

### St Matthew's Church

Reverend Bob's city-centre church. A busy church with lots of families and young people who work in the city. In the congregation there are also some older, retired people who live near the church.

### Mid City Primary School

A large primary school with over 400 pupils. The school is a community school in the middle of a housing estate in the city. Families in the school come from all around the world. Some of the parents work in the local hospital, others work in shops in the city and some others are unemployed.

### St Luke's C of E Primary School – the village school

A small school of only 30 children. All the children live in the village or on local farms. Some people work on the farms but others travel a long way to find work.

### Revd Bob's old village church

A small church that always holds a Harvest Festival. A group of people from the village come and decorate the church with fresh vegetables and wheat from the fields.

### Activity 5

#### A report in the parish newsletter

Ask the pupils to write a short report that is suitable to go in the church newsletter. Note:

- the audience for the report is the members of St Matthew's Church
- the purpose of the report is to show what the children understand about Harvest Festival and the harvest charities that donations can be collected for.

Offer pupils a series of sentence starters.

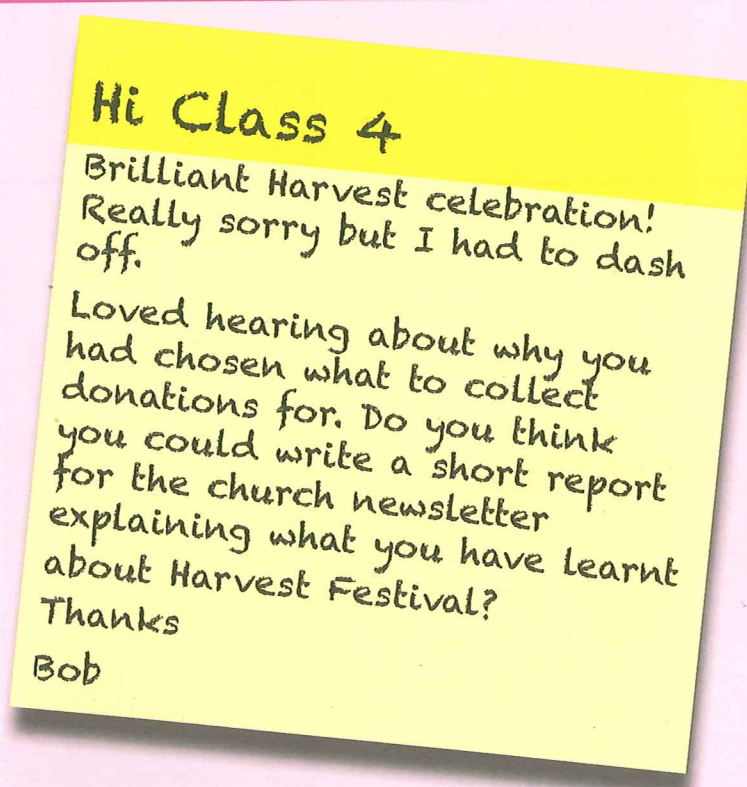
Harvest is about . . .

It is important in the city as well as the country because . . .

Or

It is less important in the city because . . .

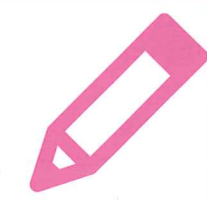
The charity . . . is suitable for donations in . . . because . . .



## WHY IS IT IMPORTANT TO REMEMBER THOSE WHO FIGHT IN WAR?

### For the teacher

There is a profound dimension to **thankfulness** which can be explored through a consideration of the way in which we **remember** those who have been called upon – or who have volunteered – to fight in the armed forces in times of conflict.



This section provides four pages of stimulus material to help engage pupils and stimulate learning. The pages are a flexible resource, and can be used independently of the activities suggested.

**Pages 26 and 27** present some unique insights into what it meant for a young man to be called up into the army in 1943, through extracts from the letters and artwork he sent home to his parents. Some questions to think about, suitable for individuals or small groups, are provided.

**Pages 28 and 29** take a wider and more eclectic look at some significant events that are part of our national history, which say something about what and how we remember, and how we are thankful to those who are prepared to defend their country in times of war. Some questions to think about, suitable for individuals or small groups, are provided.

**Page 30** outlines three activities, drawing on the stimulus material on pages 26–29. They encourage questioning, finding out, discussion, understanding a variety of perspectives, and opportunities for reflection and expressing own views. Access to the internet is helpful, with video stimulus providing additional and relevant information and comment.

### Curriculum links

This unit links to teaching in History in the unit 'Britain since 1930' often taught to 9–11s. This supports pupils' learning and skills in historical enquiry, allowing them to:

- pursue investigations to find answers to historical questions
- use sources to establish evidence for particular enquiries
- present and structure their findings in a variety of ways.

### What can children do as a result of this unit?

The following pupil-friendly 'I can' statements describe the learning that may be expected of pupils in the 9–11 age range.

#### Level Description of achievement: I can . . .

- 3** • **describe** what some people from one religion I have studied believe about peace and conflict and how this belief influences how they behave
- **compare** some of the beliefs about peace and conflict that are important to me with those that influence believers from one of the religions I have studied.
- 4** • **show that I understand** some of the ways in which serving in the forces had an impact on the faith of those who took part
- **express** my own questions and views about peace and conflict and suggest why it is sometimes difficult to live these out in practice.
- 5** • **suggest reasons** why people from one religion I have studied might hold differing views about war
- **express** my own views on questions about peace and conflict, taking account of ideas from one of the religions I have studied.

### See also

#### A Sense of Place

This DVD and CD-ROM presents video clips, an extensive collection of photographs and some classroom activities. The pack is designed to support RE with 14–16s, with pupils themselves providing the commentary and their own reflections. However, with the exception of the activities, this resource provides a very valuable bank of stimulus materials for work with 9–11s.

The pack was designed and created by Emma Senior, RE Consultant (Staffordshire LA).

**See:** <http://shop.retoday.org.uk/120304>