



<b>LESSON PLAN for KS3</b>								
<b>CLASS:</b>		<b>DATE:</b>						
<b>LEARNING OBJECTIVE/S:</b> <ul style="list-style-type: none"> <li>• Explore the different religious symbols and iconography within the CWGC cemeteries</li> <li>• Investigate why some people have religious symbols during mourning and in cemeteries</li> <li>• Explore an alternative to religious symbols</li> </ul>								
<b>RESOURCES REQUIRED</b> <ul style="list-style-type: none"> <li>• Virtual Cemetery microsite - Cross of Sacrifice and Stone of Remembrance videos</li> <li>• Classroom 'dry wipe' board and markers</li> <li>• Student workbooks/exercise books</li> </ul>								
<b>LESSON OUTLINE:</b> Explore religion through remembrance								
<b>Curriculum Links and Skills</b> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <b>Citizenship</b>            Critical thinking and enquiry            Diversity            Global community            Creating an identity         </td> <td style="vertical-align: top;"> <b>History</b>            Cultural, ethnic and religious diversity            Cause and consequence            Significance and relevance         </td> <td style="vertical-align: top;"> <b>English</b>            Speaking and listening            Critical understanding         </td> </tr> <tr> <td style="vertical-align: top;"> <b>Skills</b>            Critical thinking            Communication skills            Team work            Develops respect            Encourages exploration of personal beliefs            Provokes challenging questions         </td> <td colspan="2" style="vertical-align: top;"> <b>Religious Education</b>            Diversity within the UK            War and peace            Personal development         </td> </tr> </table>			<b>Citizenship</b> Critical thinking and enquiry Diversity Global community Creating an identity	<b>History</b> Cultural, ethnic and religious diversity Cause and consequence Significance and relevance	<b>English</b> Speaking and listening Critical understanding	<b>Skills</b> Critical thinking Communication skills Team work Develops respect Encourages exploration of personal beliefs Provokes challenging questions	<b>Religious Education</b> Diversity within the UK War and peace Personal development	
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<b>Time frame</b>	<b>Groupings</b>	<b>Activities</b>						
Starter 5 mins	Pairs and then whole class.	Show a picture of the Cross of Sacrifice from the image gallery.  With the pupils in pairs, ask them to make a list in their workbooks of everything they know about the image. (Try and tease out religious symbolism, such as what the cross represents, its links to Christianity, what the sword represents and so on). Ask a few of the pairs to share their thoughts.						
Stimulus 10 mins	Whole class teacher led	Explain to the class that they are going to be exploring the presence of religion within remembrance, religious symbolism and how some people use religion while they are mourning.						



10 mins	Paired and individual work	<p>If this is the first lesson on remembrance and war graves then a few starter questions will be needed to help them. (they hopefully mention war graves/religious symbol/name/age/when they died/which war and so on)</p> <p>Using the CWGC's website <a href="http://www.cwgc-virtual-cemetery.org">www.cwgc-virtual-cemetery.org</a>, play the Cross of Sacrifice video.</p> <p>After watching the short video, ask the pupils to discuss in pairs, then write the answers in their workbooks:</p> <p>Why was religion so important to many of the mourning friends and families? Why do you think the CWGC created a Cross of Sacrifice for their larger cemeteries?</p>
5 mins	Whole class teacher led	<p>Using the CWGC's website <a href="http://www.cwgc-virtual-cemetery.org">www.cwgc-virtual-cemetery.org</a>, play the Stone of Remembrance video.</p>
10 mins	Paired and individual work	<p>Ask the pupils to discuss in pairs, then write the answers in their workbooks:</p> <p>Explain in detail the symbolism associated with the Stone of Remembrance? Why do you think there was a need for a non-religious monument?</p>
10 mins	Whole Class teacher led	<p>As a whole class, explore the different religious iconography and symbolism whilst remembering those killed during the two world wars. If this is not suitable for your class then split into groups and have each group discuss and possibly report back to the rest of the class.</p> <p>Leading questions: What religious symbols have we seen on the two videos? Explore each religious symbol in detail. Why are these symbols important? Do religious symbols help those in mourning? If so, how? If you were to design a memorial in the 21<sup>st</sup> Century,</p>



Plenary 5 mins	Individual	explain whether you would include religious symbolism. What would you have instead of religious symbolism?  Ask the pupils to answer in detail in their workbooks, their answer to the discussion question 'is it important to have religious symbols within a war cemetery?'
<b><u>ASSESSMENT/DIFFERENTIATION:</u></b> Teacher and TA interaction with pupils – helping those who are finding the work difficult, asking extension questions to more able pupils. Assessment will take place informally with the teacher noting how effective each student/group conducts their discussion, and more formally through the work produced within their individual exercise books.		
<b>Extra Information:</b> The lesson encourages pupils to contribute to group and exploratory class discussions and to use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own. All of these fulfil aspects of the skills based criteria within the Citizenship module . The plan should be flexible enough to be adapted to the particular class that is being taught, and will form the basis of an effective Citizenship or Religious Studies lesson.		