



Y1 Spring

Key Question: 1.6 How & why do we celebrate special and sacred times



THE INVESTIGATION

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Easter and Pesach (Passover) and/or Eid-ul-Fitr. Through art, drama and music the significance of these celebrations to believers is explored focussing on story, symbol and particular celebrations.

Trips: St. Dunstons Church, Stepney
The Congregation of Jacob Synagogue
East London Mosque

Web Links: Introduction to Christianity: <https://www.bbc.co.uk/bitesize/topics/zdykjsx>
Introduction to Judaism: <https://www.bbc.co.uk/bitesize/topics/zqbw2hv>
Introduction to Islam: <https://www.bbc.co.uk/religion/religions/islam/>

STEP 1: THE KEY QUESTION Key Question: 1.6 How & why do we celebrate special and sacred times

STEP 2: SELECT LEARNING OUTCOMES Being clear about these outcomes will help you to decide what and how to teach.

EMERGING	EXPECTED	EXCEEDING
<p>Identify a special time they celebrate and explain simply what celebration means (A1)</p> <p>Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</p>	<p>Identify some ways Christians celebrate Christmas/ Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>Re-tell stories connected with Christmas/ Easter/ Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>	<p>Suggest meaning for some symbols and actions used in religious celebrations, including Easter/ Christmas, Chanukah and/or Eid-ul-Fitr (A3).</p> <p>Identify some similarities and differences between the celebrations studied (B3).</p>

STEP 3: SUGGESTED CONTENT FOR LEARNING

This plan has selected the following content to exemplify the learning outcomes. Pupils will:

- Consider the importance and value of celebration and remembrance in children's own lives.
- Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them.
- For example, from Easter:
Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning.

Explore feelings of Jesus and disciples.

Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc.
- Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God).
- Explore the meaning and significance of Jewish rituals and practices during each festival.
- Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan).
- Find out what happens in a Muslim household at Eid-ul-Fitr.
- Talk about what the stories and events means for the children themselves

NOTE:
This unit of work offers around 68 hours of classroom ideas. You need to select from it in order to achieve the learning outcomes set out in Step 2 above.



STEP 4: ASSESSMENT: Write specific learning outcomes.

Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements.

You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you...?' statements (for next steps or challenge)

EMERGING	EXPECTED	EXCEEDING
<p>I can...You can...Can you...?</p> <p>Identify a special time they celebrate and describe its importance. (A1)</p> <p>Explain simply what celebration-means.(A1)</p> <p>Describe who Christians think (A1)</p>	<p>Describe how a festival is celebrated. (A1)</p> <p>identify some ways Christians celebrate Easter (A1)</p> <p>Describe what happens and what is being celebrated at Eid-ul-Fitr(A1)</p> <p>Describe what happens during Ramadan (A1)</p> <p>Retell stories connected with Easter and say why these are important to Christians (A2)</p> <p>Consider questions such as how might these foods help people remember this festival? (B1)</p> <p>Think of reasons why some people choose to fast during Ramadan(B1)</p> <p>Give reasons why some people like to celebrate important events (C1)</p> <p>Give reasons why some people use music in celebrations (C1)</p> <p>Describe the link between a selection of Easter artefacts and the story and celebration of Easter events (C1)</p> <p>Describe the link between a selection of Pesach symbols and the story of Pesach (C1)</p>	<p>Describe why Easter is an important festival to Christians. (A3)</p> <p>Describe what three symbols tell us about the story of Easter(A3)</p> <p>Suggest meanings for aspects of different services during holy week (A3)</p> <p>suggest meanings for a variety of symbols used in the Christian celebration of Easter (A3)</p> <p>describe items on the seder plate and their meaning (A3)</p> <p>Describe what happens and what is being celebrated at Eid-ul Fitr (A3)</p> <p>Describe what happens during Ramadan(A3)</p> <p>Note similarities and differences between different festivals (B3)</p> <p>Describe similarities and differences different services celebrated at holy week. (B3)</p> <p>identify similarities and differences in the way Easter is celebrated by different people (B3)</p> <p>Note similarities and differences between the celebration of Id-ul-Fitr and Easter or Pesach (B3)Look for similarities and differences between celebrations of Pesach and Easter (B3)</p>



The meaning of **Easter** is Jesus Christ's victory over death. His resurrection symbolizes the eternal life that is granted to all who believe in Him. The meaning of Easter also symbolizes the complete verification of all that Jesus preached and taught during His three-year ministry. If He had not risen from the dead, if He had merely died and not been resurrected, He would have been considered just another teacher or Rabbi. However, His resurrection changed all that and gave final and irrefutable proof that He was really the Son of God and that He had conquered death once and for all.

However, Easter did not always symbolize Christ's resurrection from the dead and the meaning of Easter was quite different than what Christians celebrate today. The feast day of Easter was originally a pagan celebration of renewal and rebirth. Celebrated in the early spring, it honoured the pagan Saxon goddess Easter. When the early missionaries converted the Saxons to Christianity, the holiday, since it fell around the same time as the traditional memorial of Christ's resurrection from the dead, was merged with the pagan celebration, and became known as Easter. The meaning of Easter was also changed to reflect its new Christian orientation.

Today, the meaning of Easter, for millions of Christians, is that of honouring and recognising Jesus Christ's resurrection from the dead, and His glorious promises of eternal life for all who believe in Him.

Passover is one of the most important religious festivals in the Jewish calendar. Jews celebrate the Feast of Passover (*Pesach* in Hebrew) to commemorate the liberation of the Children of Israel who were led out of Egypt by Moses. Jews have celebrated Passover since about 1300 BC, following the rules laid down by God in Exodus 13.

The story of Passover is told in the Book of Exodus.

The Children of Israel had been slaves in Egypt for 210 years. God promised he would release them from slavery, but not before Pharaoh had refused their release and God had visited ten plagues on Egypt to demonstrate his power. (Exodus 3: 19-20)

The first nine plagues were:

The Plague of Blood: God turned the water of the River Nile into blood so that the fish died and the water stank. All the water in Egypt was turned into blood.

The Plague of Frogs: Egypt was overrun with frogs - there were frogs in the beds, frogs in the ovens, and frogs jumping on the people.

The Plague of Lice: Dust was turned into lice which crawled on people and animals. (The Bible calls this The Plague of Gnats, but in Judaism the accepted translation of the Hebrew word *Kinim* is lice).

The Plague of Flies: Swarms of flies arrived in Egypt and poured into Pharaoh's palace, the houses of his officials, and all over the land. (The Hebrew word here is *orov* meaning mixture and in Jewish tradition this refers to a mixture of wild animals.)

The Plague on Livestock: All animals belonging to the Egyptians died - horses, donkeys, camels, cattle, sheep and goats.

The Plague of Boils: Festering boils broke out on the Egyptian people and their livestock.

The Plague of Hail: The worst hailstorm ever to hit Egypt struck, beating down crops growing in the fields and even killing people and animals caught in it.

The Plague of Locusts: A swarm of locusts settled in Egypt and devoured anything left growing after the hail.

The Plague of Darkness: Egypt became totally dark for three days. The plagues only affected the Egyptians - the Israelites were unaffected.

Eid ul-Fitr is a very important festival in the Islamic calendar and was started by the **Prophet Muhammad** himself. It is also known as 'The Feast of Breaking the Fast' and is celebrated by Muslims worldwide to mark the end of **Ramadan**. Eid ul-Fitr takes place on the first day of the tenth month of the Islamic lunar calendar, and Muslims are not permitted to **fast** on that day.

Muslims are not only celebrating the end of fasting, but also thanking **Allah** for the **Qur'an**, which was first revealed towards the end of Ramadan, and for the strength Allah has given them to exercise self-control throughout the previous month of fasting. If necessary, they will ask Allah for forgiveness if they failed to keep the fast at any point.

In Muslim countries, Eid ul-Fitr is a national holiday. In the UK, Muslims may take the day off work or school to join in the celebrations. The festival is marked in the following ways:

The festival day begins with the first sighting of the **new moon** at the beginning of the tenth month of the Islamic calendar.

Muslims wear their best clothes, decorate their homes and spend time celebrating with their friends and family.

Some Muslims may give money to the poor so that they can also enjoy the day.

Communal celebration services are held both outdoors and in **mosques**, there are processions through the streets and a special celebratory meal is eaten - the first daytime meal Muslims will have had in a month.

Eid ul-Fitr is a time for families, friends and neighbours to spend time together and share food.