

*Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), *Diocesan RE Adviser*

*The questions we might ask:*

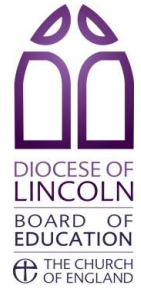
- *What is a pilgrimage? What does pilgrimage involve?*
- *E.g. Jewish pilgrimage to Jerusalem, Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Hindu pilgrimage to the Ganges, etc.*
- *Environmental impact of pilgrimage*

**The ideas we might explore**

- Pilgrimage as a significant journey carried out for a special reason
- Examples of religious and non-religious pilgrimages (e.g. pilgrimage to a particular football ground or site of significance for your family, to war graves, to the place of birth of an important person, etc.)
- **Jerusalem:** a place of pilgrimage for Jews, Christians and Muslims; its significance for each group (**Judaism:** the site of the Jewish temple, destroyed in 70CE by the Romans; **Christianity:** the site of some of Jesus' teaching and of his death and resurrection; **Islam:** the third most holy site for Muslims (known as al-Quds), the place of the Dome of the Rock and the al-Asqa mosque; believed to be the place to which the Prophet Muhammad travelled during his night journey (a dream or vision) and prayed with the souls of the prophets, the place from which Muslims believe the Prophet Muhammad ascended to heaven); key features of the pilgrimages to Jerusalem for each religious group and the ways in which these relate to beliefs about God, the world and human beings
- **Christianity:** explore at least two Christian sites of pilgrimage, e.g. Lincoln, Walsingham, Lourdes, Lindisfarne, Jerusalem; possibility of including some pilgrimages relating to specific denominations of Christianity, e.g. sites connected with the Wesley brothers for Methodists or George Fox for Quakers; key features of the chosen pilgrimage and the ways in which these practices relate to Christian beliefs about God, the world and human beings; pilgrim badges as a symbol of having completed a pilgrimage
- **Hinduism:** the Kumbh Mela – a festival celebrated at four times over the course of twelve years at four different sites of pilgrimage, four sacred rivers; takes place over the course of around 50 days and involves upwards of 60 million pilgrims; the impact of this

*Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser



on the rivers and the local environment

- The impact of pilgrimage on the natural world and the way in which this challenges the value religious believers place on the environment and their duty to protect it

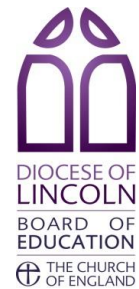
<p><i>Jerusalem</i></p>	<p>Recap the meaning of the word '<b>pilgrimage</b>' (see Spring 2 week 6)</p> <p><b>Living:</b> Ask pupils to identify Israel and Jerusalem on a map of the world. Explain that the city of Jerusalem is a place of pilgrimage for Jews, Christians and Muslims</p> <ul style="list-style-type: none"><li>• <b>Judaism:</b> the site of the Jewish temple, destroyed in 70CE by the Romans: <a href="https://www.youtube.com/watch?v=Je-TUnQGT4o&amp;index=4&amp;list=PLcvEcrcF_9zK0q_Ey3yl7k5LA5v1M7NNS">https://www.youtube.com/watch?v=Je-TUnQGT4o&amp;index=4&amp;list=PLcvEcrcF_9zK0q_Ey3yl7k5LA5v1M7NNS</a>; key practices, e.g. praying at the Western/Wailing Wall – the last remaining part of the Jewish Temple</li><li>• <b>Christianity:</b> the site of some of Jesus' teaching and of his death and resurrection – read through some of the events of the last week of Jesus' life (e.g. <a href="#">Mark 14:12-26</a> – the Last Supper; <a href="#">Mark 15:1-15</a> – Jesus' trial before Pilate; <a href="#">Luke 23:26-46</a> – Jesus' death; <a href="#">Luke 24:1-12</a> – Jesus' resurrection); look at a map of Jerusalem and work out where the Church of the Holy Sepulchre (believed to be the site of Jesus' crucifixion and burial) and the Garden of Gethsemane are – these are key pilgrimage sites for Christians visiting Jerusalem</li><li>• <b>Islam:</b> the third most holy site for Muslims (known as al-Quds), the place of the Dome of the Rock and the al-Asqa mosque; believed to be the place to which the Prophet Muhammad travelled during the <b>miraj</b> – his night journey (a dream or vision) and prayed with the souls of the prophets, the place from which Muslims believe the Prophet Muhammad ascended to heaven); only Muslims are now allowed to visit this mosque – pupils could create a visual image of the mosque using a variety of materials</li></ul> <p>Ask pupils to decorate <a href="#">a map of Jerusalem</a> to indicate how it is an important place of pilgrimage for members of all three religions.</p>
-------------------------	--

<p><i>Pilgrimage in Christianity</i></p>	<p><u>Believing</u> and <u>Living</u>:</p> <p><u>Walsingham</u></p> <p>Ask pupils to explore the website to answer the following questions:</p> <ul style="list-style-type: none"><li>• Why do Christians go on pilgrimage to Walsingham? (<a href="https://www.walsinghamanglican.org.uk/the-shrine/the-story-so-far/">https://www.walsinghamanglican.org.uk/the-shrine/the-story-so-far/</a>; <a href="http://www.walsinghamvillage.org/about/history-of-pilgrimage/">http://www.walsinghamvillage.org/about/history-of-pilgrimage/</a>)</li><li>• Which key Christian beliefs are connected with this pilgrimage? (<a href="https://www.walsinghamanglican.org.uk/the-shrine/why-pilgrimage/">https://www.walsinghamanglican.org.uk/the-shrine/why-pilgrimage/</a>)</li><li>• What do Christians do when they go on pilgrimage to Walsingham? (<a href="https://www.walsinghamanglican.org.uk/worship/">https://www.walsinghamanglican.org.uk/worship/</a>)</li><li>• How are different dominations of Christianity represented in Walsingham (e.g. <a href="https://holytransfigurationwalsingham.simdif.com/history_.html">https://holytransfigurationwalsingham.simdif.com/history_.html</a> - scroll down; <a href="http://www.walsingham.org.uk/home">http://www.walsingham.org.uk/home</a>; <a href="https://www.walsinghamanglican.org.uk/">https://www.walsinghamanglican.org.uk/</a>)?</li></ul> <p>Pupils should use their research to create a guidebook to Walsingham as a site of pilgrimage; this must include connections between the things people do when they visit Walsingham and the beliefs and diverse practices of Christians. They could also create a pilgrim's badge, using <a href="#">these examples</a> as inspiration.</p>
--	---

<p><i>Pilgrimage in Christianity</i></p>	<p><b>Believing</b> and <b>Living</b>:</p> <p>Introduce the <i>Canterbury Tales</i> as a key literary text that explores the idea of pilgrimage:</p> <p><a href="https://www.canterburytales.org.uk/wp-content/uploads/KS2-Education-Pack.pdf">https://www.canterburytales.org.uk/wp-content/uploads/KS2-Education-Pack.pdf</a> <a href="https://www.unicorntheatre.com/files/THE%20PARDONER'S%20TALE%20teacher%20resources%20full.pdf">https://www.unicorntheatre.com/files/THE%20PARDONER'S%20TALE%20teacher%20resources%20full.pdf</a></p> <p>Explore at least one of the <a href="#">tales</a> (<a href="#">the Prioress's Tale</a> – up to 1.45 – is probably based on a story told to Geoffrey Chaucer by his wife who knew of a story connected to Lincoln and Lincoln Cathedral – it's not a very happy story, though!)</p> <p>Pupils could act out the story, draw it out as a comic strip, retell it in writing, etc.</p> <p>Ask pupils to explore the moral(s) of the story and make connections between this and how Christians are expected to live (e.g. <a href="#">Mark 12:30-31</a>).</p> <p><b>Thinking</b>:</p> <p>Philosophers' Café: create a café atmosphere and sit pupils in groups with stimulus questions for discussion, e.g. 'Is the point of a pilgrimage the destination or the journey?', 'does going on pilgrimage make you a good person?', 'what difference does pilgrimage make for the pilgrims?'</p>
--	---

<p><i>Pilgrimage in Hinduism</i></p>	<p><b>Thinking:</b> Ask pupils to think of all the different ways in which water is important in daily life and to religious people – how is it used? Why is it treated as special? Etc.</p> <p><b>Living:</b> Introduce the Hindu festival of <b>Kumbh Mela</b>: <a href="https://www.youtube.com/watch?v=j4ISnFCnGmg&amp;list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&amp;index=39&amp;t=1s">https://www.youtube.com/watch?v=j4ISnFCnGmg&amp;list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&amp;index=39&amp;t=1s</a> <a href="https://www.youtube.com/watch?v=PSM7MYwwgpU">https://www.youtube.com/watch?v=PSM7MYwwgpU</a></p> <p>Ask pupils to record the key features of the pilgrimage, the ways in which it relates to Hindu beliefs (e.g. <b>dharma</b>, <b>karma</b> and <b>samsara</b>), and their own impressions of the <b>Kumbh Mela</b>. Focus on the different ways in which the pilgrimage engages the senses.</p> <p>Pupils could create a visual response using a variety of resources, a <b>Kumbh Mela</b> app that helps pilgrims work out what to expect when on pilgrimage, a series of fact files about the pilgrimage that can be accessed via QR codes on each stage of the journey, etc.</p>
--------------------------------------	--

<p><i>Pilgrimage and the Environment</i></p>	<p><b>Living:</b> Recap the <b>hajj</b> pilgrimage undertaken by Muslims at least once during their lifetime – what are the key features of the pilgrimage and how do they connect to Muslim beliefs about God, the world and human beings?</p> <p><b>Thinking:</b> How does pilgrimage impact on the environment? Provide pupils with fact files about <b>hajj</b> and the <b>Kumbh Mela</b>:</p> <p><a href="http://www.pewforum.org/2012/08/09/the-worlds-muslims-unity-and-diversity-infographic/">http://www.pewforum.org/2012/08/09/the-worlds-muslims-unity-and-diversity-infographic/</a> <a href="http://www.pewresearch.org/fact-tank/2013/10/11/5-facts-about-the-hajj/">http://www.pewresearch.org/fact-tank/2013/10/11/5-facts-about-the-hajj/</a> <a href="https://edition.cnn.com/2013/06/21/world/hajj-fast-facts/index.html">https://edition.cnn.com/2013/06/21/world/hajj-fast-facts/index.html</a> <a href="https://www.thebetterindia.com/55090/10-facts-kumbh-mela/">https://www.thebetterindia.com/55090/10-facts-kumbh-mela/</a> <a href="https://www.nationalgeographic.com.au/news/kumbh-mela-facts.aspx">https://www.nationalgeographic.com.au/news/kumbh-mela-facts.aspx</a></p> <p>Ask them to consider the ways in which pilgrimage might impact positively and negatively on the environment (e.g. <a href="https://edition.cnn.com/2011/11/08/world/meast/hajj-pilgrimage-climate-change/index.html">https://edition.cnn.com/2011/11/08/world/meast/hajj-pilgrimage-climate-change/index.html</a>). They could consider certain practices related to going on pilgrimage, such as giving <b>zakat</b>, charity, and the ways in which this could benefit the environment.</p> <p>Pupils could record their information as a filmed news report, a piece of investigative journalism, an advice booklet on how to minimise harm to the environment when going on pilgrimage, etc.</p>
--	---



<p><i>Summative</i></p>	<p>Ask pupils to look back at the pilgrimages they have learned about this term – are there any shared features? Is it about the journey or the destination? What impact does pilgrimage have on religious believers? Is it an important part of religion or could it be removed without any major impact on the lives of religious believers? What impact does pilgrimage have on the environment?</p> <p>Put pilgrimage on trial – ask half the class to defend it and the other half to argue against it. Ask pupils to ensure they have evidence to support whichever position they are arguing.</p>
-------------------------	--