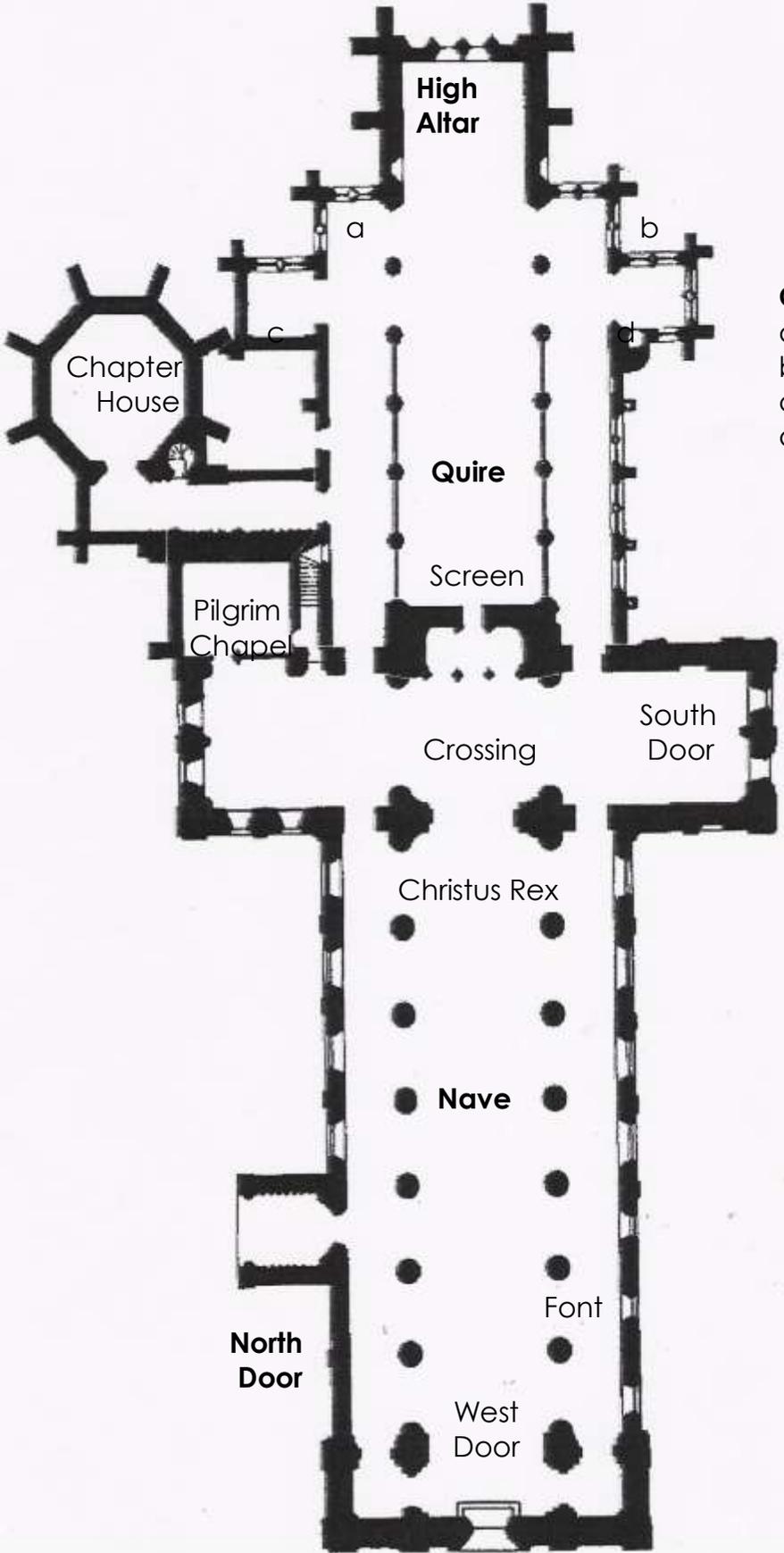
The Life of



By.....

PCM4

Minster Floor Plan



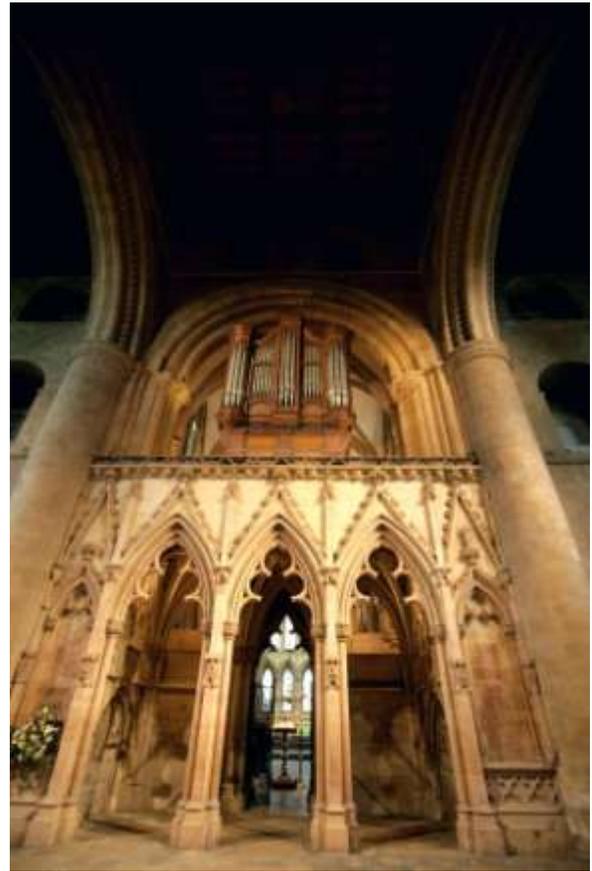
- Chapels**
a) Airmen's
b) St Oswald's
c) St Thomas's
d) Candle

PCM 5

Architectural Features



Chapter House leaves



The quire screen and organ



Arches in the Nave



Looking up at the great west window

PCM 6

Chapter House Pillar and leaves of Southwell



PCM 7***The Good Samaritan***

This can be found in the Bible in Luke chapter 10 verses 25-37

An important man from the town where Jesus was approached him with a question. “Teacher, what must I do to be sure of getting to heaven when I die?” he asked.

“Have you read what it says in the holy scriptures? What do you think you should do?” was Jesus’ reply.

“I should love the Lord my God with all my heart, all my soul and all my strength, and I must love my neighbour as much as I love myself.” answered the man.

“Well done,” replied Jesus. “If you do this you will go to heaven.”

But the man wanted to know more details, and demanded that Jesus explain who he meant by ‘neighbour’. When Jesus was trying to make people understand some of the things he said, he used to tell stories, and this is the story he told to the man on this occasion.

“There was once a man who was walking along the road between Jerusalem and Jericho – it was a lonely and dangerous road. He was set upon by a group of robbers, who grabbed him, kicked and hit him, stole all his money and his clothes and left him by the side of the road near to death. Some while later, a priest from the same town as the man came walking along the same stretch of road and, hoping no one was watching, when he saw the injured man he crossed over to the other side and pretended he had not seen him.

A little later on, another gentleman walked by. On spotting the poor injured man he also rushed by, unwilling to get his hands dirty in helping.

As it was going dark, a man from Samaria came along. Now the Jews and the Samaritans traditionally did not like each other. They made no contact with one another – and a Jew would not even drink from the same cup as a Samaritan! There was a lot of mistrust between them. However, when the Samaritan man saw the poor Jewish man with no clothes, cold, injured and helpless, his heart went out to him. Instead of passing by on the other side of the road as the other two men had done, he approached and smiled at the man lying there and covered him with his coat.

He cleaned and poured oil on his cuts and bruises, talking to him gently all the while. He then lifted him gently onto his own donkey and led him to the next village, where he found a hotel for the man to stay in. ‘Take care of him,’ he told the innkeeper. ‘I must go on now, but I will return and pay you for whatever is owed for his care.’”

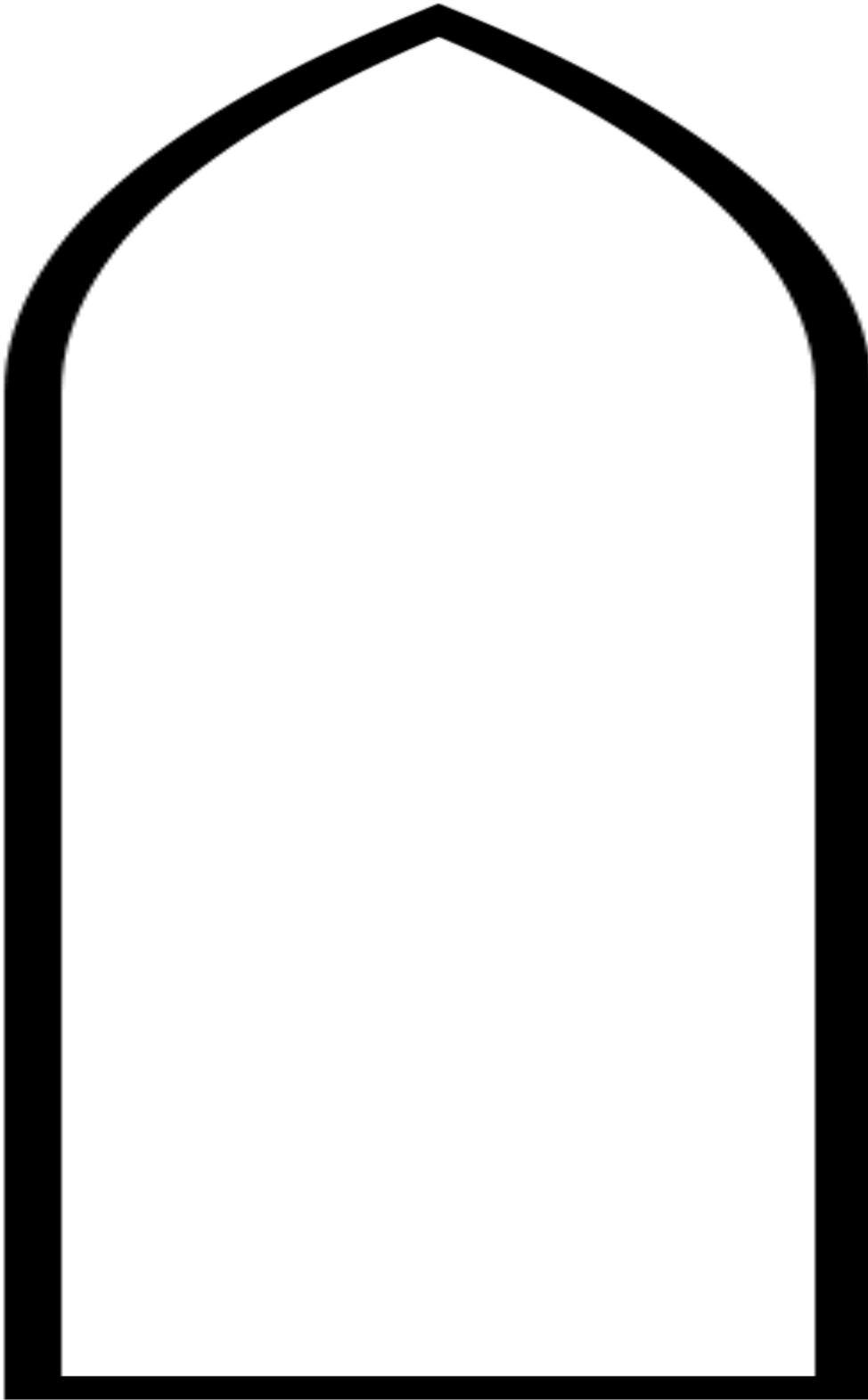
“So,” said Jesus to the important man who had been asking all the questions, “who do you think acted like a neighbour to the injured man?”

“The Samaritan of course. The one who was kind to him.”

“Go then,” said Jesus, “and do the same.”

PCM8

Design a Stained Glass Window



PCM9

Items in a Church

| <i>Item</i> | <i>What it is used for</i> |
|--------------------|-----------------------------------|
| | |
| | |
| | |
| | |

PCM10

What I am Hoping to Learn



PCMI I

The Norman Arch

Old. I am old.
For a thousand years I have stood here.
Millions of hands have touched me.
Bits have fallen off me;
Over time my bones begin to shatter.
I moulder and crumble,
But I am strong and proud,
Still powerful.

When people come
Lonely, sad
In search of peace
I am still here
Holding up the roof
Of God's house.

PCMI2

This Is Me

| <i>How I was made</i> | <i>Things I can control or change</i> |
|------------------------------|--|
| | |

PCM 13

What was Jesus Like?

| | | |
|---------------------------------|--------------------------------|--|
| <i>Jesus the Teacher</i> | <i>Jesus the Healer</i> | <i>Jesus the Miracle worker</i> |
| | | |

| | | |
|---------------------------------|---------------------------------|------------------------------------|
| <i>Jesus the example</i> | <i>Jesus the Saviour</i> | <i>Jesus the Son of God</i> |
| | | |

PCMI 4

My Life

