



# Journeys

**Recommended year group:** Year 7

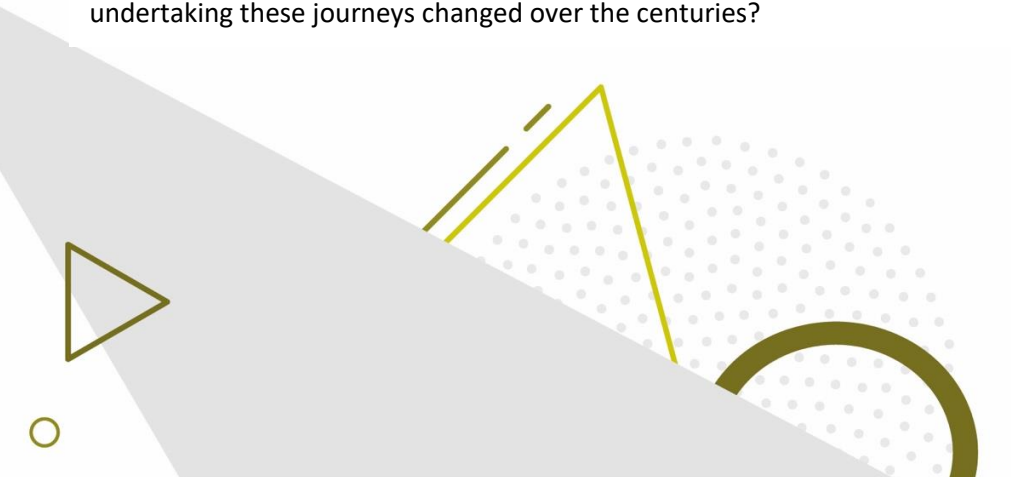
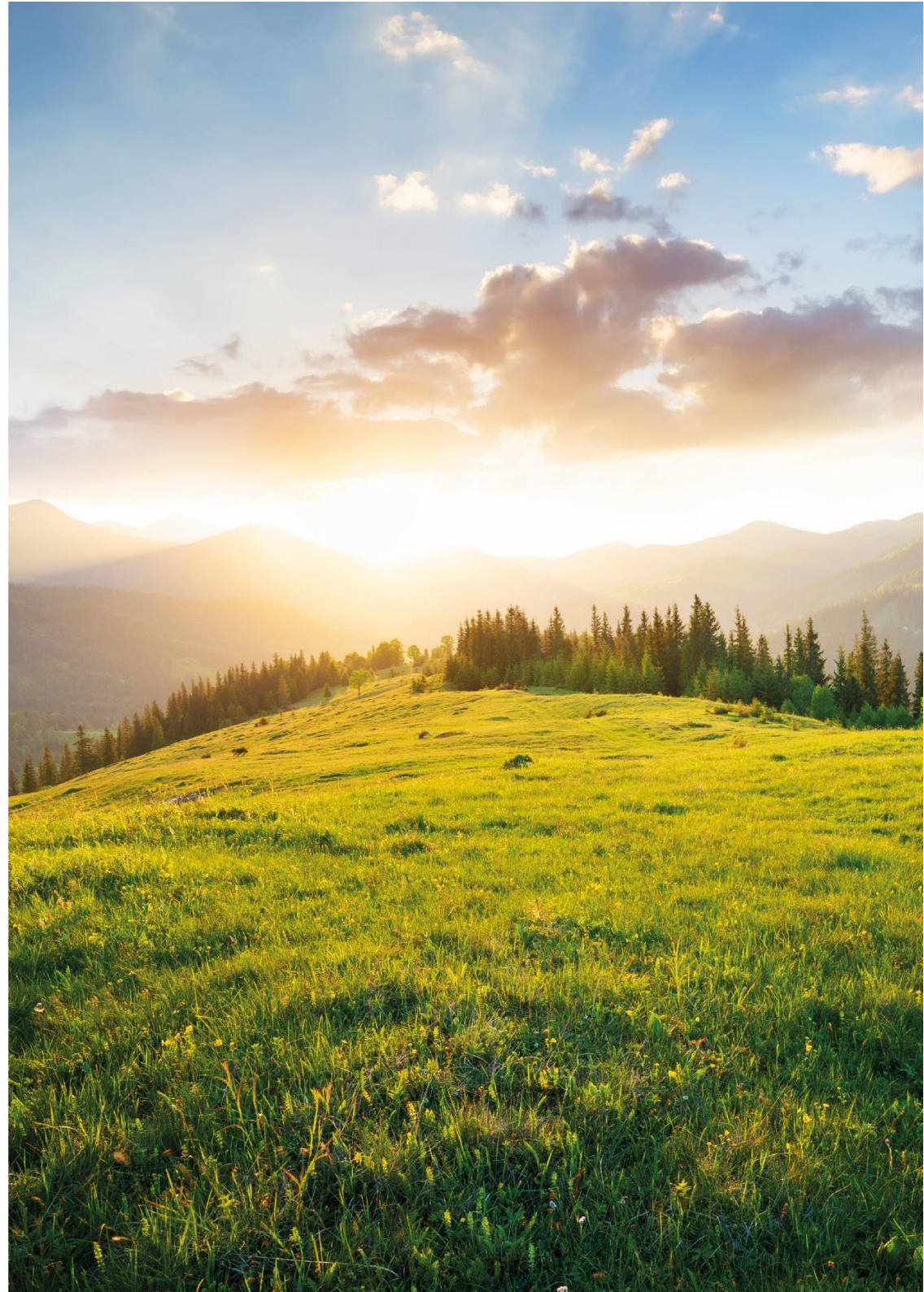
**Subject focus:** Geography, English, History, RE

## Driving Question

Why do people go on journeys and how do they change the people who embark on them?

## Introduction

This intention of this theme is to enable students to consider a range of reasons as to why people undertake journeys, and the effects that embarking on these journeys may have on them. We begin the theme by looking at the map skills that enable travellers successfully to get from one place to another. Building on these skills, students are able both to plan a journey and to write about a journey they have previously undertaken. The theme enables students to demonstrate their place knowledge of the Middle East, and the importance of this region to many of today's major world religions. Taking Christianity, Islam and Sikhism in turn, students explore religious pilgrimages that followers of these religions undertake, the reasons they take these journeys and what the lasting effects of these journeys may be. Students can contrast religious pilgrimages and poetry of today with those from the Medieval period: have pilgrims' reasons for undertaking these journeys changed over the centuries?



## Assessment outcomes

**Lesson 4: The Big Write Travel Writing:** writing an imaginative, interesting and developed text about a journey.

**Lesson 6: Medieval pilgrimage – building on our knowledge:** investigating a variety of historical sources to discover why people went on pilgrimages during the Middle Ages.

**Lesson 10: An introduction to Sikhism:** understanding key concepts and beliefs of the Sikh faith and considering a Sikh pilgrimage.

**Lesson 12: The Holy Land – where three religions meet:** making connections between religious beliefs and practices.

## Key vocabulary

Pilgrim, pilgrimage, Golden Temple, Lourdes, Kabah, Medieval, compass, cardinal directions, intercardinal directions, grid references, map skills, globes, aerial photographs, distance, atlas, Middle East, Islam, Christianity, Sikhism, Chaucer, Canterbury Tales, Hajj, Gurus, Holy Land

## Linked reading

- *Journey to the River Sea (2001) by Iva Ibbotson* – This Smarties Gold Award winning novel tells of the exciting adventures of orphaned Maia as she undertakes a long sea voyage to start a new life thousands of miles from her home in England. The reader shares in her triumphs and disasters as she starts her new life on the shores of the River Sea.

## Flipped learning opportunities

- Lesson 2: Walk around the World numeracy activity
- Lesson 3: Fantasy destination creative literacy activity
- Lesson 4: Middle East wordsearch geography activity
- Lesson 7: Pilgrimage definition activity
- Lesson 8: Community cohesion PD activity
- Lesson 9: Life after Death RE activity





## Family learning opportunities

### Creative opportunities

- **Place:** fact files on key places in this theme. Families can work together to undertake research.
- **Time:** create a timeline of journeys studied in the theme and populate it with key information from the theme along the way.
- **Writing:** Students analysed poetry in the Poetry of Religion lesson – working together, families can get creative to write their own journey poetry.

### Community cohesion

With reference to this theme's lessons on journeys to places of religious pilgrimage, families can work together to increase students' cultural capital by learning about other cultures and religions.

### Ideas for discussion at home:

- Can you research about and compare other religions to your own?
- What are the similarities between different religions?
- What are the similarities between religious and non-religious people?
- What do these similarities mean for community cohesion?
- There are links here to other L4L lessons, such as The Importance of Jesus in the Days of Old Theme, where students study the parable of the Good Samaritan.

## Extended learning opportunities

Students could use these ideas to explore different features of the theme.

### Careers

Ideas within the theme can be used alongside careers lessons to discover career pathways associated with key elements of learning from this theme.

*Explore careers in travel and tourism*

<https://nationalcareers.service.gov.uk/job-categories/travel-and-tourism>

### Places to visit

This section offers a selection of virtual trips which supports knowledge of key areas and attractions from the lessons.

[Virtual tour to the Golden Temple](#)

[Virtual tour to Canterbury Cathedral](#)

[Virtual tour to Lourdes](#)

[Virtual tour to Hajj](#)

## Cultural capital suggestions

**Read:** *Ordnance Survey Maps*

This site allows students to read online OS maps to further progress in the map reading skills they developed in lesson 1. <https://osmaps.ordnancesurvey.co.uk/>

**Look: Journey 2 The Mysterious Island**

This exciting action and adventure film takes students on a journey to a mysterious island discovered by Jules Verne. It acts as inspiration for lesson 3 of this theme on travel writing, and links to other lessons such as the Jules Verne Big Read delivered in the Journey to the Centre of the Earth theme.

**Listen:** *Scheherazade by Rimsky Korsakov*

This exhilarating music takes the listener on a thrilling journey. Along the way they meet princes, princesses and evil rulers and experience a devastating storm and shipwreck. There are links here to the Fairy Tales theme. <https://www.classicfm.com/composers/rimsky-korsakov/guides/scheherazade-jane-jones/>

## Lessons

Lesson title	Subject	Essential knowledge/concepts	Competencies	National curriculum coverage
<b>Lesson 1:</b>  Geographical Map Knowledge – OS Map Skills	Geography	Introduce the theme.  Discuss why people go on journeys and how they get from one point to another.  Develop basic map skills, such as compass points and grid references, before introducing more complex concepts such as contour lines.	<b>SE.GE.04</b> Demonstrate map skills	<b>Geography</b> Interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs and Geographical Information Systems (GIS).
<b>Lesson 2:</b> <b>Planning a Journey</b>	Mathematics	Plan a journey, exploring maps, considering scaled distance and time.  Create a graph of the journey and describe the distance travelled.	<b>SC.PE.01</b> Presenting Data (Statistics)	<b>Geography</b> Build on knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.
<b>Lesson 3:</b> <b>Undertaking our Journey</b>	Geography	Undertake a pre-planned journey and explore the local area.  Applying map skills to navigate from point A to point B.	<b>SE.GE.04</b> Demonstrate map skills	<b>Geography</b> Build on knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.

<b>Lesson 4: Travel Writing – Big Write</b>	English	Write about a journey that students have undertaken.  Develop narrative writing skills.	<b>CL.WP.01:</b> Write imaginative, interesting, and developed texts (Ideas)	<b>English</b> Write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including well-structured formal expository and narrative essays
<b>Lesson 5: Place Knowledge – The Middle East</b>	Geography	Describe key aspects of the Middle East.  Explore the main countries, cities landmarks, religions and languages which make up the Middle East today.	<b>SE.GE.01</b> Demonstrate knowledge of locations, places, environments and different scales	<b>Geography</b> Extend locational knowledge and deepen spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities
<b>Lesson 6: Medieval Pilgrimage – Building on our Knowledge</b>	History	Explore the features of a religious pilgrimage.  Using historical interpretation skills, study a variety of sources, investigating a range of reasons why people went on journeys and pilgrimages during the Medieval period.	<b>SE.HS.04</b> Using historical interpretations	<b>History</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.  The development of Church, state and society in Medieval Britain 1066-1509
<b>Lesson 7: Chaucer – Big Read</b>	English	Analyse extracts from Chaucer's Canterbury Tales.  Investigate how historical context affects different	<b>RL.HC.01</b> Analyse how historical context effects the content and style of a text.	<b>English NC</b> Develop an appreciation and love of reading, and read increasingly challenging material independently through pre-1914 texts.

		characters and our understanding of them.		Understand increasingly challenging texts through knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.
<b>Lesson 8: Christian Pilgrimage – Lourdes</b>	RE	Investigate current pilgrimages, in particular the Christian Pilgrimage to Lourdes.  Identify, describe and explain the traditions and practices associated with the pilgrimage to Lourdes, building knowledge of the Christian religion.	<b>SE.RE.02:</b> Make sense of religious practices	<b>SACRE RE</b> Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.
<b>Lesson 9: Islamic Pilgrimage – The Hajj</b>	RE	Identify, describe and explain the traditions and practices associated with Hajj, building knowledge of the Islamic religion.  Reflect on the importance pilgrimages have on people.  Write a justified response to the statement: 'Pilgrimages are a waste of time and money'.	<b>SE.RE.02:</b> Make sense of religious practices	<b>SACRE RE</b> Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.
<b>Lesson 10: An Introduction to Sikhism</b>	RE	Investigate the key concepts and beliefs in the Sikh faith, including the 5 Ks and key Gurus.	<b>SE.RE.02:</b> Make sense of religious practices	<b>SACRE RE</b> Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.

		Explore why the Golden Temple is important to those who follow Sikhism.		
<b>Lesson 11: Big Read: The Poetry of Religion</b>	English	<p>Study two different poems which explore religion and analyse similarities and differences between them.</p> <p>Consider how the poets have been inspired to create these poems.</p> <p>Create poems reflecting individual religious beliefs.</p>	<b>RL.CT.01</b> Compare how two or more texts address similar themes or topics, comparing the approaches the writers take in both fiction and non-fiction.	<p><b>SACRE RE</b> Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.</p> <p><b>English</b> Develop an appreciation and love of reading and read increasingly challenging material independently through reading a wide range of fiction and non-fiction, including both pre-1914 and contemporary poetry.</p> <p>Making critical comparisons across texts.</p>
<b>Lesson 12: The Holy Land – Three Different Religions Meet</b>	RE	<p>Explore key aspects of Jerusalem and its importance to three major world faiths: Judaism, Christianity and Islam.</p> <p>Consider whether a holy site can be shared by more than one religion.</p> <p>Explore conflict around the area and whether religions make peace or cause wars.</p>	<b>SE.RE.03:</b> Make connections between religious beliefs and practices	<b>SACRE RE</b> Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.
<b>Lesson 13: Reflection, Assessment</b>	Personal Learning	Summarise key aspects of the theme.	<b>CL.SL.03:</b> Develop and adapt speaking skills and strategies in	<b>English</b> Speak confidently and effectively, including through giving short speeches and presentations, expressing own ideas and keeping to the point.

<b>and Entrenchment</b>		Perform a script for a tour guide around a pilgrimage site.  Create a script containing information on geographical knowledge, and a site's importance.	formal and informal contexts (speeches and presentations).	
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