



KS2 Religious Education Year 5 Spring 1 – 7.5 hours

Theme/Unit: Flight

Key concept: Flight as a symbol

Enquiry: *What does flight mean to us?*



Unit Summary:

Children will understand what a symbol is and what flight is. They will connect these two together. Children will understand the chapter of Daedalus and Icarus and why Christian's use this as a symbol for flight.

Prior Knowledge:

Children will know parts of the Christian story such as the birth and death of Jesus.

Year 5/6 Objectives:

- Communicate** Children and young people can explain their own responses to the human experience of the concepts explored.
- Apply** They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
- Enquire** Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions and they can describe some key concepts that are particular to the specific religions studied.
- Contextualise** They can explain how these concepts are contextualised within the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
- Evaluate** They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Talking with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues raised.

Key Vocabulary:

Ascension	The act of rising or moving up in a position
Transcendence	Rising above something
Flight	The action of process of flying through the air
Labyrinth	A complicated network of passages

Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.

Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Text drivers/Resources:

- *Flight* topic box (RE Centre 01962 863134)
- DVDs and books.
- Images.

- Music from *The snowman* or songs such as *I wish I could fly*.
- Use of a video camera..

5-Step Enquiry: <i>What does flight mean to us?</i>		Assessment
Step 1	<p>Enquire: What does the word symbol mean? How can flight be a symbol?</p> <p>Pupils create a mind map around the word symbol. Repeat with the word flight. Show an image//DVD of Superman, The snowman and James and the giant peach. Play some songs in which flight is important or main theme, eg: I wish I could fly. Pupils speculate on how the use of flight by the film producer (or author) is symbolic – what of? What does flight in the story/film/image mean? Pupils contribute ideas to class display (power/another world/magic/supernatural).</p>	<p>Basic:</p> <ul style="list-style-type: none"> • Using an image of flight, children describe in simple terms what flight is • Create a word bank for the rest of the class to use <p>Learned:</p> <ul style="list-style-type: none"> • Use a variety of stimulus, children label how flight is used as symbol • Justify why/how <p>Deeper:</p> <ul style="list-style-type: none"> • Choose a word from class discussions about flight as a symbol (e.g. power) • Show this word as a symbol of flight – use colours, abstract art etc
Step 2	<p>Contextualise: What does flight symbolise in religious stories?</p> <p>In groups, pupils to research into different stories that show flight as a symbol. These could include: Elijah’s fiery chariot, Mohammed’s night journey, Jesus’ ascension or transcendence, Angels. Pupils to present their findings in the form of a report (written or computerised if resources allow) to present and share with the rest of the class (perhaps some pupils could act out and video as if it was a film). Discuss what flight symbolises in each story. What are the significant differences? What is the same? Why is it so important to humankind?</p>	
Step 3	<p>Evaluate: What is the value of flight as a symbol?</p> <p>Discussion: Is flight a useful symbol? Why/why not? Does it work? Would these stories be the same without flight? Why/why not? How important is it for man to be able to fly? Read the story of Daedalus and Icarus. Daedalus and Icarus was the first story about flight but it has become the most famous and popular. Why? Why did man want to fly to the moon? Why does man want to fly to outer space? What would happen if they couldn’t? Would it matter?</p>	
Step 4	<p>Communicate: How do I feel about the idea of flying?</p> <p>Question: Has anyone ever dreamed of flying? Use 10 minute stilling exercises for children to communicate their own experiences or ideas in written form. Children to explain to the rest of the class what they have written and justify their responses and ideas. (Children may need some guidance, eg: have they been on a plane, how did they feel? Ask them if they have had any odd experiences or dreams, eg: seeing themselves from a height).</p>	

Step 5	Apply: How do our responses to flight affect ours and others' lives? Discuss the experiences and feelings from the previous activity and recap the stories studied. Did everyone feel the same about flight? Is the symbol of flight always good? Does it mean the same to different people? Discuss why people join in the annual flying off the pier each year when they don't usually succeed.	
---------------	---	--