

**Vocabulary**

**Font:** Usually found near the entrance to the church, this is filled with water and used to christen infants or adults. It marks the start of a Christians journey towards the cross

**Altar:** The altar plays a central role in the celebration of the Eucharist/Mass/Communion, which takes place at the altar on which the bread and the wine for consecration are placed

**Pulpit:** Place in a church usually slightly raised up where someone stands to deliver a preach/sermon from a Bible passage /**Mimbar:** The pulpit in the mosque where the imam (prayer leader) stands to deliver sermon on a Friday

**Lectern:** The place in a church where you find a Bible, and where it is read from to the congregation

**Chalice:** Is the cup that holds the communion wine, which is shared with the congregation

**Patten:** The plate that is placed over the chalice on which the bread for communion is placed

**Tasbih or Subha:** Muslim prayer beads traditionally have 99 beads on them to help people think about the 99 names of God (Arabic word for God is 'Allah')

**Mihrab:** Semi-circular niche in the wall of a mosque that indicates the qibla; that is, the direction of the Kaaba in Mecca and hence the direction that Muslims should face when praying

**Madrassah:** School held at a mosque so children can learn the Qur'an to recite it and read it

**Key learning**

- Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups
- Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities
- Appraise different religious practices and evaluate reasons for them

**Symbols/Images/artefacts**



Inside the church of the transfiguration

**Important people/places/artefacts**



Cambridge mosque floor plan

**Links to further learning**

On visits to places of worship to take pictures or film and then be created into a clip or PP that can be played at the start of lesson 4. When most children are concentrating on 2 different religions, ask pupils to go deeper within a religious tradition. For example, when looking at Christianity, think about similarities and differences between Protestant, Orthodox and Catholic Christians. Or in Islam look at Sunni, Sufi and Shia Muslims.

Ask the children to identify things they value about each community they belong to. What have they learnt from the different communities? What things do the communities have in common?