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| Year Group 6 | Worldview: Hindu Dharma (Hinduism) |
| Strand: | Community & Identity (Human and social Science) |
| Key Question: | What might a Hindu gain from a pilgrimage to India? |
| Focus of study: | Find out about the range of places that Hindus might visit in India; interview people who have done a pilgrimage; consider the spiritual impact and the sense of community that a pilgrimage might give a believer. |
| Background information for teachers: | |
| <p>A pilgrimage is a special religious journey that is made for a specific purpose. They are considered important for spiritual progress.</p> <p>In Hinduism, certain places are considered holy because of a connection with a historical event, a person, or a god. Hindus have many different sacred places which are usually linked to different deities and many Hindu pilgrimage sites lie along India's rivers, especially the Ganges. For Hindus, bathing in a holy river symbolises the washing away of sin.</p> <p>Hindus may choose to go on a pilgrimage because:</p> <ul style="list-style-type: none"> • They believe it connects them with Brahman as they can show their belief in God. • It is a way of meeting other Hindus who share similar beliefs. • They believe that people who die in Varanasi can achieve moksha. • They hope that pilgrimage will make them blessed by God and help them to achieve their ultimate goal of moksha through their devotion. • They believe it strengthens their relationship with God and draws them closer to God. • They believe it contributes to their spiritual development, purification and atonement of sins. • It is an opportunity for self-reflection. <p>Hajj is the Muslim pilgrimage, which it is compulsory for Muslims to undertake at least once in their lifetime as long as they are healthy and can afford it. It occurs in the month of Dhul Hijjah which is the twelfth month of the Islamic lunar calendar.</p> <p>Muslims may choose to go to Hajj because they believe:</p> <ul style="list-style-type: none"> • Their sins are forgiven. • It offers a chance to start anew before Allah. • It brings all Muslims together as one (creates a sense of unity). • It is commanded by Allah. • Hajj absolves pilgrims of all past sins. • Hajj shows self-discipline and fulfils a religious duty, bringing Muslims closer to Allah. | |
| Prior learning: | <p>Many Hindus believe in one God, Brahman. Brahman is in everything and everywhere. There are many murtis that express different aspects of Brahman. Many Hindus see murtis as helping them to focus on different aspects of God. Deities can come to earth as avatars often to help humans overcome evil. Hindus worship in the Mandir and at home. Many Hindus will worship daily, offering prayers and gifts to the Murtis. Arti and puja often help Hindus to cope with challenges of life. Worship and meditation form part of daily duties. Moksha is the ultimate goal within Hinduism, to leave the cycle of rebirth (samsara) and become one with the God Brahman. Karma means 'action', and refers to the Hindu law of cause and effect. This is where the actions of a person, influence the future of that person. Islam Pilgrimage (Hajj) – Y5 topic</p> |
| Building Blocks: | <p>Pilgrimage to India is not a requirement of Hindu faith but many undertake one at least once in a lifetime. There are many destinations for Hindus. Many of these centres are on the Ganges. Different deities are venerated in different places; teachers and gurus also have locations in ashrams and other centres.</p> |
| Outcomes: | I can name and locate some pilgrimage sites for Hindus. |

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| | <p>I can describe what happens at different Hindu pilgrimage sites.</p> <p>I can identify and explain some of the reasons why Hindus may choose to go on a pilgrimage.</p> <p>I can make comparisons between the pilgrimages of different faiths (Hindu and Islamic pilgrimages).</p> |
| National Statement of Entitlement (NSE) | a, b, c, e, h, j, k |
| Resources: | <p>https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-pilgrimage-hinduism/z4ghf4j</p> <p>https://www.bbc.co.uk/newsround/46892623 (Kumbh Mela)</p> <p>https://www.bbc.co.uk/programmes/p010x9qx (Varanasi)</p> <p>http://www.eindiatourism.com/india-pilgrimage/ (Hindu Pilgrim Places)</p> <p>https://www.worldatlas.com/articles/the-holy-cities-of-hinduism.html (Holy Cities of Hinduism)</p> <p>https://factsanddetails.com/world/cat55/sub388/item1348.html#chapter-1 (Hindu Pilgrimage)</p> <p>https://www.tourmyindia.com/pilgrimage/hindu-pilgrimage-tour.html (Hindu Pilgrimage Destinations)</p> <p>https://magikindia.com/the-most-sacred-hindu-pilgrimages-of-india/</p> <p>https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-hajj/zndfcqt (Hajj)</p> <p>https://www.bbc.co.uk/newsround/24566691 (Hajj – Newsround)</p> <p>https://islamonline.net/en/pilgrimage-in-different-religions/</p> |
| Engagement: | |
| | <p>Look at pictures of special trips taken, including some pilgrimages from different faiths. Discuss the similarities and differences between the images. What connections can you make between the images? Can you identify the link between these pictures?</p> <p>Where do you think these pictures were taken? Why do you think people went to these locations? Have you ever been on a special trip? If you were to go on a special trip, where would you go? Why? Can you think of any special trips religious believers may go on? Why might they choose to go on a special trip?</p> <p>Link back to Islam Y5 topic and Hajj.</p> |
| Enquire and Explore: | |
| | <p>Show pupils a picture of Kumbh Mela and explain that this picture is taken from a Hindu pilgrimage. Discuss what pupils think a pilgrimage is and encourage them to think back to their learning on Hajj in Y5. Pupils to discuss the picture and annotate it with what they think is happening and why. They could also include any questions they have about what is happening in the picture.</p> <p>Explore what happens at Kumbh Mela (e.g., by watching the Newsround link). Pupils to return to the photograph and write what is actually happening and why in a different colour. They can also write any answers they have learned to their earlier questions.</p> <p>Use the BBC class clips links to introduce different pilgrimages in Hinduism and establish the difference between ‘pilgrims’ and ‘tourists.’</p> <p>In groups, pupils to research different pilgrimages. Allocate each group a pilgrimage site at random (e.g., random card selection/random generator online) for pupils to research. They could present their findings in a variety of ways, e.g., PowerPoint, fact file, poster etc. Alternatively, pupils could create a ‘pilgrimage brochure’ (like a travel brochure) for their chosen pilgrimage site. Pupils should include the location (e.g., maps), what will happen during the pilgrimage and why Hindus should go on this pilgrimage (i.e. what they will gain). This could be done as a physical brochure or using technology, e.g., a webpage for their pilgrimage.</p> |

Pupils to present their research to the class and, as a class, discuss what Hindus might gain from these different pilgrimages.

Lead discussion to exploring how/why a Hindu might gain this.

Pupils can return to their travel brochures and add to/amend their work following the discussion.

Invite a Hindu visitor in who has been on a pilgrimage. Pupils to ask questions about pilgrimage and what a Hindu might gain from it/what the visitor feels they have gained from their pilgrimage(s)/what their community feels they have gained from any pilgrimage(s) they have been on.

Pupils can again return to their travel brochures and add to/amend their work with anything new they have learned after listening to the visitor.

Revisit pupils' learning from the Year 5 Islam topic on Hajj.

Ensure pupils understand that Hajj is a pilgrimage for Muslims.

Discuss what happens at Hajj – watch the BBC Class Clip/Newsround videos on Hajj as a recap and, if possible, look back at pupils' work/books from last year and/or invite a Muslim visitor in who has been to Hajj who can talk pupils through the steps of the pilgrimage and answer their questions.

Consider what a Muslim may gain from Hajj. Pose this question to the Muslim visitor if possible.

Lead discussion to exploring how/why a Muslim might gain this.

Discuss the similarities and differences between Hindu and Islamic pilgrimages, e.g. Hindus can visit various pilgrimage sites, whereas Muslims can only visit Makkah (difference). / Both Muslims and Hindus believe that their sins are cleansed on the pilgrimages (similarity).

If possible, invite the Hindu AND Muslim visitor in for a second time – pupils can ask both visitors the same question(s) and hear their different answers. They can then draw similarities/differences from the visitors' responses.

Evaluate/Assess:

Pupils to Diamond 9 the different 'gains' they have thought of/learned through their research and questioning the visitor(s) – which gain or benefit would be most important to a Hindu? Why? Which gain would be most important to you? Why?

Compare the identified gains from Hindu and Islamic pilgrimage – how are they similar/different?

Have a comparison table/double bubble map at the front of the classroom (on large paper/on the whiteboard etc.) – invite pupils up to add their thoughts under the similarities/differences headings. Discuss any new suggestions that are added.

Alternatively, pupils can complete their own comparison tables individually/in small groups.

Assessment opportunities:

Ask pupils the key question at the beginning of the topic – pupils to record their initial thoughts/responses, e.g. as a bubble map.

Revisit the key question at the end of every lesson as a class discussion – pupils to add new thoughts/responses in a different colour.

Revisit the key question when the Hindu visitor is in – is there anything they would add to the bubble map? Is there anything pupils would add to the bubble map after listening to the visitor?

Pupils could have individual bubble maps in their books or create a class bubble map on A3 paper.

Research produced by pupils and their comparison tables could also be used for assessment.

Notes