

Key Stage 2

Year 5

Saints; Manchester Cathedral

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
<p>to explore the symbolism of Pentecost; to express their own ideas of the Holy Spirit</p>	<p>Sing, play and / or look at the words of the chorus: 'Shine, Jesus, shine' Discuss any similarity with the story of Pentecost in Acts 2. Do the same with a contrasting hymn e.g. 'Come down O love divine.' Investigate symbols for the Holy Spirit (If the holy Spirit is a colour ...) Use these ideas to depict an abstract picture of the Holy Spirit. Pupils write a reflection on their idea of the Holy Spirit.</p>	<p>What connects 'Shine, Jesus, shine' to the first Pentecost? (Spirit, fire, the nations, sending the word, ...) If the Holy Spirit is a colour / food / creature / household item / means of transport / TV programme / etc what would it be?</p>
<p>to research New Testament saints and a specific saint</p>	<p>Pupils find people in the New Testament (including book titles) who have become known as saints (they can check whether they are right by 'googling' the name). Compare this with a list of local schools and churches. In small groups research the story of the saint after whom the school or the / a local church is named and prepare material for display.</p>	<p>Which people in the New Testament became known as St ...? Why did this happen to them? How many are remembered in local schools / churches? Is there a particular reason for this? What is the story of the person your school / church / a nearby church is named after? What qualities did they have? What is a saint?</p>
<p>to research a British or northern English saint; to empathise with the life experiences of a saint</p>	<p>In small groups research a British saint. This could be restricted to a national saint (Andrew, David, George) or a northern British saint e.g. Aidan, Alcmund, Bede, Bega, Benedict Biscop, Caedmon, Cedd, Chad, Cuthbert, Elflaeda, Hilda, Kentigern / Ninian, Modwenna, Oswald, Paulinus, Werburga or Wilfrid. Draw a fortune line for your saint and explain it to the class.</p>	<p>What is the story of your chosen saint? What qualities did they have? Why do you think your saint feel happy / sad / frightened / courageous / doubtful / hopeful / etc at this stage in their life?</p>
<p>to learn about angels and how they differ from saints; to reflect on the nature of angels</p>	<p>Discuss the differences between saints and angels (messengers). Discuss whether angels exist (as physical and / or spiritual beings). Look at pictures of angels and discuss how their role / task is shown. Design angels to represent messengers of good news / sad news / humorous news / angel of mercy / angel of death / etc</p>	<p>What are the differences between saints and angels? What is the role of angels? Are there angels on earth now? Why are some people called 'angel'? Are angels heavenly beings? Are angels totally imaginary? Why (not)? Why do many angels appear to have wings and dress in white? Are angels male or female? What might an angel of look like?</p>
<p>to learn about Manchester Cathedral (and another religious building) and its community; to experience the atmosphere of a significant religious building</p>	<p>Visit Manchester Cathedral (see website) for a planned educational trail or programme. This may be combined with other nearby visits e.g Salford Cathedral (Catholic) or the Hidden Gem – St Mary's, Mulberry Street (Catholic), the Friends' Meeting House, Mount Street (Quaker), Cross Street Chapel (Unitarian) or to the Buddhist Centre, Jewish Museum or Muslim Youth Foundation. Write letters of thanks expressing the high points of the visit(s).</p>	<p>What questions will you ask on the visit(s)? Why? What is it like being a Christian (or other) in a city centre?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Pentecost Holy Spirit symbol fire wind	interpret analyse empathise express	self-awareness respect for all open-mindedness	http://www.grahamkendrick.co.uk/songs/lyrics/shine.htm http://www.oremus.org/hymnal/c/c186.html	Reflection on their idea of the Holy Spirit	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> link beliefs about the Holy Spirit, saints and angels to stories about them (AT1) ask questions about the Holy Spirit, saints and angels and link their own ideas to those of others (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> describe the impact of Christianity on the lives of saints and of Christians worshipping in Manchester City centre (AT1) describe what inspires and influences themselves (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> explain the impact of Christianity on individuals and communities (AT1) express their own and other's views on the challenges of being a Christian now and in the past (AT2) 	
saint Bible	research express	awe and wonder	http://www.oremus.org/hymnal/c/c186.html	Research on a locally named saint		
saint national British	research empathise reflect express		http://www.britannia.com/bios/saints/	Research on a national or northern English saint; Fortune line for the saint		
saint angel	interpret analyse empathise express		http://images.google.com/images?q=angel	Angel drawings to represent various ideas		
Cathedral religious building place of worship	observe empathise		http://www.manchestercathedral.org/content/view/full/18/29/ http://www.salforddiocese.org.uk/ ; http://www.manchesterbuddhistcentre.org.uk/ ; http://www.manchesterjewishmuseum.com/ http://www.myf.org.uk/	Letter of thanks with reasons and explanation to the place(s) visited		