

Key Stage 2

Year 3

The Church

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
<p>To learn about the parts of a church To reflect on their own experience of churches</p>	<p>Use the interactive whiteboard to name church furniture and place them on a plan of a church (e.g. place font to the left of the north or south door, whichever is appropriate) Children draw and label plans / pictures of churches. Introduce and discuss the furniture: e.g. altar, font, pulpit, lectern, pews Use virtual tours of churches on the internet. Prepare for visiting the parish church e.g. look at photographs, discuss what to look for.</p>	<p>Does anyone know what this (altar, font, etc) is / is called? Where is it (altar, font, etc) found in a church? What is it (altar, font, etc) used for? e.g. In what service is the font used? Is it used in every service in church? Why is it (altar, font, etc) placed where it is? Have you visited a church? When? Why? What do you like about churches?</p>
<p>To learn about the parts and uses of churches To reflect on the use of churches</p>	<p>Church visit Discuss what happens in each area. Discuss evidence that people go to church e.g. notice board, kitchen/hospitality area Follow up to visit e.g. draw a new labelled plan / picture to fit the visit:</p>	<p>Do you remember the names of (altar, font, etc)? What happens at the altar, font, etc? How is this church similar to the one(s) we looked at last lesson? How is it different? What do people do in church? Why?</p>
<p>To learn about the roles of people in church To reflect on how pupils help in other situations</p>	<p>Discuss the roles of people other than the vicar in church e.g. florists, cleaners, musicians, warden, vergers, tea-makers, sidespersons Prepare a questionnaire for (some of) these people Invite some of them to answer questions Discuss how the children help in various organisations.</p>	<p>as appropriate to formulating the questionnaire (e.g. Do you come into church each day? If not, how often do you visit the church to carry out your responsibility/ies? What do you do? Why do you do it? How does this help the church?) What do you do to help at home? / at school? / elsewhere?</p>
<p>To learn about different ideas of what a church is To reflect on their own interdependence</p>	<p>Discuss whether school is a building or the people Discuss whether or not there can be church if there were no building. Discuss how people worship God in many different places, including outdoors. Discuss people as 'Church' Look at and discuss the story of Jesus naming Simon as Peter? (Matthew 16:18 - 19) Read/Learn the words of "I am the church, You are the Church, We are the Church, together" -</p>	<p>Is the school more than the building(s)? Can the school go on a visit? How are the relationships between pupils and staff? How do we need each other? How can the church be more than the building? Which is more important: the people or the building? How could Peter be described as a "rock"? What would we expect people who are 'Church' to be like? What is the meaning of "This person is as solid as a rock"?</p>
<p>To learn about the variety of churches To reflect on what churches are</p>	<p>Visit a different denominational church e.g. Methodist, URC, Society of Friends (Quaker) or Baptist OR Look at pictures of churches around the world. Discuss their similarities and differences and how and why they differ Compare and contrast them with the Anglican church Pupils design their own church.</p>	<p>What are the features of the church(es) you have looked at? Is there anything all churches have in common? Why are churches different? What would you put in a church if you were to build one? Why?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
belonging God worship stillness/ reflection communicating	investigate interpret reflect apply express	self-awareness respect for all open- mindedness	ICT facilities Pictures / photographs / images of church furniture	Labelled plans / pictures of churches	<p>By the end of this unit:-</p> <p>Most pupils should be able to:</p> <ul style="list-style-type: none"> name some parts of a church, name a Christian denomination, (AT1) <p>and</p> <ul style="list-style-type: none"> identify things they find interesting or puzzling in the visits. (AT2) <p>Many pupils should be able to:</p> <ul style="list-style-type: none"> identify church features in common with, or dissimilar amongst Christian denominations, (AT1) <p>and</p> <p>respond sensitively to the work of people involved in the church. (AT2)</p> <p>Some pupils should be able to:</p> <ul style="list-style-type: none"> describe how church furniture is used in one or more denominations, (AT1) <p>and</p> <ul style="list-style-type: none"> compare their own experiences with that of the people involved in the church. (AT2) 	
awe/wonder belonging God worship stillness/ reflection communicating	investigate interpret reflect apply express	appreciation and wonder	Local Anglican church	Labelled plan or picture of the church visited		
belonging God worship stillness/ reflection communicating	investigate interpret reflect apply express		Appropriate visitors from church	Questionnaires on the roles of people who contribute to church work		
belonging God worship stillness/ reflection communicating	investigate interpret reflect apply express		Words and Music by Richard K. Avery and Donald S. Marsh, 1972 (Praise God Together No. 150) Bible	Learn the words of “I am the church, you are the church, we are the church together.”		
awe/wonder belonging God worship stillness/ reflection communicating	investigate interpret reflect apply express		Local church other than Anglican	Designs (pictures or models) of churches		