

Curriculum Visions

Christian church

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Lisa Magloff



Curriculum Visions

**A CVP Teacher's Resources
Interactive PDF**

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Author

Lisa Magloff, MA

Religious Education Consultant

The Reverend Ian DH Robins, MA, BD, AKC

Senior Designer

Adele Humphries, BA, PGCE

Editors

Lisa Magloff, BA and Gillian Gatehouse

Illustrations

David Woodroffe

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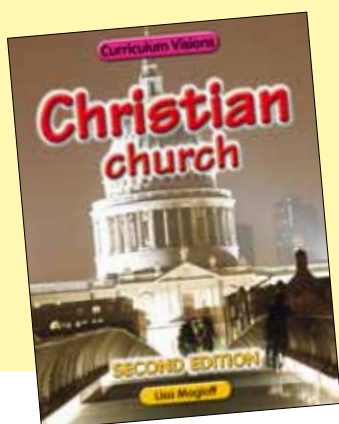
Section 1: Resources

Welcome to the Teacher's Resources for Christian church.

The Christian resources we provide are in a number of media:

1

You can buy the Christian church book. This is 32 pages long and introduces children to the features of the Christian church and its role in the Christian community.



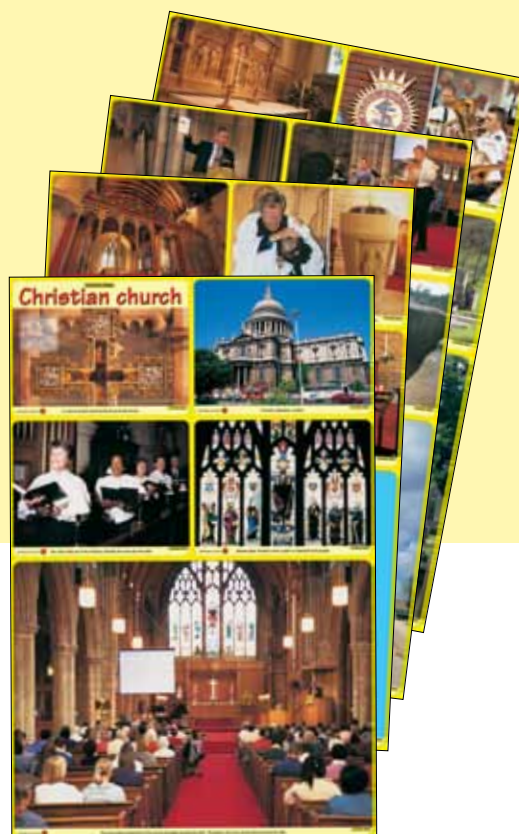
2

The Where we pray Picture Gallery covers each of the six main religions in the UK.



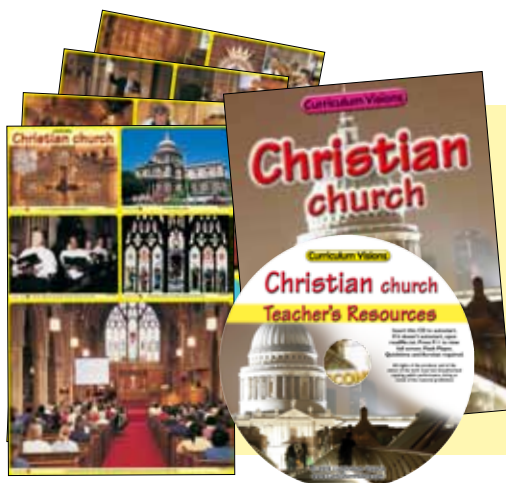
3

You can buy the Christian church PosterCard Portfolio – four posters and a total of 28 A4-sized key diagrams/photographs on two folded, double-sided and laminated sheets.



4

You can buy a pack that contains one copy of the student book and poster, and the Teacher's resources (what you are reading).

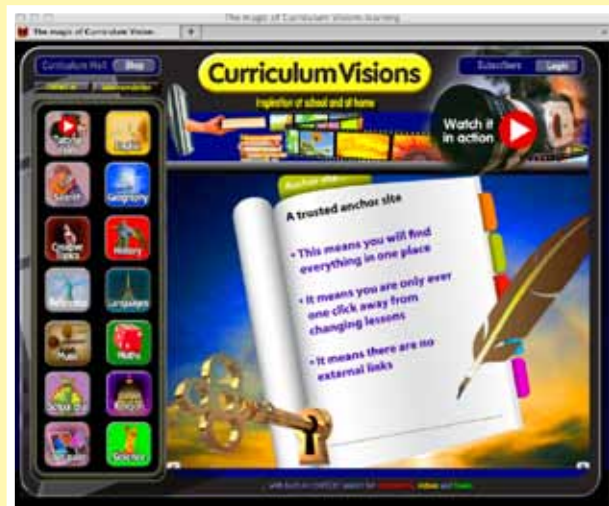


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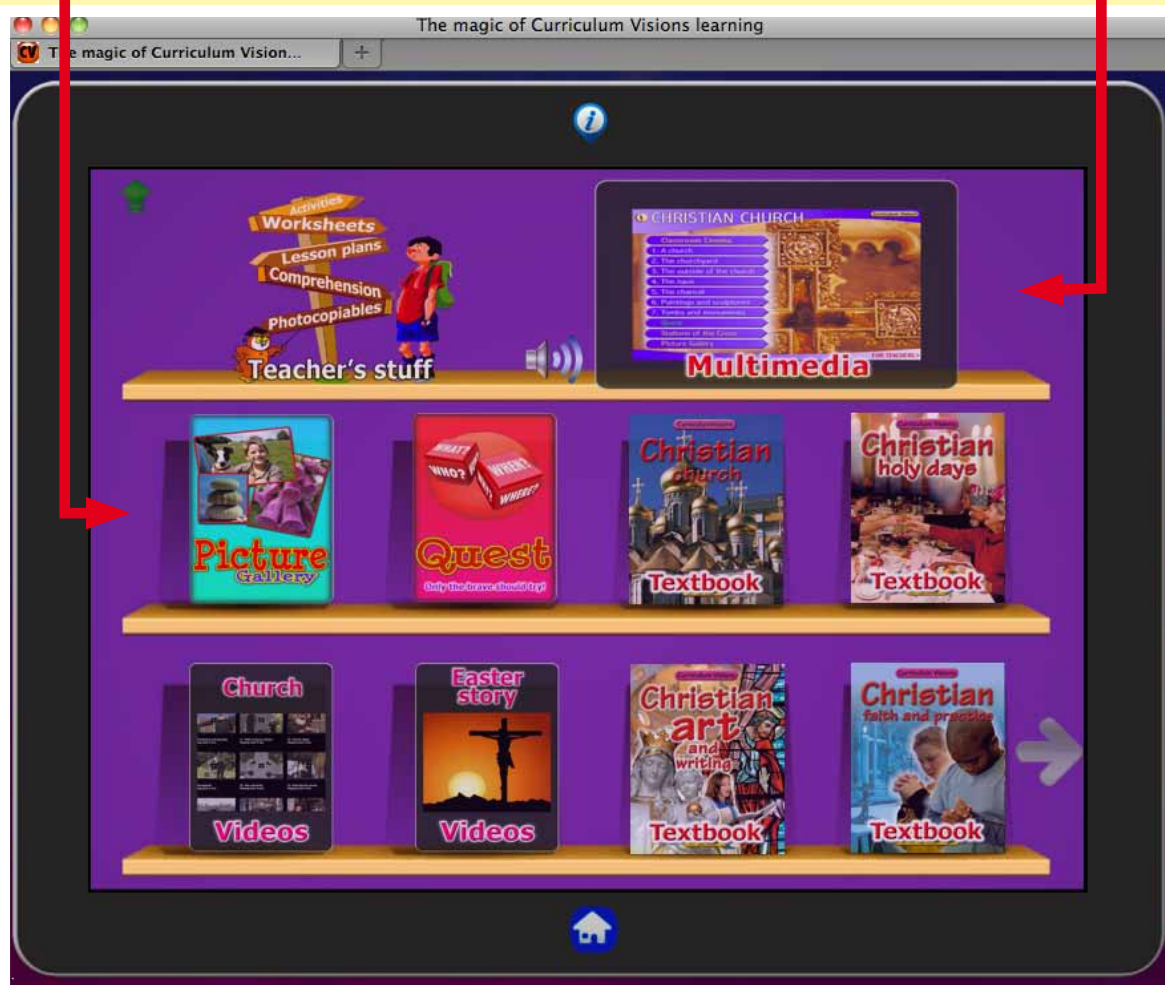
Our Learning Centre at **www.curriculumvisions.com** has almost everything you need to teach your primary curriculum in one convenient Virtual Learning Environment.

You can use support videos, e-books, picture and video galleries, plus additional Creative Topic books, graphic books called Storyboards, and workbooks. Together they cover all major curriculum areas.

All topics are easily accessible, and there is a built-in context search across all media.



You can also use our printed student books online as part of your subscription to the Learning Centre. There page-turning versions of every printed Curriculum Visions book for use on your whiteboard.



Matching the curriculum

This book covers the study of the church and introduces the fundamentals of Christian worship in a way that is highly relevant to work in junior forms at primary school. It is not intended to cover the whole of the requirement of Christianity studies but to provide a carefully structured coverage of part of the subject. A visit to a church is a popular activity in many curricula and this pack enables you to prepare the children for their visit, sustain them with activities while they make their visit and then follow up their visit in a variety of ways which will consolidate their learning.

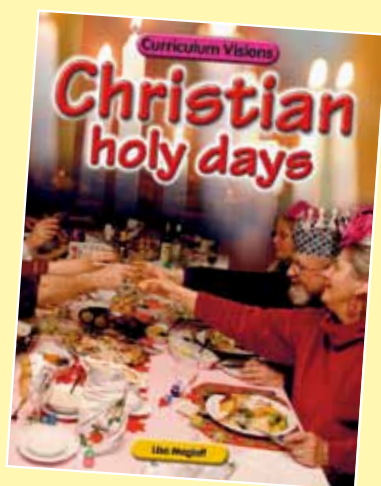
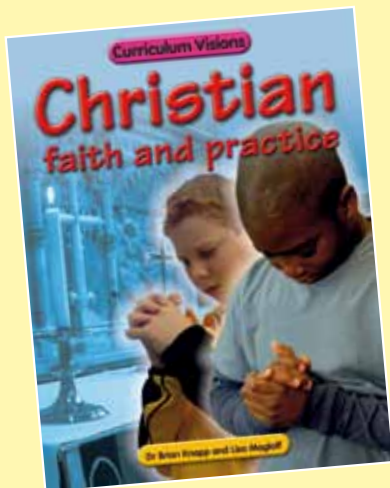
While covering the subject matter of the curriculum the *Christian church* pack also facilitates the development of a wide range of skills (including ICT) both in the student book and the *Teacher's Guide*.

The pack is fundamentally built around the idea that it is important to take time considering many facets of the church – its architecture, furniture and the activities that take place there.

The learning objectives

No matter which curriculum you follow, your work needs learning objectives and these are provided for each spread of the student book and supporting activity. They are found at the top of each page of teacher's notes. The learning objectives are supported by lesson outcomes to help you plan, record your work and assess your students' progress.

Linked resources



Section 2: The student book explained spread by spread

Although the student book – *Christian church* – is clear and simple, a great deal of care and thought has been given to the structure and the content of each double-page spread or unit. The worksheets and activities in this *Teacher's Guide* also directly link to the pages in *Christian church*.

It is possible to use *Christian church* and the worksheets and activities, without reading this section, but we would strongly recommend that you take a short time to familiarise yourself with the construction of the student book.

The units are arranged in sequence, to help you with your lesson planning. In this section, a brief description of the content of each unit is given, together with hints on how to start or support it. When you turn to the teacher's sheet for the comprehension activity you will find learning objectives and lesson outcomes which you can use to plan your work and assess student progress. Each supporting activity also has learning objectives and lesson outcomes to further help you with your work.

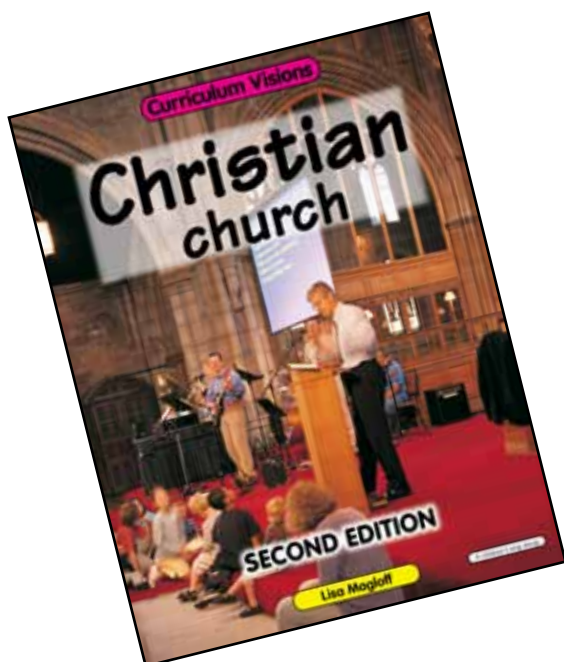


▲ *Christian church contents page.*

Contents

The entire contents are shown on page 3. It shows that the book is organised into double page spreads. Each double page spread covers one unit.

You may wish to begin by pointing out the contents and use this as an exercise in literacy. You may let the children use the content list to choose something that interests them, then let them find it. A brief discussion may then help to introduce the subject generally.



◀ *Christian church title page.*



Word list

The word list is on page 2. It defines words which are highlighted in **BOLD CAPITALS** in the main text and captions of each unit. You may wish the children to turn to page 4 and point out **NAVE** on line 5, then let the children find the definition in the word list. You could then let all the children turn to the word list and scan the words in bold type to see if they recognise any. This could be followed by a brief discussion which may help you judge the knowledge and understanding of the children and how best to proceed.

The units

Heading and introduction

Each unit has a heading, below which is a sentence that sets the scene and draws out the most important theme of the unit.

Body

The main text of the page then follows in a straightforward, easy-to-follow, double column format.

Words highlighted in **BOLD CAPITALS** in the student book are defined in the word list on page 2.

Word list words are highlighted on the first page on which they occur. They may be highlighted again on subsequent pages if they are regarded as particularly important to that unit.

Captions

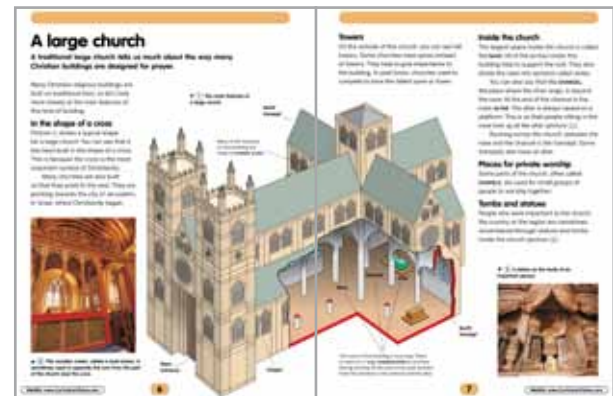
These provide additional information by taking up points made in the main text and exploring them in more detail.

Learning objectives

These can be found at the top of the teacher's sheets which support the comprehension.

Lesson outcomes

These can be found at the bottom of the teacher's sheets which support the comprehension.



1. What does a church look like?

Churches are special places in which Christians worship. The church and its contents are treasured by the worshippers. You may like to approach this concept by showing the class a box of mementoes that you treasure and ask the children to think about what they would put in their box of treasures. You could then ask the children to produce a drawing of a box they would make to contain their treasures. These drawings could be displayed to show how some people go for a simple design while others make more complicated and grand designs.

The unit begins by establishing the church as the building in which Christians worship. A photograph of a small Saxon church shows how churches were built over a thousand years ago. This is followed by a large photograph of a church built in the Middle Ages. The text moves on to discuss what churches have in common such as stained glass, towers and bells. The unit ends with photographs of churches built in the last two hundred years.

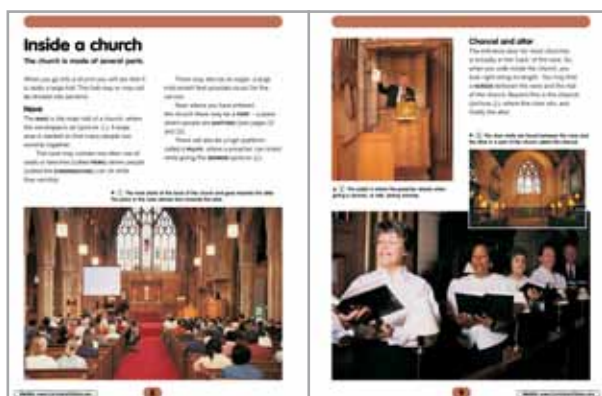
In the supporting activity the children examine the external features of a parish church. In the complementary work the children find out how to locate churches on maps. They also use a stick and pencil to find the approximate height of a church tower.

2. A traditional large church

This unit builds on unit 1 by showing both the outside and the inside of a large church. You may like to introduce it by drawing a small simple church on the board which has a tower, nave and chancel. Tell the children that this represents a church which served a village. Go on to say that the village then grew into a large town. Ask the children how the church may have been developed to cope with a much larger congregation. Remind the children about how church buildings can be made to look special because they represent something that people value greatly. Look for suggestions of widening or lengthening the nave, chancel or building more towers. Draw the suggestions onto the church on the board.

The unit begins by describing how some churches are made in the shape of a cross and why spires and towers were made tall. A large, clear diagram of a church shows both the external and internal features of a large church. The relationship between the main entrance, nave and altar is highlighted in a caption. Features inside the church, such as the aisles, chancel and transepts are introduced and the unit ends by considering the use of chapels, tombs and statues.

In the supporting activity the children make ground plans of churches. In the complementary work the children use a website to learn about worship and estimate the size of the church they visit.



3. Inside a church

If you have done the introductory activity to unit 1 you may like to follow it here by talking about decorating special places. You could remind the children of the design of the box of treasures and ask them how they would treat the inside - line it with silk perhaps. You could ask them how they decorate their bedroom or how they would like to decorate it if they were allowed to. From this discussion, you could remind the children that the church is a special place for Christians and it, too, is decorated in a special way.

This unit follows on from the first two by taking a more detailed look inside the church and introduces the major features. The unit opens by making the useful analogy of the inside of a church being like a large hall. It then moves on to introduce the nave and this is supported by a photograph of the interior of the church shown in the lower picture on page 8 of the student book. The terms pew, congregation, chapels, font and pulpit are introduced, then the text moves on to introduce the chancel and altar. The text is accompanied by photographs showing people in the congregation, choir and pulpit showing that worship can be a lively activity.

In the supporting activity the children examine the pews, pulpit, lectern, chapel and choir inside a church. In the complementary work they look for carvings on the ceiling and inside walls of the church and find out about the processions which take place in the church.

4. The altar and the cross

You may like to discuss the concept of a focus to a room with the children. You could begin with the classroom and establish that it should be the teacher's desk or the chalk board. You may follow this by discussing the school hall and establishing that the stage is its focus. In the home the children may discuss the focus of the living room and debate whether it is the fireplace or the television. From this you could move onto the focus of the church which is considered in this unit.

The unit is closely linked with the previous one and the beautiful, clear photographs follow from those on pages 8 and 9 of the student book taking the reader up to the altar to show how the candles and cross have a screen behind them. This is followed by a photograph showing a close-up of the highly decorated cross. The text opens by disclosing that the altar with its cross is the focus of the church. The purpose and position of the altar are discussed and the function of the screen is described. The importance of the cross as a Christian symbol is explained and the unit ends by relating how bread and wine are sometimes placed on the altar as part of the act of worship in a special ceremony.

In the supporting activity the children observe an altar in a church. In the complementary work the children look for crosses in all parts of a church and find out when the Eucharist or Mass is celebrated at local churches.



5. To be baptised

In contrast to the previous units which take the reader from outside the church up to the altar, this unit considers how a person becomes a member of the Christian community. You may like to begin by asking children about how they felt when they joined the school community, or what they had to do to join activity clubs such as sports clubs. Tell the children that the way people enter the Christian community is to take part in a ceremony called baptism. You could ask children to talk about any baptisms they have been to.

The unit begins by stating that Christian families usually have their children baptised when they are babies. The font is introduced as the place where baptism takes place. The early positioning of the font in the church is described to show that it reminds worshippers that when someone is baptised they are entering the Christian faith. This is supported by a photograph of a modern font and large photograph showing the act of baptism. The unit ends by considering the baptism of adults. This is illustrated with a picture of a baptistry which possibly few children have seen.

In the supporting activity the children find out about the position of the font in the church, the design, and the materials from which it is made. In the complementary work the children find out when baptisms take place at their local churches and, if they have seen a font with a lifting device for the lid, they can construct a model and discover how the lifting device works.



6. Different ways of worship

You may like to use this unit in the sequence it appears here or to use it after unit 4. The first four units feature an Anglican church but also show features which are found in Catholic churches so they may also be used in a study of Catholic churches. If you have chosen to study a Catholic church instead of an Anglican church you may like to use this unit after unit 4 then return to unit 5. However, you may also feel that you can use the unit as it appears in this sequence when studying a Catholic church.

The unit opens by explaining that there are various forms of Christian worship in the UK and that two major religious groups are called the Anglican and Roman Catholics. The text and pictures then move on to show how Anglican and Roman Catholic churches have features such as remembrance or votive candles in common, and how the confessional distinguishes the Roman Catholic church. The function of the tabernacle is explained and the role of statues in worship is explored. The unit ends by introducing the stations of the cross and ends with an illustration of a fine example.

In the supporting activity the children explore a Catholic church and find out about the fourteen stations of the cross. In the complementary work the children find out about the clothes that priests wear in different kinds of churches, and about a Greek or Russian Orthodox church.



7. Plain and simple buildings

In addition to introducing different kinds of church buildings, this unit also introduces more divisions of the Christian faith. You could introduce the unit by making an OHP or use interactive white board technology to show the class a page from a telephone directory showing all the churches in your area. As you go through the list you could get one of the children to make a table on the board about the different kinds of churches, and make a tally on it. The children can then decide on churches that you could try and arrange to visit.

The unit opens by stating that there are many different ways for Christians to express their faith. It introduces the idea that some Christians prefer to have simple buildings in which to worship. The text moves on to describe a Friends meeting House and this is supported by a photograph of the outside of the building. The emphasis here is that there is nothing to distract worshippers from thinking about God. A Salvation Army Citadel is described in the second half of the unit and this is supported by a page of photographs from inside the building during a service.

In the supporting activity the children examine the inside and the outside of a church which has a simpler design and decoration than an Anglican or Roman Catholic church. In the complementary work the children use secondary sources to find out about the lives of some people who founded new churches and how the new churches differed. They also visit a website to compare different kinds of Christian churches.



8. Stained glass

Take some sheets of transparent coloured paper or thin plastic and hold them up. Tell the class that that you would like to make a stained glass window effect on one of the classroom windows and ask them what should be done. Look for answers about sticking the sheets side by side. Hold up some sheets and ask the class how they could be made more interesting. Look for an answer about cutting the sheets into different shapes and interlocking them like the pieces of a jigsaw puzzle. Try it and tell the children that in the Middle Ages coloured glass came into use in churches to create “a rainbow of light” and increase the sense of awe and wonder in these special places.

This unit features three photographs of fine examples of stained glass windows. It opens by stating that the scenes in stained glass windows help people to worship. The text moves on to explain that the colours are made by painted or coloured glass. In many churches the stained glass windows are behind or at the sides of the altar so that the altar is bathed in coloured light. It is explained that the windows show scenes from the Bible or Christian History. These were invaluable long ago when most people could not read because they could look at the beautiful scenes to remind themselves of important Christian stories and events.

In the supporting activity the children examine the different features of stained glass windows. In the complementary work they find out how stained glass is made and look at the themes of the windows in different parts of the church.



9. Cathedrals

Ask the children how they feel when a huge storm takes place, or they see huge waves at the seaside or pictures of huge whales. Look for answers about feelings of awe and wonder. Tell the children that these are feelings that many Christians experience when they visit a cathedral.

This unit follows on from units 1, 2 and 7 and can be used with them before tackling other units in the book if you wish. The unit opens by explaining that compared to other churches, cathedrals are huge and usually one of the largest buildings in a city. It is explained that the clergy in a group of churches work together and are led by a bishop. The centre of administration led by the bishop is the cathedral. The cathedral is often the venue for important services, such as the ordination of priests into the Church, yet cathedrals still have many of the features found in churches, such as an altar, font, chapels and pulpit. Special features of cathedrals are discussed, such as the crypt, where important people are buried, and the bishop's throne where the bishop sits during worship. The text is accompanied by awe inspiring photographs of St. Paul's cathedral and Westminster Roman Catholic cathedral.

In the supporting activity the children examine architectural features. In the complementary work the children locate their nearest cathedrals and use secondary sources to find out how they can use the architecture of a building to find its age.



10. Churches around the world

Challenge the children to design a church. You can either do this by drawing their suggestions on the board or letting them work in groups and then present their ideas to the class. When the designs have been established ask them how they might have to be modified if the only building material was either wood, stone or dried mud.

The unit begins by stating that there are Christian religious buildings all round the world and that they are built from materials which are found locally. Stone is established as a common building material before the text moves on to describe how a kind of mud called adobe is used for buildings. This information is supported by a large colourful picture of a superb adobe church in New Mexico. A statement about churches varying in shape and style around the world is supported with information and pictures about a church hewn out of rock in Ethiopia. The unit ends by considering how churches are decorated, and this is illustrated by an outside view and an inside view of a church in Romania.

In the supporting activity the children learn about the activities of people in churches and how they link up around the world. In the complementary work the children use maps to find where Christianity has spread and use the internet to find out about how children live in different parts of the world.

Section 3: Using the student book and worksheets

Introduction

There is a wealth of material to support the topic of churches in the student book and in the *Teacher's Guide*. On this and the following page, suggestions are made on how to use the worksheets and their associated teachers sheets on pages 16 to 55, and how to integrate them for lesson planning.

Starting a unit

Each unit in the student book forms the basis for a lesson. You may like to start by reading it with the class. Always begin the unit by reading the introductory sentences in bold type. This helps focus the class on the content of the unit and prepare them for the work.

The first part of the main text introduces the content, which is then developed in the headed sections. The illustrations are closely keyed to the main text and the captions of the illustrations develop the main text content (see 'The units' on page 8).

With less skilled readers, you may prefer to keep to the main text and discuss the illustrations when they are mentioned. With more skilled readers, you may want to let them read the captions for themselves.

You can find the learning objectives for each unit at the top of the teacher's comprehension sheet.

The style and content of the unit also make it suitable for use in literacy work where both the needs of English and religious education are met. You may wish to use the unit as a topic study in literacy work, or you may like to perform an activity in religious education and follow it up with a study of the unit in work on literacy.

Using the comprehension worksheets

Each unit in the student book has one photocopiable comprehension worksheet in this *Teacher's Guide* to provide a test.

The comprehension worksheets begin with simple questions and have harder questions towards the end.

The worksheets may be used singly, after the spread has been studied, or they may be used with other worksheets to extend the study.

The teacher's sheet, which is opposite the comprehension worksheet, shows the learning objectives and lesson outcomes related to using the unit, answers to the comprehension questions and some background information to the unit. This teacher's sheet also carries a section on work complementary to the study topic. This work may feature research using other sources, including the internet. It may also have value in literacy work. Resources which are needed for the complementary work are also noted on the sheet.

Using the activity worksheets

The activities are designed to amplify one or more aspects of the unit in the student book and in a sense make the work "come alive".

Each activity section is a double page spread in this *Teacher's Guide*. On the left hand page is a photocopiable activity worksheet to help the children in their work. On the right hand page there are learning objectives and lesson

outcomes, plus sections on preparation and resources, introducing the activity brief notes and suggestions on concluding the activity. This teacher's sheet ends with a second piece of complementary work relating to the unit. There is a resource list to accompany this complementary work.

Planning to use a unit

The materials in this pack are very flexible and can be used in a variety of ways. First, look at the unit and the learning objectives and lesson outcomes on the teacher's comprehension and activity sheet. Next, read the unit in the student book and the associated worksheet and activity units in this *Teacher's Guide*. Finally, plan how you will integrate the material to make one or more lessons. You may wish to add more objectives or replace some of the activity objectives with some of your own.

Using some of the units together

You may like to spend some time planning how you could tie in the units to a visit to a church. For example, you may like to use units 1, 3, 4 and 5 for all children and unit 2 for some children. Alternatively you may like to consider trying unit 10 before you visit a church.

Using the extra questions

On pages 58 and 59 there are multiple choice questions. On pages 60 and 61 there are questions which require short answers. You may photocopy, cut and paste to make your own end of topic test. You could use this with either one or both cloze exercises (one featuring the church as a building and the other the church as a place of many activities). All the answers for this work are on page 64.

Using ICT

In various activities the use of ICT is highlighted. For example, you may like the children to use a digital camera to record examples of stained glass windows. They can use the internet to explore the websites of churches and cathedrals or access the curriculum visions website for more supporting information. After a visit to a church the children could use e mail to send their letters of thanks.

Cross-curricular links

You may wish to integrate some aspects of your work on religious education work with other parts of the curriculum. Here are some examples that you might like to consider.

Geography: Unit 1 – Map reading.
Unit 9 – Locating cathedrals in the British isles. Unit 10 – Looking at Christian populations in different countries.

History: Unit 7 – Looking at the lives and times of John Wesley, William Booth and George Fox.

Science and CDT: Unit 5 – Constructing a lifting device for a font lid.

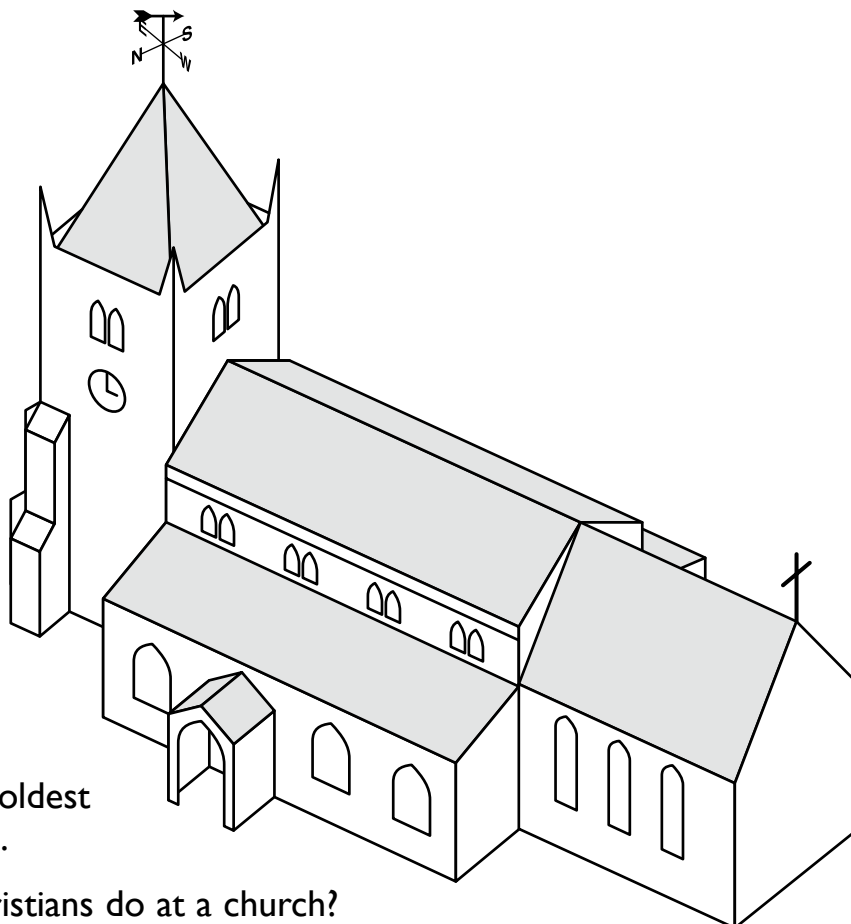
Maths: Unit 1 – Estimating the height of a church tower.

Art: Unit 3 – Looking at carvings on roof bosses. Unit 8 – Making imitation stained glass windows in the introduction to the topic.

Citizenship: Unit 10 – Looking at how churches provide help across the world.

What does a church look like?

There are many different kinds of churches. Each church looks different but they all have something in common.



Q1. Shade in the oldest part of the church.

Q2. What do Christians do at a church?



.....

Q3. How long ago were Saxon times?



.....

Q4. When were the Middle Ages?



.....

Q5. What is found in the windows of many churches?



.....

Q6. Why does a church have a bell?



.....



.....



Answers

1. **The right hand side of the church with the sloping roof should be shaded in.**
2. **They gather together to worship God.**
3. **Over a thousand years.**
4. **Between 1,000 and 500 years ago.**
5. **Stained glass.**
6. **To remind people of when it is time for a service.**

Lesson objectives

- ▶ To identify the primary function of the church as a place of worship for Christians.
- ▶ To establish that churches have been built in the United Kingdom for over a thousand years.
- ▶ To help the children recognise an Anglican or Roman Catholic church building.

Lesson outcomes

- ▶ The children can identify the primary function of the church as a place of worship for Christians.
- ▶ The children know that churches have been built in the United kingdom for over a thousand years.
- ▶ The children can recognise an Anglican or Roman Catholic church building.

Teaching notes

The original Christian religion practised in all churches in the United Kingdom up until the mid sixteenth century was Catholicism. The head of the Roman Catholic church is the pope. He has a large group of priests called cardinals to help him lead the Roman Catholic church. During the reformation in the sixteenth

century the Church in England was freed from the control of the pope. Henry VIII was responsible for this for a variety of reasons. The leading figure of the International Anglican Communion is the Archbishop of Canterbury. The term Anglican is also used in connection with the Church of England but there are now Anglican churches in many parts of the world. The parish churches in an area are under the administration of a bishop. The administrative area of the bishop is called the diocese.

The relationships between the different forms of Christian religion are often not simple and great care needs to be taken when explaining these differences. The focus of this book and the student book is on Christian Religious Buildings. If you wish to extend the work to cover the different forms of Christian religions, you may like to invite to your class speakers from different Christian churches who are experienced in talking to children

Complementary work

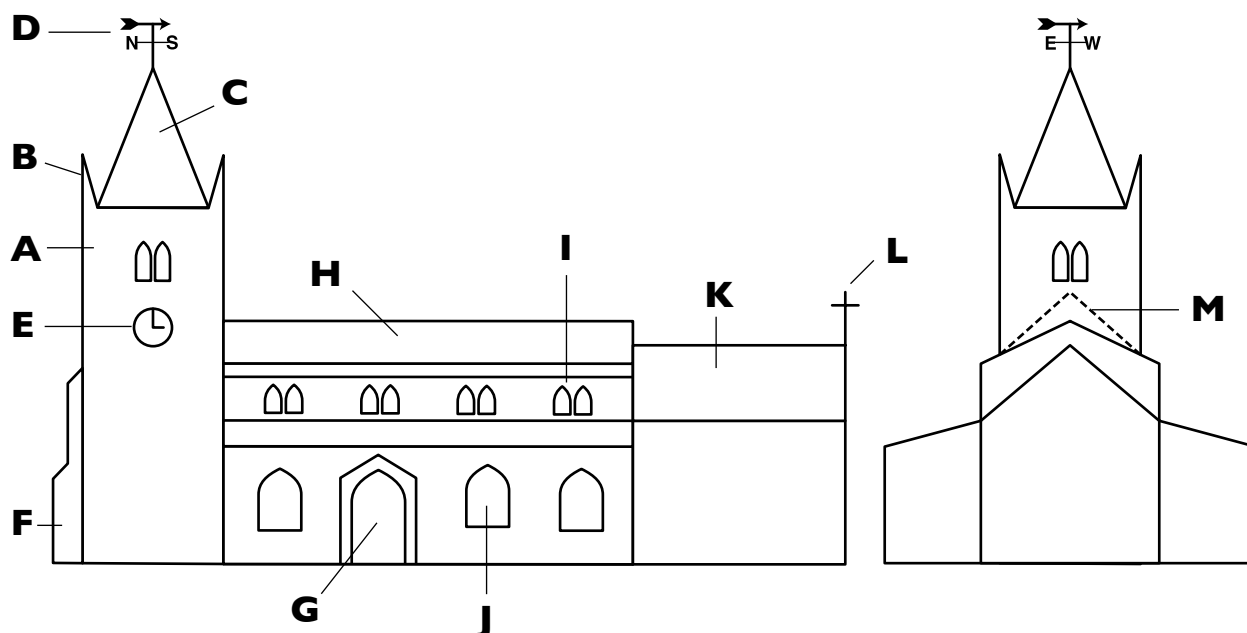
You could show the children the Ordnance Survey symbols for churches, with a spire, a tower and without either then let them look at maps to find churches in a particular area.

Resources

Ordnance Survey maps.

The outside of a church

1. These two diagrams show the features on the outside of a church.



A = tower

B = pinnacle

C = spire

D = weather vane

E = clock

F = buttress

G = porch

H = nave

I = clerestory windows

J = nave windows

K = chancel

L = cross

M = trace of earlier roof

2. Look at the church you are visiting and tick the appropriate boxes in the table.

Feature	present	absent
A tower		
B pinnacle		
C spire		
D weather vane		
E clock		
F buttress		
G porch		

Feature	present	absent
H nave		
I clerestory windows		
J nave windows		
K chancel		
L cross		
M trace of earlier roof		

3. Make a labelled drawing of the outside of the church you are visiting on a separate sheet of paper.

Activity objectives

- ▶ To identify the features on the outside of a church.
- ▶ To show how churches are built to make them special.

Preparation and resources

Liaising with the church authorities about the visit. Making sure the visit is carried out in accordance with the school policy.

Introducing the activity

If the church is a local one that the children pass frequently, you may ask them to describe it and construct a drawing of it on the board. Focus on features, which children seem to disagree on, and tell them that the best way to make sure about the church is to visit it and examine it in detail.

Teaching notes

Many parish churches have a tower at the west end, a large hall called the nave to the east of the tower and smaller hall called a chancel to the east of the nave. The children can look out for windows in the tower which can show the position of the staircase. The purpose of the buttress is to support the tower. Other parts of the church may have buttresses. The children can also see if the clock has the name of a benefactor on it. The first naves were a similar width to the tower but as the congregation increased the nave may have been widened and a second set of windows put in close to the roof. When the nave has been changed in this way you may see a scar on the tower which shows the pitch of the roof of the first nave. The chancel may have a square end or a rounded end. The rounded end of a church is called an apse.

Concluding the activity

The children could look for gargoyles. These are water shutes carved as animals or ugly faces sticking out from the roof. They may also find grotesques which are strange faces carved in places on the outside of the church (some may be found inside too).

Activity outcomes

- ▶ The children can identify the features on the outside of a church.
- ▶ The children can see how churches are built to make them special.

Complementary work

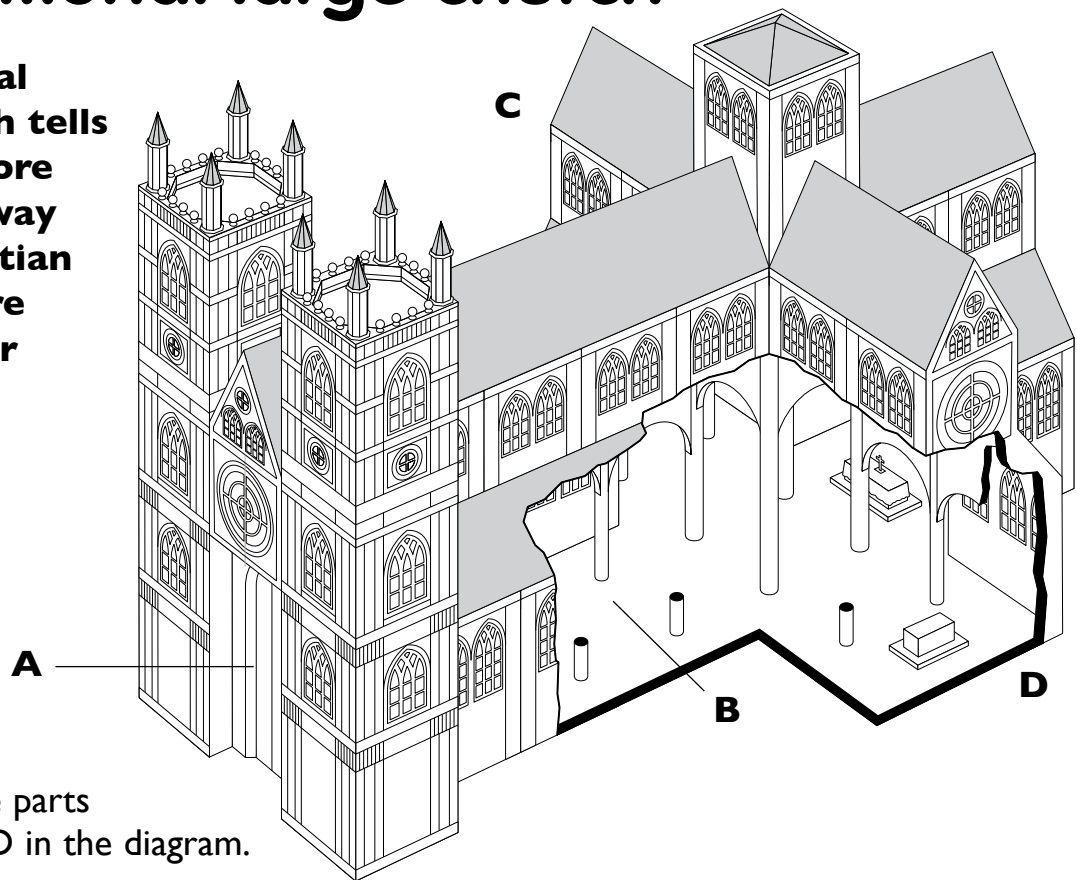
The children could find the approximate height of the tower in the following way. First, they could put a long pole of known length next to the tower. Second, they could stand back until a pencil held at arms length seems to cover the pole. Third, they could look at the tower and measure its height in pencil lengths. Fourth they can multiply the length of the pole by the number of pencil lengths to find an approximate height of the tower.

Resources

A long pole of known length.

A traditional large church

A traditional large church tells us much more about the way many Christian buildings are designed for prayers.



Q1 Name the parts labelled A to D in the diagram.

A

B

C

D

Q2. The church has been built in a certain shape. What is it?

Q3. (i) In which direction do many churches point?

.....

(ii) Why do they point this way?

.....

Q4. What is a rood screen used for?

.....

Q5. Where do the choir sing?

Q6. What is the purpose of a tomb?

.....

.....

Answers

1. **A = main entrance, B = nave, C = North transept, D = South transept.**
2. **A cross.**
3. **(i) East towards the City of Jerusalem, (ii) Jerusalem is the city where Christianity began.**
4. **To separate the nave from the High Altar.**
5. **In the chancel.**
6. **To help people remember other people who were important to the church, the country or the region.**

Lesson objectives

- ▶ To show that some churches are in the shape of a cross.
- ▶ To learn the names of some architectural features of a church.
- ▶ To learn the importance of chapels, tombs and statues.

Lesson outcomes

- ▶ The children know that some churches are in the shape of a cross.
- ▶ The children learn the names of some architectural features of a church.
- ▶ The children realise the importance of chapels, tombs and statues.

Teaching notes

Many churches were first small buildings but became extended as the local population grew in size. When you look at these churches you can sometimes see differences in the way the stones are laid. There were changes in architectural style through history so a church may show several styles. For example, the larger church on page 4 of the student book

shows a difference in the styles of windows. These are explored in more detail in the activity in unit 9. Some parish churches which were built in industrial towns in the nineteenth century were built large and have not been extended.

Some small parish churches may have been built in the form of a cross with the nave chancels and transepts being equal in length. This shape of cross is called a Greek cross.

The layout of a church may be thought of as showing a path to heaven. A person starts at the main door and travels through the nave. At the end of the nave is an archway which is often filled with a screen. Beyond this a person travels through the chancel towards the altar which is raised up to make people look upwards.

In some churches the east end wall is curved to form a structure called the apse. The curved part of the apse does not present any corners that the eye can focus on behind the altar and gives a sense of endless space.

Complementary work

You may feel that it is appropriate for the children to learn a little of Christian worship to relate the building to the religion. The children could study the suggested website.

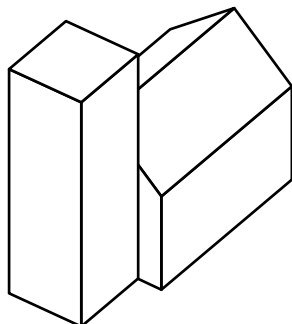
Resources

See: <http://www.bbc.co.uk/religion/religions/christianity/ritesrituals/worship.shtml>

Church plans

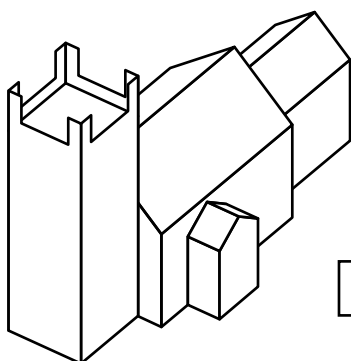
1. Look at the diagram of the church on pages 6 and 7 of the student book.
See how the plan of the church can be made out from the position of the walls.

2. Look at the diagram of church A.
Draw its plan in the space next to it.



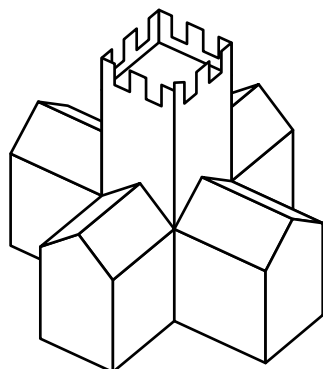
Church A

3. Look at the diagram of church B.
Draw its plan in the space next to it.



Church B

4. Look at the diagram of church C.
Draw its plan in the space next to it.



Church C

5. On a separate sheet make a plan of a church you have visited.

Activity objectives

- ▶ To let the children work out the simple ground plans of three churches.
- ▶ To let the children work out the ground plan of a church on or after a visit.

Preparation and resources

Student book. Organisation of a church visit. Digital camera and obtaining permission to use it outside the church. The photographs can then be used back in the class room to work out the plan.

Introducing the activity

You may like to use the activity on the worksheet before you visit a church and then try and work out the plan of the church during the visit. Alternatively you may use the whole of the activity after the visit and use photographs that were taken on the visit to help the children make their plan in step 5.

Teaching notes

The purpose of this activity is to build on the work of the previous activity so that the children can build up a three dimensional impression of a church. If you used the introduction to this unit on page 8 you may like to remind the children of how church A could change into church B.

When using the student book, point out how the position of the south wall of the nave and south transept show part of the ground plan of the church and draw out the rest of the ground plan to show it is in the shape of a cross.

You may like to point out that the details of the architecture on the towers of churches B and C on the worksheet do not translate into the plan.

Concluding the activity

The children could add features to the ground plan, such as the position of the altar, lectern, pulpit and font.

Activity outcomes

- ▶ The children can work out the simple ground plans of three churches and make appropriate diagrams.
- ▶ The children can work out the ground plan of a church they have visited.

Complementary work

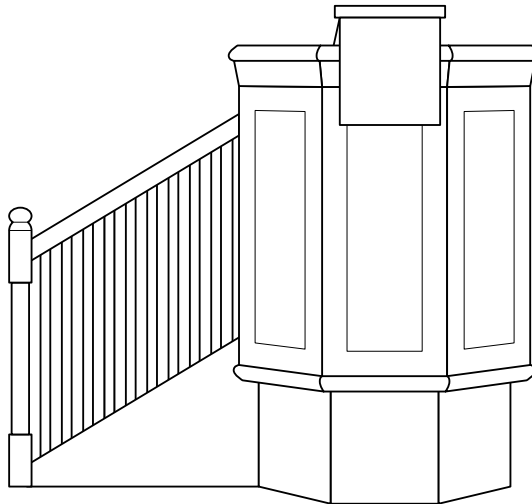
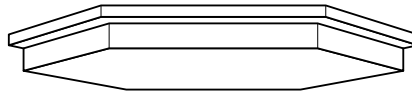
The children could compare the size of the church they have visited with the one in the diagram on pages 6 and 7 of the student book.

Resources

The student book. The inside of the church. Digital camera and permission to photograph inside the church.

Inside a church

The church is made up of several parts.



Q1. (i) What is the object shown in the picture.

(ii) Who uses it?

(iii) What is it used for?

.....

Q2. In what part of the church are pews found?

.....

Q3. Who uses the pews?

.....

.....

Q4. Which ways do the pews face?

.....

Q5. What are chapels used for?

.....

.....

Answers

1. (i) a pulpit, (ii) A preacher, (iii) The priest gives a sermon in it.
2. In the nave.
3. The people who worship in the church – the congregation.
4. Towards the altar.
5. Small groups of people worship in them or people sit quietly on their own in them.

Lesson objectives

- To introduce some of the major features of the inside of a parish church.
- To understand the functions of some of the major internal features of a parish church.

Teaching notes

In an old parish church, the central part of the nave is often the oldest and the aisles to the north and south of its arches have been built later. The shape of the arches indicates the times at which they were built. If the arch is semicircular it was built in Norman times (1066 to 1200). If the arch comes to a point it is a Gothic arch (1175 to 1550). There are three phases of English Gothic architecture – they are Early English (1175 to 1270), Decorated (1250 to 1370) and perpendicular (1340 to 1550). Put very simply the amount of carving in the arch increases from the first to the last phase. It is also important to remember that some churches built long after this time, in the nineteenth century for example, were built in the Gothic style.

If you have previously studied the mosque you may like to compare the nave to the prayer hall and point out that when Christians pray they bow their heads or kneel on a cushion called a hassock. The covers for the

hassocks are sometimes made by members of the congregation and feature important Christian symbols.

Lesson outcomes

- The children can identify some of the major features of the inside of a parish church.
- The children can explain the functions of some of the major internal features of a parish church.

Complementary work

The aisles are used by the congregation to reach the pews but they may also be used in processions. Find out about the processions which take place inside the local church during the year. For example, where does the procession go from the vestry in ordinary services and who is in it.

Resources

The priest at the local parish church.



Name: Form:

See **pages 8 and 9** of Christian church

Inside the church

1. Examine the pews and describe them.







On a separate piece of paper draw a feature you have seen on the pews.

2. Examine the pulpit and describe it.







On a separate piece of paper draw a feature you have seen on the pulpit.

3. Examine the lectern and describe it.







On a separate piece of paper draw a feature you have seen on the lectern.

4. Examine a side chapel and describe it.







On a separate piece of paper draw a feature you have seen in the side chapel.

5. Examine the choir.







On a separate piece of paper draw a feature you have seen in the choir.

Activity objectives

- ▶ To examine the pews, pulpit, lectern, chapel and choir.
- ▶ To make written descriptions of what has been seen.
- ▶ To draw pictures of interesting features seen inside the church.

Preparation and resources

Organisation of a church visit. Seek permission for use of digital camera inside the church.

The children will need extra sheets of plain paper and clip boards.

Introducing the activity

If the children have been inside a church before, ask them what they may expect to see, hear and smell when they enter the church. Look for answers about dark wood, a creaking door, the sound of feet on stone floors, the smell of polish, incense or of flowers. Remind them of their answers when you are about to enter the church.

Teaching notes

This activity is for use on a church visit. It may be used by all the children or by one or more groups while other groups work on the activities for units 4, 5, 6, 7, 8 and 9. In the descriptions of the pews look for how many people they hold, the material they are made from. How many there are, the presence of carvings, shelves and holders for umbrellas. In the description of the pulpit look for a mention of its height, the material from which it is made, the presence of a microphone, carvings and inscriptions. In the descriptions of the lectern look for the material it is made from, the shape of it, the presence of a microphone. In the description of the chapel look for a mention of the chairs, a cross, a candle burning, a bible, prayer cards or a prayer tree. In the description of the choir look for the

number of seats and materials used and the carvings seen. On the underside of some choir seats are misericords. A misericord is a wooden support which a chorister leaned against during long periods of worship. They are often carved. This activity could be differentiated with the less able children making drawings and giving them captions.

Concluding the activity

The drawings could be put on display in the classroom or perhaps, with permission, in the church.

Activity outcomes

- ▶ The children can examine the pews, pulpit, lectern, chapel and choir.
- ▶ The children can make written descriptions of what has been seen.
- ▶ The children can draw pictures of interesting features seen inside the church.

Complementary work

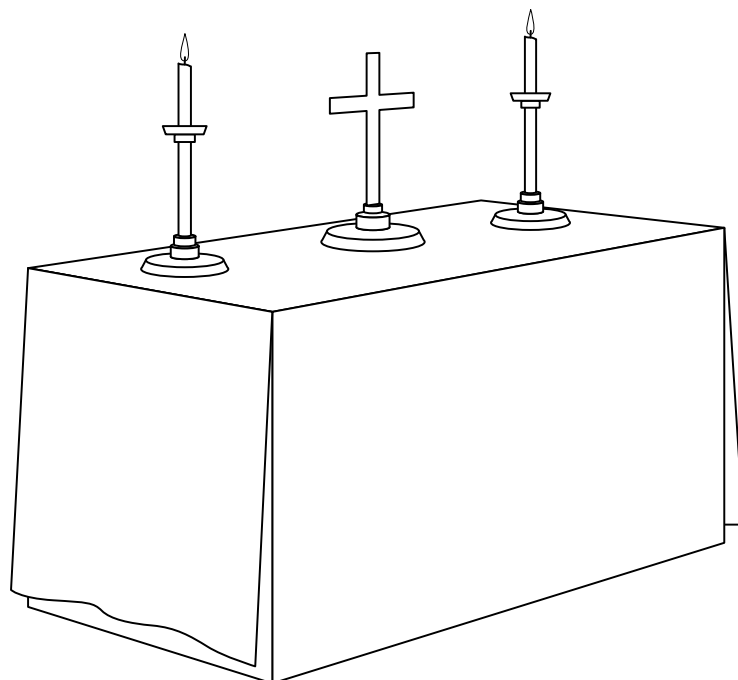
The children could look at the roof bosses (studs in the centre of the ceiling) to see carvings of faces, animals or people. They could look for carvings in stone at the tops of pillars

Resources

The nave, aisles and chapels.

The altar and the cross

The cross and the altar make the centrepiece of the church.



Q1. (i) Label the altar in the picture.

(ii) Show where the screen is placed by drawing a simple screen in the picture.

Q2. How can you tell that the altar is important?



.....

Q3. What do the windows around the altar do?



.....

Q4. How is the altar separated from the rest of the church?



.....

Q5. What do Christians consider Jesus to be?



.....

Q6. What does the altar remind Christians about?



.....



.....



.....



Answers

1. **(i) Make sure the children label the altar table and not the cross. (ii) A screen should be drawn behind the altar.**
2. **All the pews face towards it so everyone can see it.**
3. **Bathe the altar in sunlight during the day.**
4. **By a railing.**
5. **The sign of God.**
6. **The table at which Jesus and his disciples had their last meal together before Jesus was crucified.**

Lesson objectives

- ▶ To help children distinguish between the altar and the cross.
- ▶ To explain the purpose of the altar and the cross.

Lesson objectives

- ▶ The children can distinguish between the altar and the cross.
- ▶ The children can explain the purpose of the altar and the cross.

Teaching notes

The altar takes Christians back to the time of the supper when Jesus had his last meal with his friends before his death. For the first two centuries after the death of Jesus any handy table would be used as an altar. Later, when church buildings were set up, the altars were often made of stone. In the United Kingdom from the sixteenth century altars were often made of wood. If an altar is made of wood it will also contain a stone which has five crosses one at each corner and one in the centre. The altar is covered with fine linen altar cloths. The

front altar cloth may be coloured. At ordinary times the cloth is green as shown in the picture in the student book. At Christmas and Easter a white frontal is used. In Lent a purple cloth is used and on days when Christian martyrs are remembered a red frontal is used.

The front altar frontal may also carry a symbol. On the frontal shown on page 10 of the student book the symbol is the oldest Christian symbol, called the labarum. It features the two Greek letters chi and rho which are the first two letters of the word Christ in Greek.

The candles are lit during a service to remind Christians that Jesus is the light of the world.

Most of the worshippers in the Middle Ages were illiterate and the images on the screen and elsewhere helped to remind them of stories from the bible. Some churches may have ancient paintings on the wall for this purpose but most were destroyed in the reformation.

Crosses which have a figure of Christ on them are called crucifixes.

Complementary work

The children can find out when the Eucharist is celebrated at an Anglican church and when Mass is celebrated at a Roman Catholic church.

Resources

The children could look on the notice boards of the churches or visit the church's websites if the churches have them.



4A

Name: Form:

See **pages 10 and 11** of Christian church

Looking at the altar

1. What colour is the front altar cloth? 

2. If the cloth has a sign on it, draw the sign in this space.

3. How many candles are on the altar? 

4. If there are other items on the altar besides the cross, what are they?



5. What do the pictures on the screen show?







6. What other things can you see around the altar?







7. You may make a sketch of the altar and cross in this space.

Activity objectives

- ▶ To examine the altar cloth.
- ▶ To observe the items on the altar.
- ▶ To observe the pictures on the screen.
- ▶ To observe other items around the altar.

Preparation and resources

Organise a church visit. Seek permission to use a digital camera in the church.

Introducing the activity

Remind the children that the altar is the focus of the church and that it is separated from the rest of the church by a rail. The children must not pass beyond the rail. They must make all their observations from the choir side of the rail.

Teaching notes

There are several kinds of cross. The most widely used is the Latin cross or passion cross. The upright portion is longer than the arms. If a Latin cross is mounted on three steps it is called a Calvary cross. The three steps stand for Faith (top), Hope (middle) and Charity (bottom). The Greek cross has the upright the same length as the arms. The Celtic cross has the same proportions as the Greek cross but has a circle around it which symbolises eternity. A larger cross or a crucifix often stands on the top of the screen between the chancel and the nave. This is called the rood.

In addition to the altar cloth symbol mentioned on page 29 of this book there are other symbols. Some examples are MR (this stands for Mary Regina) IHS (the first three letters in the Greek word for Jesus) and INRI (this stands for the first letters of the words in the Latin phrase 'Jesus of Nazareth King of the Jews').

In a nearby wall there may be hole called a squint which lets people in a side aisle see the altar.

There may be a candle or incense burning close by.

Concluding the activity

Let the children describe how they think the altar and cross is made to look special as the focus of the church. The children could also talk about how the altar and cross impressed them.

Activity outcomes

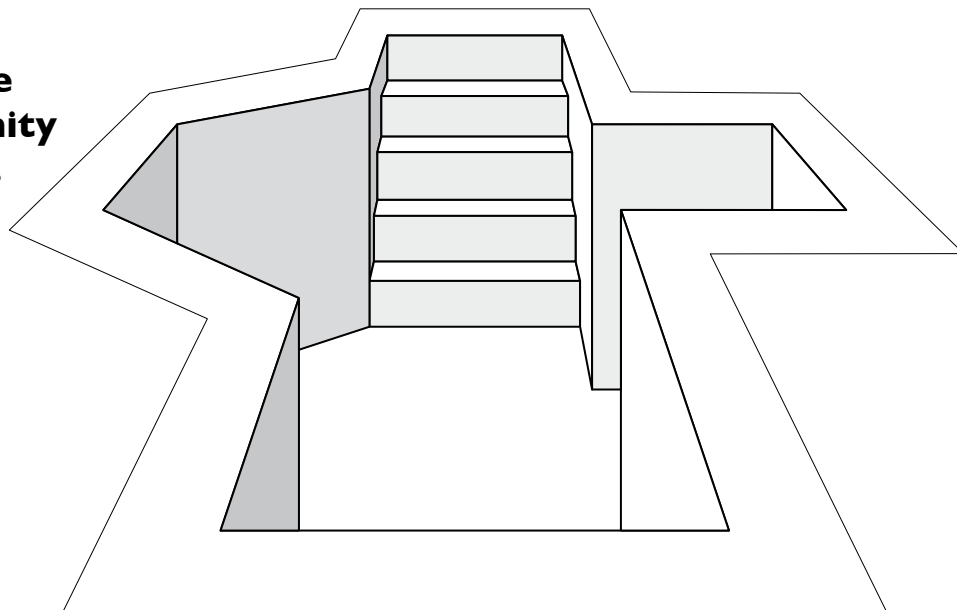
- ▶ The children can describe the colour and symbol on the front altar cloth.
- ▶ The children can describe the items on the altar.
- ▶ The children can describe what the pictures in the screen show.
- ▶ The children can describe other items which are around the altar.

Complementary work

The children could look for crosses and crucifixes in other parts of the church after they have finished this activity.

To be baptised

Christians are welcomed into the Christian community by being baptised. This is why the font is such an important part of the church.



Q1. What type of font is shown in the picture?



.....

Q2. Which group of Christians have this feature in their church?



.....

Q3. What happens when a person is baptised in their church?



.....



.....

Q4. In parish churches where was the font often found?



.....

Q5. When are people baptised?



.....

Q6. What happens during baptism?



.....



.....



.....



.....

Answers

1. **A baptistry.**
2. **Baptists.**
3. **The whole of their body is put under water for a moment.**
4. **In the back of the nave near the door that people use to enter the church.**
5. **Often as babies but also as adults.**
6. **A member of the clergy says special blessings then sprinkles some water from the font on to the person's head.**

Lesson objectives

- ▶ To show the structure of the font so it can be recognised.
- ▶ To show how the font is used in baptism.
- ▶ To show a baptistry and explain how it is used.

Lesson outcomes

- ▶ The children can recognise a font.
- ▶ The children can describe how a font is used in baptism.
- ▶ The children can recognise a baptistry and explain how it is used.

Teaching notes

Baptism of infants is performed by the Anglican, Roman Catholic, Orthodox, Methodist and United Reformed churches. It is a welcoming of the child into the Christian church. During baptism in most churches holy water is poured over the head of the baby three times. As the water is being poured the priest says I baptise you in the name of the Father, and of the Son, and of the Holy Spirit. In Orthodox churches the baby is immersed

three times and the fonts in these churches are larger than the fonts in other churches so the baby can be placed in them. Holy water is water that has been blessed by a priest. In some Anglican churches and in Roman Catholic churches blessed oil, which is called chrism, is rubbed onto the child's forehead.

After the baptism a candle may be lit which shows that people who are baptised pass from darkness into light. You may find a candle close by the font or even on a stand attached to it.

In the Baptist, Pentecostal and Evangelical churches it is believed that a person can only be baptised when they are old enough to have learnt something of the Christian faith and understand the ceremony. For this reason, only teenagers or adults are baptised in these churches. For baptism, old clothes are usually worn by the men and women wear a white robe. They enter a pool called a baptistry and are completely immersed for a few seconds by the minister. Churches which do not have a baptistry may use one in another church or even a swimming pool or the sea.

Complementary work

Let the children try and find when local churches perform baptisms.

Resources

Contacting local churches perhaps by looking at websites if they have them. Writing to or e-mailing local clergy.




Name: Form:

See **pages 12 and 13** of Christian church

The font

1. How far from the door is the font? 

2. What material is the font made from? 

3. If the font has a lid, what material is the lid made from?



4. Some heavy font lids have a lifting device. Does the font lid have a lifting device?



5. If the font lid has lifting device, describe it.





6. Describe the shape of the font or draw it in this space.

7. Describe the carvings on the font or draw some in this space.

8. If there is a candle close by. Describe it and find out when it is used.





Activity objectives

- ▶ To find out the position of the font in the church.
- ▶ To find out about the structure of the font and its decoration.
- ▶ To find out about the significance of a candle by the font.

Preparation and resources

Organisation of a church visit. Seek permission to use a digital camera inside the church.

Introducing the activity

Remind the children that the font is used for baptism and ask them where fonts were most often located in the church and why. Look for an answer about near the door so that as the door is an entry into the church, the font used in baptism allows people to enter the Christian community and profess their Christian faith.

Teaching notes

The fonts in churches from the Middle Ages are usually made of stone. Fonts may be supported by a single pedestal or have legs too. Fonts from the thirteenth and fourteenth centuries may have carved leaves. Fonts from the fifteenth century may have carvings of saints or angels or figures performing the seven sacraments – each given a panel on the side of the font. The sacraments are baptism, confirmation, the Eucharist, penance (a way of saying sorry), extreme unction (the anointing with oil of a person near death), orders (ordination of a deacon), marriage. There may be an eighth panel featuring the crucifixion. Fonts may have eight sides even if they do not have any carvings.

Fonts from the seventeenth and eighteenth century may have a tall wooden stand with a

small stone or metal bowl to hold the water.

Fonts have covers to keep out dust. In the past when holy water was kept in the font, the lid prevented contamination and theft for black magic rituals.

Concluding the activity

If the children have used the digital camera to show the carvings on the font, the fonts position in the church or the device to lift the font lid they could display them on the classroom wall.

Activity outcomes

- ▶ The children can locate the position of the font.
- ▶ The children can describe the structure of the font.
- ▶ The children can explain the purpose of the candle by the font.

Complementary work

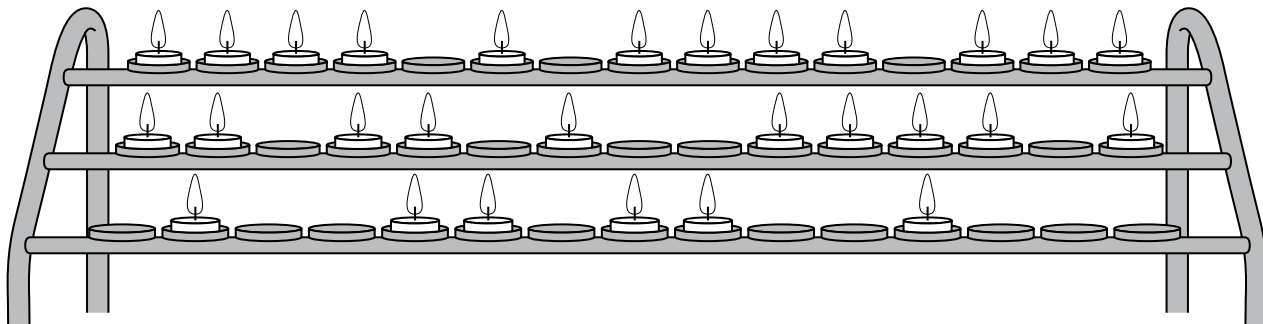
If the font had a pulley and counter weight device to lift the font lid, the children could try and make a model one and study the forces that are used to raise and lower the lid.

Resources

Pulleys, string, weights, model font with heavy lid.

Different ways to worship

Some Christians find that items such as statues, candles and the confessional help them in their worship.



Q1. (i) Where would you find these candles?



.....

(ii) What are the candles called? 

(iii) How do these candles help worshippers?



.....



.....

Q2. Name two of the main Christian religious groups in the UK?



.....



.....

Q3. What is a confessional?



.....



.....

Q4. What is kept in the tabernacle?



.....



.....

Q5. How do the stations of the cross help worshippers?



.....



.....



.....

Answers

1. (i) **Near an altar or statue,**
(ii) **Remembrance or Votive candles,** (iii) **the candles are lit to help worshippers pray for living people and those who have died.**
2. **Anglican and Roman Catholic religious groups.**
3. **A curtained off area where a worshipper can speak or confess to God while a priest listens to them.**
4. **Bread and wine that is not used in the Eucharist. This may be taken to the homes of worshippers who are ill, to perform the Eucharist there. (The bread and wine in the tabernacle is called the reserved sacrament).**
5. **They help remind worshippers of the things that may have happened to Jesus when he was on his way to be crucified.**

Lesson objectives

- ▶ To show some features of Anglican and Roman Catholic churches.
- ▶ To show some features of Anglican and Roman Catholic worship.

Lesson outcomes

- ▶ The children can recognise some features of the Anglican and Roman Catholic churches.
- ▶ The children can recognise some

features of Anglican and Roman Catholic worship.

Teaching notes

The name of the Roman Catholic Church comes from (a) its leader, the Pope, being the Bishop of Rome and (b) the word catholic meaning “worldwide”. In fact, half the Christians in the world are Catholics. The Anglican church, which has been featured in the previous units has as its leader the Archbishop of Canterbury. There are Anglican churches in many countries such as the Church in South Africa and the Church in Wales. The Anglican church in England is known as the Church of England. Henry VIII was responsible for the establishment of the Church of England in 1534 for a variety of reasons.

Since the split between the Roman Catholic Church and the Church of England there have been many further splits and the setting up of other churches which are featured in the next unit. There are also Orthodox Churches in many eastern European countries such as Greece and Russia. The Orthodox Church split away from the Roman Catholic church in 1054. Like the Anglican Church it retains many features of the Roman Catholic Church.

Complementary work

The children could use secondary sources to find out about the different kinds of clothes worn by priests in different kinds of churches.

Resources

Secondary resources about the clothes worn by priests in different kinds of churches.

Inside a Roman Catholic Church

1. Look around the church and find the fourteen stations of the cross.

Write down what happens at each station.

1

2

3

4

5

6

7

8

9

10

11

12

13

14

2. In what other ways is the church different from another church you have visited?

.....

.....

.....

.....

.....

.....

.....

.....

Activity objectives

- ▶ To identify the special features of a Roman Catholic church.
- ▶ To compare the Roman Catholic church with another church previously studied.

Preparation and resources

Arrange a visit to the church in accordance with the school policy. Seek permission to take photographs with a digital camera.

Introducing the activity

If you used the introduction in unit 1 about treasures you may like to remind the children of it now. You may like to tell the children that Anglican and Roman Catholic churches will contain many treasures which are essential in worship. You may ask the children to record their impressions of the church and its treasures and think about how they inspire awe and wonder or produce a sense of mystery.

Teaching notes

The children may be impressed with the light from many candles and the bright colours of the pictures, statues and the decorations around the altar. They may also see and smell an incense burner. This is called a thurible. Incense is used to suggest that prayers said in the church are ascending to God. It also provides a pleasant smell (important in days when people did not wash often). In Roman Catholic churches (and some Anglican churches) there is, by the door, a container of holy water called a holy water stoup. When catholic worshippers enter the church they dip their fingers in the water and make a sign of the cross.

The stations of the cross are (1) Jesus is condemned to death, (2) Jesus receives the cross, (3) Jesus falls, (4) Jesus meets His mother, (5) Simon of Cyrene carries the cross,

(6) The face of Jesus is wiped by Veronica, (7) Jesus falls for a second time, (8) Jesus meets the women of Jerusalem, (9) Jesus falls for the third time, (10) Jesus has His clothes taken from Him, (11) Jesus is nailed to the cross, (12) Jesus dies, (13) The body of Jesus is taken down from the cross, (14) The body of Jesus is laid in a tomb.

Concluding the activity

Let the children compare their answers. Let them discuss how they found the church generated a sense of awe and wonder and a sense of mystery.

Activity outcomes

- ▶ The children can identify the special features of a Roman Catholic church.
- ▶ The children can compare the Roman Catholic church with another church previously studied.

Complementary work

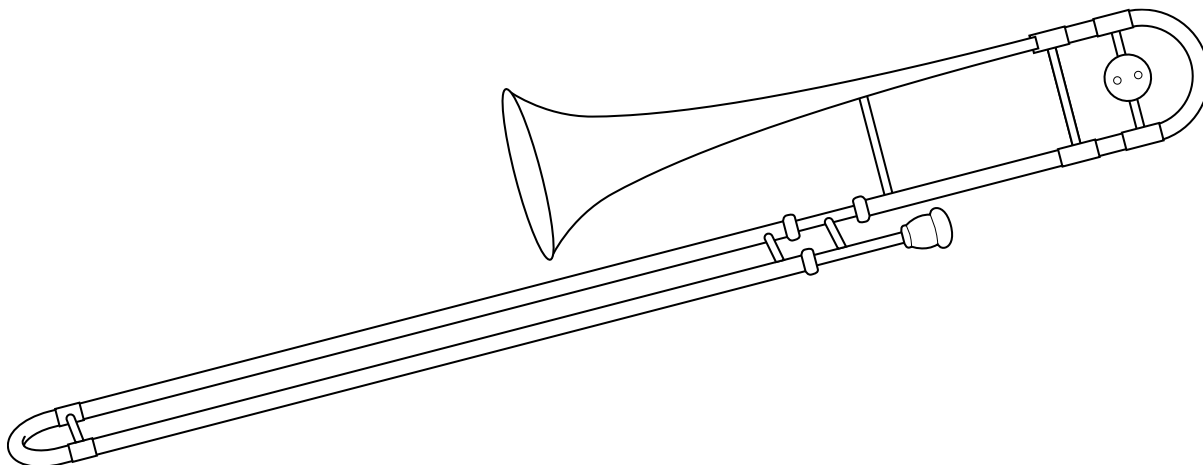
The children can use secondary sources to find out about the features of an Orthodox church.

Resources

Secondary sources about a Greek or Russian Orthodox church. If you are planning a holiday to Greece you may wish to collect some material on Orthodox churches for the children to use.

Plain and simple buildings

Some people find it comforting to have a ceremony and a highly decorated building . Others find it enough to meet in a simple room.



Q1. (i) In which church might this instrument be used?



.....

(ii) In what kind of musical group is the instrument played?



.....

Q2. How are the chairs or benches arranged in a Friends Meeting House?



.....

Q3. Name three things that are found in other churches which are absent from a Friends Meeting House.



.....



.....



.....

Q4. Why is a Friends Meeting House so plain?



.....

Q5. What is present on a wall in a Salvation Army Citadel instead of a cross or a picture of Jesus?



.....

Q6. How are worshippers in the Citadel reminded that they are part of God's "army"?



.....



Answers

1. (i) **A Salvation Army Citadel,**
(ii) **a brass band. (Some children may have seen the instrument played in other kinds of churches.**
2. **In a square, facing each other.**
3. **The Cross, stained glass windows, pulpit, font, statues.**
4. **So there is nothing to distract worshippers from thinking about God.**
5. **An emblem.**
6. **By the presence of the emblem and the brass band.**

Lesson objectives

- ▶ To show that some people prefer worshipping in a plain and simple building.
- ▶ To show that there are many forms of Christian worship.

Lesson outcomes

- ▶ The children know that some people prefer worshipping in a plain and simple building.
- ▶ The children know that there are many forms of Christian worship.

Teaching notes

You may find the following Christian groups in the local telephone book - Church of England, Roman Catholic Church, Methodist Church, Baptist Church, Unitarian Church, United Reform Church, Pentecostal Church, Quakers (Religious Society of Friends). The Salvation Army may be listed separately.

The relationships between the different churches can be found by taking a historical perspective. This is really too complicated for the children to follow but simple accounts of the life and times of people like John Wesley (Methodism), William Booth (Salvation Army) and George Fox (Religious Society of Friends – Quakers) may serve as useful resources for both religious education and history.

Complementary work

The children can use secondary sources to find out about the life and times of John Wesley, William Booth and George Fox.

Resources

Secondary sources to find out about the life and times of John Wesley, William Booth and George Fox.

Looking at plain and simple buildings

A. The outside

1. What shape is the building (e.g. rectangular or in the shape of a cross)?

.....

2. Is there an inscription which tells you when the building was built?

.....

If so what does it say?

3. What features can you see that tell you that is a place of worship?

.....

.....

B. The inside

1. What shape is the room where worship takes place (e.g. long and narrow, square)?

.....

2. Describe where the congregation sits.

.....

3. Describe the pulpit.

.....

4. Describe the lectern.

.....

5. Describe the font.

.....

6. What other features are present?

.....

.....

Activity objectives

- ▶ To examine the outside of a plain and simple place of worship.
- ▶ To examine the inside of a plain and simple place of worship.

Preparation and resources

Organise a visit to the place of worship.
Seek permission to use a digital camera.

Introducing the activity

If the children tried the activity in the introduction to unit 1, you could remind them of it now and say that some people prefer to keep their place of worship simple. You may add that they think too many features in a church, such as statues and pictures, distract them from focusing on their worship and insist on worshipping in simple surroundings. You might like to stress that there is no wrong way to worship and both the plain and simple approach or the use of statues and pictures are both fine.

Teaching notes

This activity may be used after the class have made a thorough study of an Anglican or Catholic church. This will then help them find their way around a second church. In a Methodist church they will find an altar, an organ, a pulpit occupying a central position and a lectern and font. The room will be squarer so that all people can see and hear the service and hear the minister's sermon. The walls may be decorated with colourful banners which have been made by members of the congregation.

In a Salvation Army Citadel there will be a cross on a wall with an S for salvation wrapped around it. There will also be flags in red (the blood that Jesus shed), blue (The purity and holiness of God) and yellow (fire of the Holy Spirit). There will be banners around the room. The service is delivered from a rostrum. In front

of it is the mercy seat. This is like a form which several people can kneel before in a service. There will be a place for the band to sit. There will also be a prayer room.

Concluding the activity

The children can compare their observations with those that have been made when studying an Anglican or Catholic church. They could make lists of similarities and differences.

Activity outcomes

- ▶ The children can describe the outside of a plain and simple place of worship.
- ▶ The children can describe the inside of a plain and simple place of worship.

Complementary work

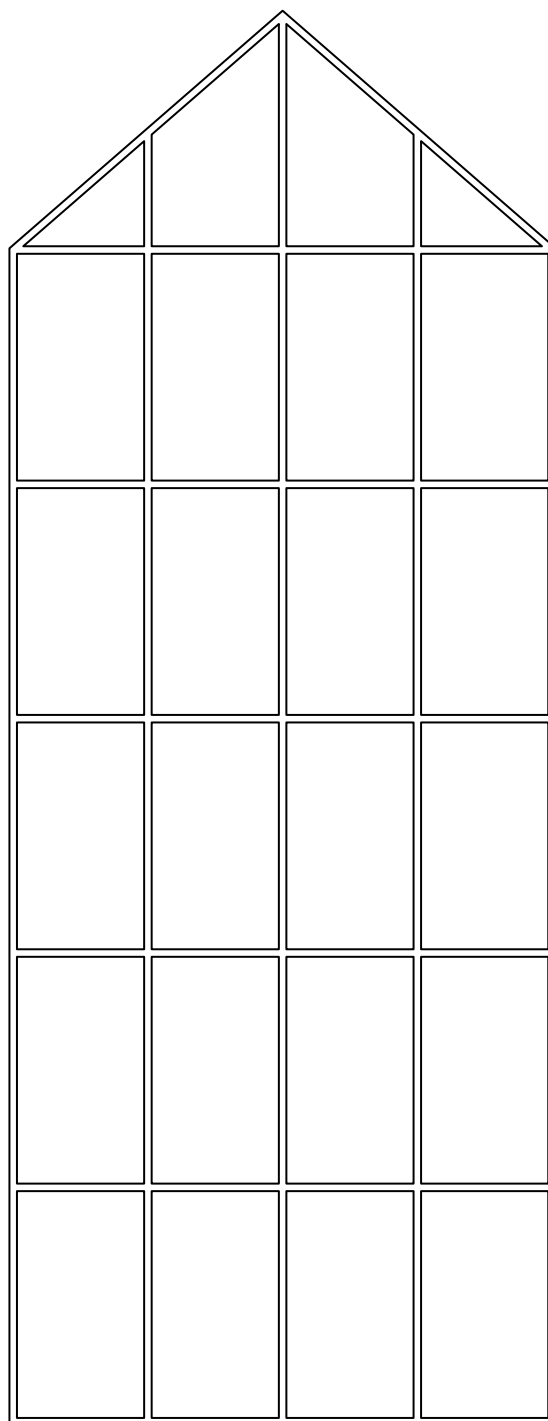
The children can compare the activities which take place in three churches by using the website shown below.

Resources

<http://www.educhurch.org.uk>

Stained glass

Many churches are decorated with stained glass windows. The windows are beautiful and the scenes on them help people worship.



Q1. Shade in some of the panes in this window to make a cross.

Q2. What are stained glass windows made from?

.....

Q3. What do stained glass windows let into the church?

.....

Q4. What do stained glass windows around an altar do?

.....

Q5. What scenes do stained glass windows show?

.....

Q6. Why were stained glass windows important to people who lived a long time ago?

.....

.....

Answers

1. **The two central panes should be shaded up to five panes up the window. All of the panes four panes up should be shaded in.**
2. **Painted or coloured glass.**
3. **Light and colour.**
4. **Bathe it in colours.**
5. **Scenes from the Bible and from Christian history.**
6. **They helped them to learn the stories from the Bible because the people could not read.**

Lesson objectives

- ▶ To show the structure of stained glass windows.
- ▶ To explain the purposes of stained glass windows.

Lesson outcomes

- ▶ The children can see how stained glass is put together to make pictures.
- ▶ The children know the purposes of stained glass in a church.

Teaching notes

In the Middle Ages, light and the flashes of light from jewels were believed to have special properties which could heal or transform people. When stained glass was developed for windows in the early Middle Ages it was thought that the glass could have these properties too. People in the Middle Ages would stare at a window for some time. They liked to make time for seeing as much as they could in one place (i.e. looking at the window). Today people look at things in a different way - they try and see as much as possible of different things in a certain amount of time.

Windows in different parts of the church sometimes have different themes. Here is the traditional arrangement of the themes. The windows in the north wall may deal with stories from the Old testament, the windows in the East wall may deal with the crucifixion and the times leading up to it, and the windows in the south wall may deal with the new testament and feature the teachings of Christ and the work of saints and martyrs in spreading Christianity. The windows in the west wall may be concerned with the future and feature the last judgement.

Complementary work

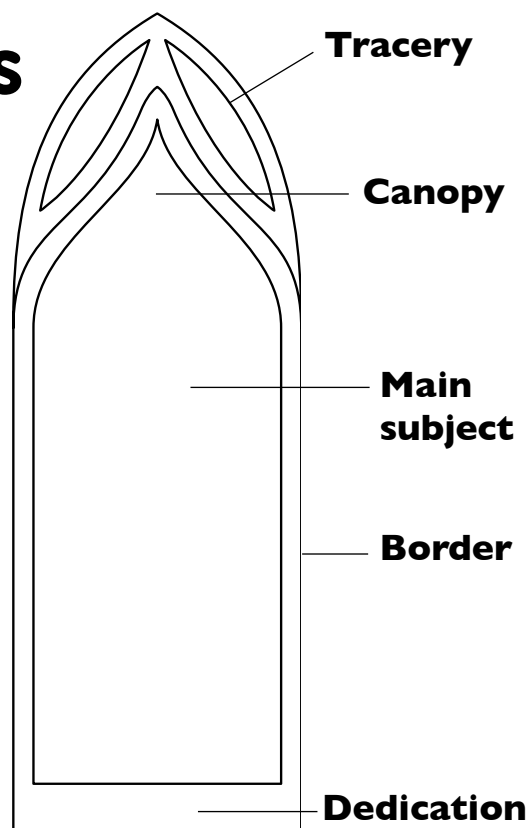
The children can use secondary sources to find out how stained glass is made today.

Resources

Secondary sources about stained glass.

Stained glass windows

1. Here are some features that are found in stained glass windows. Use this picture to examine a real stained glass window.



2. Features in a real window. Write down descriptions in the spaces.

Objects seen in tracery.

.....

.....

Objects seen in canopy.

.....

.....

The main subject.

.....

.....

The objects or pattern in the border.

.....

The person to whom the window is dedicated.

.....

The colours seen in the window.

.....

Activity objectives

- To look at a stained glass window and identify its features.

Preparation and resources

Make a preliminary visit to a church to examine the stained glass windows. Seek permission to use a digital camera and take some pictures. Organise a visit to the church in accordance with school policy. Sheets of transparent coloured paper or plastic.

Introducing the activity

Tell the children that you have taken some pictures of stained glass windows and show them your collection. Tell the children that photographs cannot really do justice to the appearance of the window because during the course of the day the light streaming through the window changes and this can produce further pleasing effects. Tell the children that they are going on a visit to look at some real windows and see how the light passes through them.

Teaching notes

You may like to use the photographs with less able students to see if they can identify the windows in the photographs instead of doing the work on the worksheet.

Windows made between 1100 - 1300 have very small pieces of glass joined together like a mosaic. They have deep reds, blues and greens with golden yellows and few clear pieces of glass. Faces are brown or pink. Between 1300 and 1500 a pale yellow was introduced, larger pieces of glass were used and more colour and white faces were introduced. In the following centuries large amounts of stained glass was broken during the reformation and by the practise of simply replacing old windows with new ones. Large amounts of stained glass today comes from Victorian times.

Concluding the activity

The children could make a list of all the people seen in the windows or the benefactors who paid for the windows. They could design a pattern for a border to make out of transparent paper or plastic and make the border for a classroom window.

Activity outcomes

- The children can identify the features in a stained glass window.

Complementary work

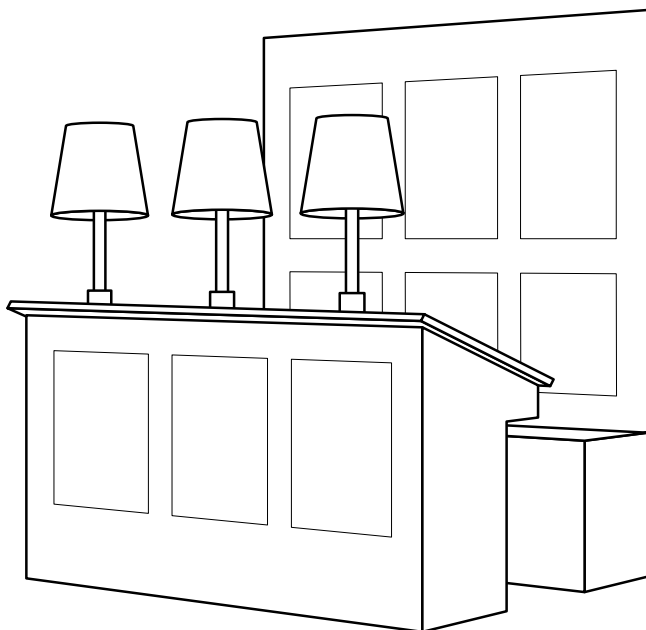
If the children are familiar with the contents of the Bible you may like them to look at the windows in different walls of the church and see if they follow the traditional arrangement of themes as stated in the notes on page 45.

Resources

All the stained glass windows in the church.

Cathedrals

A cathedral is the central or 'mother' church of an area called a diocese which is led by a bishop.



Q1. (i) Where are seats like these found in the cathedral?

.....

(ii) Who sits in them?

Q2. What does the bishop do?

.....

Q3. In the past why were tall and grand cathedrals built?

.....

Q4. How many people may be able to sit in the nave of a cathedral?

.....

Q5. Where are important people buried in a cathedral?

.....

Q6. (i) What is the special seat found in a cathedral ?

.....

(ii) Who uses this seat?

(iii) When is the seat used?

.....

Answers

1. (i) **At the end of the nave. They are the choir stalls, (ii) The choir.**
2. **The bishop leads the diocese.**
3. **To the glory of God.**
4. **Thousands**
5. **In tombs and crypts.**
6. (i) **The bishop's throne, (ii) The bishop in charge of the cathedral, (iii) During worship.**

Lesson objectives

- ▶ To show how a cathedral is different in structure from a church.
- ▶ To show that a cathedral has some features in common with a church.
- ▶ To show how a cathedral has some features which are not found in a church.

Lesson outcomes

- ▶ The children know how a cathedral is different in structure from a church.
- ▶ The children know that a cathedral has some features in common with a church.
- ▶ The children know that a cathedral has some features which are not found in a church.

Teaching notes

For the administration of the Christian religion the United Kingdom is divided up into regions and each region has a governing body which is headed by a bishop. The cathedral is the centre of this administration. Cathedrals were set up in large towns. In England Anglican cathedrals can be placed in four groups. These are the pre-reformation cathedrals (Canterbury, Carlisle, Chichester, Durham, Ely, Exeter, Hereford,

Lichfield, Lincoln, Norwich, Rochester, St. Paul's, Salisbury, Wells, Winchester, Worcester and York); Cathedrals set up by Henry VIII (Bristol, Chester, Gloucester, Oxford and Peterborough); Large old churches raised to cathedral status (Ripon, St. Albans, Southwark and Southwell); Parish Churches raised to cathedral status (there are twelve, Manchester and Portsmouth are examples) and new cathedrals (Coventry, Guildford, Liverpool and Truro). Westminster cathedral is an example of a Catholic cathedral.

Examples of cathedrals in other parts of the British Isles are to be found in St. David's and Brecon (Wales) Glasgow and Edinburgh (Scotland), Belfast (Northern Ireland) and Dublin (Eire).

St. Paul's is grouped with the pre-reformation cathedrals because the old building was built in those times and was burnt down in the Fire of London in 1666. The new building is in the renaissance style which is very different from the styles of the other cathedrals.

It is important to note that the bishop leads the churches in the area around the cathedral called the diocese. This may stretch for many miles around the cathedral. The running of the cathedral and its services is the responsibility of the dean. The service in which priests enter the church is called ordination.

Complementary work

The children could use the information in the notes to locate cathedrals on maps of the British Isles. They could then work out the five nearest cathedrals to where they live.

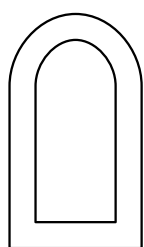
Resources

Atlas of the British Isles.

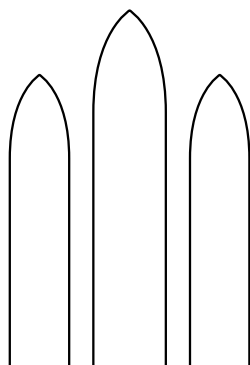
Windows, corbels and crockets

1. In some old churches and cathedrals you can tell the age of a window by its design.

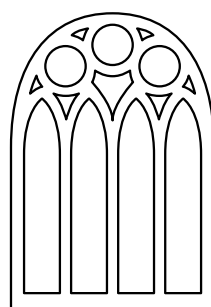
Look for windows with these designs and say where in the building you found them.



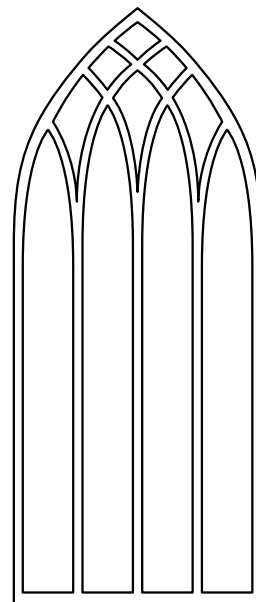
Norman
(1066–1200)



Early English
(1200–1300)



Decorated
(1300–1350)



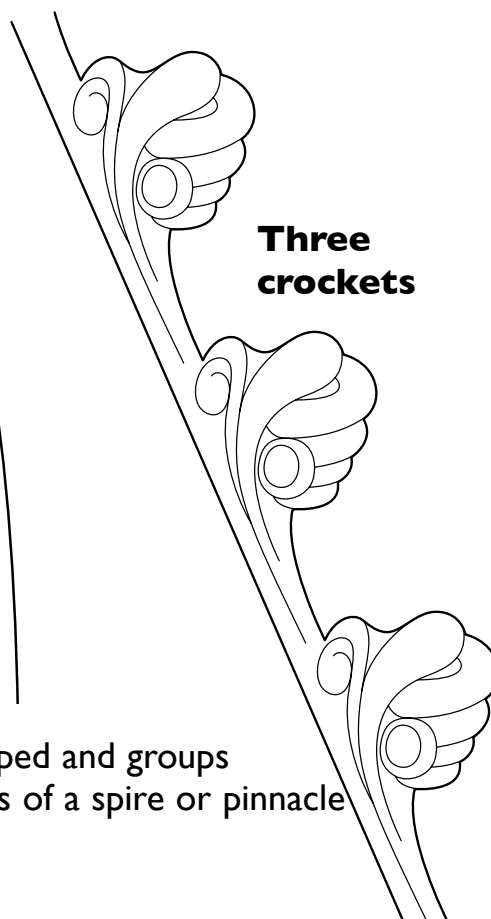
Perpendicular
(1350–1550)

2. A corbel is a stone which acts as a supporting bracket on a wall. It may be carved.

A corbel



Three crockets



3. A crocket is a decorative feature. It is leaf shaped and groups may be found sticking out in a line from the sides of a spire or pinnacle or from roofs.



Activity objectives

- ▶ To identify the age of a window by its features.
- ▶ To locate corbels and compare their carvings.
- ▶ To identify crockets as a form of decoration.

Preparation and resources

Make a preliminary visit to a church or cathedral to find some of the features on the worksheet.

Organise a visit in line with school policies. Seek permission to use a digital camera.

Introducing the activity

Ask the children how they can tell an old building from a modern building. Look for answers about using different materials, such as stone or wood for old buildings and concrete and glass in modern buildings. Tell the children that in the past stone was used for many hundreds of years as a building material. But styles changed and could be used to tell the date of the building. Also as churches and cathedrals were built to honour God extra decorations were often included in the buildings.

Teaching notes

This worksheet is not specifically tied to use in a cathedral. It can be used on a church visit. In a similar way the worksheets for units 1, 3, 4, 5 and 8 could be used in a visit to a cathedral. Saxon architecture is not included on the sheet because there are only a few Saxon churches left and you are more likely to visit buildings from later times.

The interlacing parts of stone on a window is called tracery.

A building may show more than one kind of window because parts have been built at different times.

Some churches built after 1550 (particularly in the nineteenth century) have adopted some of the styles shown on the worksheet and you need to check the authenticity of the windows with the clergy before the children make their visit.

Concluding the activity

If you have taken photographs of the features of the windows you could show them to the children back in the class and ask the children to date them and give reasons. Look for answers about arches, points and interlacing stonework.

Activity outcomes

- ▶ The children can identify the age of a window by its features.
- ▶ The children can locate corbels and compare their carvings.
- ▶ The children can identify crockets as a form of decoration.

Complementary work

The children could use secondary sources to find out about other architectural features such as towers and buttresses which can be used to estimate the age of churches and cathedrals.

Resources

Secondary sources about church architecture.

Churches round the world

**There are Christian religious buildings all around the world.
Each building is built using local materials and building styles.**



Q1. From what building material is this church made?



.....


Q2. Why do you think the walls have to be repaired every year?



.....



.....

Q3. What building material is used for many churches? 

Q4. Where may you find paintings on a Romanian church?



.....

Q5. (i) What is unusual about the church built in Lalibela in Ethiopia?



.....

(ii) What is the shape of the church?



.....



Answers

1. **Mud or adobe.**
2. **When it rains the water washes some of the mud away.**
3. **Stone.**
4. **On the inside and the outside.**
5. **(i) It is carved out of rock in the ground, (ii) It is in the shape of a cross.**

Lesson objectives

- ▶ To show that churches are made out of a range of materials.
- ▶ To show the ingenuity of people to build a church where stone and wood are scarce.
- ▶ To show the effort expended in decorating a church where conventional building materials are available.

Lesson outcomes

- ▶ The children know that churches are made out of a range of materials.
- ▶ The children know that people will use their ingenuity to build churches when conventional building materials are not available.
- ▶ The children know that churches in various parts of the world may be highly decorated.

Teaching notes

In Christianity there is a strong emphasis on telling people about the religion and spreading the religion around the world. A large scale spread of Christianity began with missionary work which took place as European countries began to explore and colonise new lands. The missionaries converted many of the peoples in the lands they visited and churches were set up. These churches continue to the present day.

Missionary work continues and new churches are established. As many of the countries in which missionaries work are not wealthy there is only money to use local materials and not import materials from other areas, as sometimes happened in the United Kingdom in the past and also sometimes occurs today. The architectural styles of the churches around the world often match the styles of the local architecture.

In the supporting activity on the next page the emphasis may appear to be on the activities of the people in the church but the focus leads towards the concept of "churches around the world" and in this work you may find pictures of other churches, which you can use to supplement the pictures shown on pages 22 and 23 of the student book.

Most missionary societies have educational departments and will make student material available free of charge.

Complementary work

The children could look at the map on page 57 and use it to find ten countries of the world which have a mainly Christian population. Some children may be able to find more.

Resources

The map on page 57 of this guide.



The activities of a church

1. What events take place at the church each week?







2. What events are taking place at the church over the next month?







3. What does the church do to raise funds for churches in other countries?







4. What are the funds used for in these other countries?





5. What visitors has the church received from churches in other countries.?



6. Have any members of the church taken part in visits to churches in other countries?



7. If there is a display of some of the work of the church, what is it about?











Activity objectives

- ▶ To show that many activities take place in a church for the local community.
- ▶ To show that a church is linked to the activities of churches in other countries around the world.

Preparation and resources

When organising the church visit you could show the priest this worksheet and see if information can be supplied to answer the questions. Alternatively the priest may suggest altering parts of the worksheet to focus on a particular aspect of the churches work.

Introducing the activity

You may perform this activity as part of a church visit or use it afterwards. If it is performed as part of a church visit, the children will need time afterwards to spend at least one lesson on looking at the work of churches round the world. Alternatively you may like to collect information from the churches you visit then give a bundle of information to each group to use with the worksheet. The worksheet could be used by some children to help them interview a member of the church.

Teaching notes

In the introduction to this unit on page 13 the children could get a sense of what it would be like to build a church. In this activity the children look at the church as a building in which activities take place and that some of these activities affect other churches around the world. Money raised in a church is used to give aid to other people around the world who may or may not be Christians. The aid is often delivered through the activities of the local churches in these other parts of the

world. Sometimes money will be used to help missionaries and priests with their work in improving farming, schools and hospitals.

Concluding the activity

This will depend on how you have used the activity. You could display pictures of churches around the world from the information gathered. The children could report on how the church serves the community or is linked with other churches or involved in Christian projects in distant lands.

Activity outcomes

- ▶ The children know that many activities take place in the church for the local community.
- ▶ The children know that the activities of a church are linked to the activities of other churches around the world.

Complementary work

The children can use the children's web site of Christian Aid to find out about how children in other parts of the world live and how Christian Aid works.

Resource

www.globalgang.org.uk.



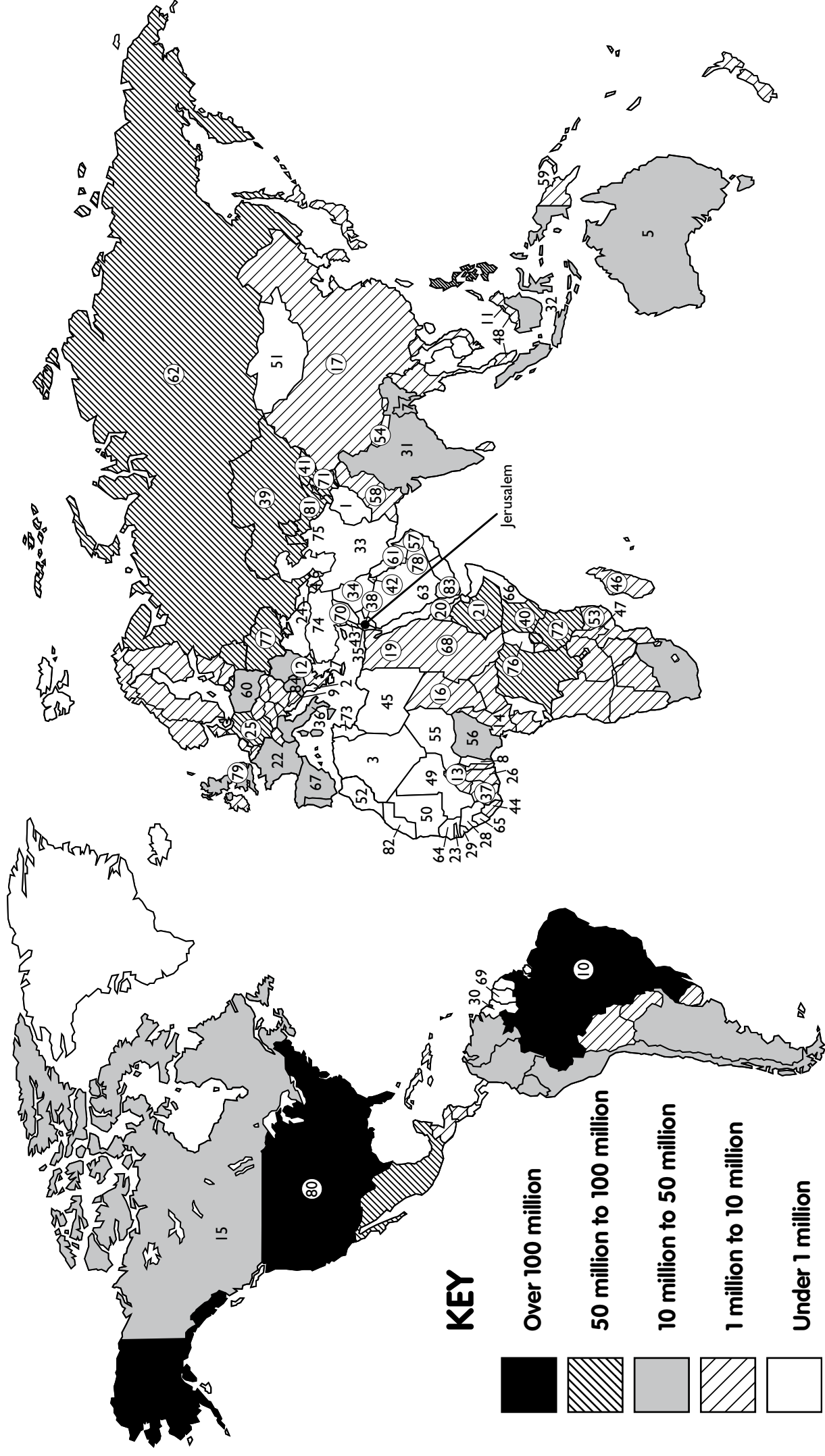
The major Christian countries

This map shows 84 countries of the world. The key shows how many Christians are living in each of these countries.

You may like to use this map with the activities in Unit 10.

- | | | | |
|--------------------------|-------------------|---------------------------|---------------------------------|
| 1. Afghanistan | 24. Georgia | 47. Malawi | 69. Surinam |
| 2. Albania | 25. Germany | 48. Malaysia | 70. Syria |
| 3. Algeria | 26. Ghana | 49. Mali | 71. Tajikistan |
| 4. Armenia | 27. Greece | 50. Mauritania | 72. Tanzania |
| 5. Australia | 28. Guinea | 51. Mongolia | 73. Tunisia |
| 6. Azerbaijan | 29. Guinea Bissau | 52. Morocco | 74. Turkey |
| 7. Bangladesh | 30. Guyana | 53. Mozambique | 75. Turkmenistan |
| 8. Benin | 31. India | 54. Nepal | 76. Uganda |
| 9. Bosnia
Herzegovina | 32. Indonesia | 55. Niger | 77. Ukraine |
| 10. Brazil | 33. Iran | 56. Nigeria | 78. United Arab
Emirates |
| 11. Brunei | 34. Iraq | 57. Oman | 79. United
Kingdom |
| 12. Bulgaria | 35. Israel | 58. Pakistan | 80. United States
of America |
| 13. Burkina Faso | 36. Italy | 59. Papua New
Guinea | 81. Uzbekistan |
| 14. Cameroon | 37. Ivory Coast | 60. Poland | 82. Western Sahara |
| 15. Canada | 38. Jordan | 61. Qatar | 83. Yemen |
| 16. Chad | 39. Kazakhstan | 62. Russian
Federation | 84. Yugoslavia |
| 17. China | 40. Kenya | 63. Saudi Arabia | |
| 18. Cyprus | 41. Kirghizstan | 64. Senegal | |
| 19. Egypt | 42. Kuwait | 65. Sierra Leone | |
| 20. Eritrea | 43. Lebanon | 66. Somalia | |
| 21. Ethiopia | 44. Liberia | 67. Spain | |
| 22. France | 45. Libya | 68. Sudan | |
| 23. Gambia | 46. Madagascar | | |

The major Christian countries





Name:

Form:

Multiple choice questions

Q1. Many country churches were built in the middle Ages. Were they built..

Tick one box

☐

over a 1,000 years ago?

☐

1,000 to 500 years ago?

☐

500 to 100 years ago?

☐

in the last 100 years?

Q2. Where would you find the rood screen?

Tick one box

☐

behind the high altar

☐

near the main door

☐

between the nave and the high altar

☐

in a side chapel

Q3. Where are the bells in a church?

Tick one box

☐

nave

☐

chancel

☐

transept

☐

tower

Q4. Where is the sermon given from?

Tick one box

☐

altar

☐

font

☐

pulpit

☐

chancel

Q5. During a service where may the chalice may be found?

Tick two boxes

☐

in the pulpit

☐

by the font

☐

near the main door

☐

on the altar



Q6. Which service takes place by the font?

Tick one box

☐

a baptism

☐

the Eucharist

☐

a marriage

☐

a funeral

Q7. In which churches would you find the stations of the cross?

Tick one box:

☐

an Anglican Church

☐

a Methodist Church

☐

a Friends Meeting House

☐

a Roman Catholic Church

Q8. Where would you find a bishop's throne?

Tick one box

☐

a church

☐

a cathedral

☐

a Friends Meeting House

☐

a Salvation Army Citadel

Q9. Which of these items is kept in the tabernacle?

Tick two boxes

☐

bread

☐

wine

☐

candles

☐

holy water

Q10. Where could you find a church carved out of rock?

Tick one box

☐

New Mexico

☐

Ethiopia

☐

Romania

☐

United Kingdom



Name:

Form:

Short answer questions

Q1. Why do Christians gather in a church?



Q2. (i) What was the purpose of church bells?



(ii) Why are bells used today?



Q3. (i) If you look at the plan of some large churches, what shape do you see?



(ii) Why is the church built in this shape?



Q4. (i) Who uses the pulpit?



(ii) What does this person do in the pulpit?



Q5. (i) Who are the congregation?



(ii) Where would you find the congregation in a church service?



Q6. What does the altar remind worshippers about?



Q7. Where is the most important cross in the church?





Q8. How is a font different from a baptistry?



.....

Q 9. When would a worshipper use a remembrance candle?



.....

Q10. What may be found in Roman Catholic and Anglican churches to help people pray?



.....

Q11. How is a Friends Meeting House different from a country church?



.....

Q12. What are found in churches that helped people in the past who could not read?



.....

Q13. Why are cathedrals so large?



.....

Q14. Why are some churches built from a kind of mud called adobe?



.....



Name:

Form:

Cloze questions

Q1. Visiting a church.

Here is a passage about visiting a church but there are some gaps in the text. Fill the gaps from the word list. You may use some words more than once.

Imagine that you are stood outside a country church. Its grey walls are made of cemented together. One end of the church points towards the This is the direction of the city of where began. At the other end of the is a tower with a pointed on top.

On the outside of the is a clock. On the inside, near the top, are the They are rung every Sunday to call local Christians to

You turn the latch of the old wooden and push. The creaks open and you can smell the from the rows of wooden seats called By the door you see the It is used in a ceremony called In this ceremony a person, usually a, is welcomed into the church by having holy from the sprinkled on the head by a

You pass the font and walk down the between the rows of pews. This part of the church is called the It is the place where the sit during a service. When you reach the end of the you see a pulpit. This is the place where the gives the during the service.

There is a screen behind the pulpit called the screen. You pass through the screen and see seats for the Finally you reach the altar You cannot go any further but you can look at the altar covered in fine altar A stands in the centre of the altar. This is the most part of the

Word list: baby, church, east, Jerusalem, priest, important, door, bells, cloths, pews, stones, nave, cross, congregation, Christian, spire, rood, font, Christianity, tower, worship, polish, baptism, aisle, sermon, choir, rail.



Q2. Different kinds of churches

Here is a passage about the different kinds of Christian churches but there are some gaps in the text. Fill the gaps from the word list. You may use some words more than once.

Christians worship in many different kinds of churches. Some Christians worship in plain and buildings such as a Friends House or in a huge building in a city called a Most worship in churches and members of the Salvation Army worship in a In a Friends House there are only arranged in a square facing each other. There are no other features or because the worshippers feel that they people from thinking about In the Salvation Army there is a large on the wall with a at its centre. The chairs are arranged to face the There is also a place for the band to sit. During a service the band plays the hymns and the sing along. In other churches the sit in that face the altar. On the altar is a In some churches there may also be on the altar. Many churches have glass windows. They show from the Bible and Christian history. The brightly light through the windows makes the inside of the church look In Anglican and Catholic churches there is a behind the altar. It has paintings or carvings on it which show events in the life of In Catholic churches there are stations of the cross. These are pictures or carvings which show what happened to on the way to being There are also statues of the Virgin and the baby which help worshippers to

Word list: God, candles, citadel, scenes, fourteen, beautiful, cathedral, pews, brass, Meeting, simple, shining, Mary, badge, Christians, distract, Roman, chairs, crucified, decorations, coloured, cross, congregation, pray, stained, screen, Jesus.

Answers

Answers to multiple choice questions

- | | |
|---|---|
| 1. 1,000 to 500 | 6. A baptism. |
| 2. Between the nave and the high altar. | 7. An Anglican church, a Roman Catholic Church. |
| 3. Tower. | 8. A cathedral. |
| 4. Pulpit. | 9. Bread, wine. |
| 5. On the altar. | 10. Ethiopia. |

Answers to short answer questions

1. To worship God.
2. (i) To remind people when it was time for a service, (ii) As part of Christian tradition.
3. (i) A cross, (ii) Because the cross is the most important symbol of Christianity.
4. (i) The priest, (ii) give a sermon.
5. (i) the people who come into the church to worship, (ii) in the pews in the nave.
6. The table at which Jesus and His disciples had their last meal together before Jesus was taken away and crucified.
7. The cross on the altar.
8. It is much smaller and raised on a pedestal A baptistry has steps in it and is sunk into the ground. People can climb down into a baptistry but in a font water is scooped up to sprinkle on a child's head.
9. To pray for dead friends and relatives.
10. Statues and paintings.
11. It is smaller and does not have a tower, nave, screen, chancel, altar, pulpit, font or stained glass windows. It just has chairs and benches arranged in a square facing each other.
12. Statues, paintings and pictures in the stained glass windows.
13. To honour God and appear awesome to the congregation.
14. Because it is the most plentiful material that can be found in that place which can be used to make a large building.

Answers to cloze questions

1. stones, east, Jerusalem, Christianity, church, spire, tower, bells, worship, door, door, polish, pews, font, baptism, baby, Christian, water, font, priest, aisle, nave, congregation, aisle, priest, sermon, rood, choir, rail, cloths, cross, important church.
2. simple, Meeting, cathedral, Christians, citadel, Meeting, chairs, decorations, distract, God, citadel, badge, cross, badge, brass, brass, congregation, congregation, pews, cross, candles, stained, scenes, coloured, shining, beautiful, Roman, screen, Jesus, Roman, fourteen, Jesus, crucified, Mary, Jesus, pray.