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Description automatically generated**A picture containing logo

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**DRIVING QUESTION:** Why do people go on journeys and how do they change the people who embark on them?

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, Sikhism and Islam 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?

**Knowledge**

In this theme students will learn about:

* Map symbols and grid references
* The points of a compass
* The key elements of a successful graph and what a graph must include
* Important locations of pilgrimage around the world for a range of different faiths
* How pilgrimage took place in the medieval period and why people went on pilgrimage
* Key aspects and beliefs of some of the main world religions
* Why pilgrimage is important in different religions
* Traditions and practices associated with pilgrimage
* Chaucer’s Canterbury Tales and the context in which they were written

**Skills**

In this theme students will develop the following skills:

* How to Interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
* How to create a graph of the journey and describe the distance travelled
* How write about a journey that students have undertaken
* How to identify countries in the Middle East and their characteristics
* 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
* How to analyse extracts from Chaucer's Canterbury Tales
* How to describe and explain the traditions and practices associated with the pilgrimage to a range of locations across different faiths
* Investigate the key concepts and beliefs in the Sikh faith, including the 5 Ks and key Gurus
* Reflect on the importance pilgrimages have on people
* Create poems reflecting individual religious beliefs
* Explore key aspects of Jerusalem and its importance to three major world faiths

**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](https://www.youtube.com/watch?v=Nv9srXm2_C8) [Virtual tour to Canterbury Cathedral](https://www.youtube.com/watch?v=V2DZx3JVolk) [Virtual tour to Lourdes](https://www.youtube.com/watch?v=NQVZtN7Jfgg)

[Virtual tour to Hajj](https://youtu.be/49xdCEsDDx4)

**Cultural capital suggestions**

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**Read:** [*Paper Towns:*](https://www.johngreenbooks.com/paper-towns/) Quentin Jacobsen has spent a lifetime loving the magnificently adventurous Margo Roth Spiegelman from afar. So when she cracks open a window and climbs back into his life – dressed like a ninja and summoning him for an ingenious campaign of revenge – he follows.

**Look: Journey 2 The Mysterious Island**

This exciting [action and adventure film](https://youtu.be/IVX7OidrkXQ) 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](https://www.classicfm.com/composers/rimsky-korsakov/guides/scheherazade-jane-jones/) to the Fairy Tales theme.