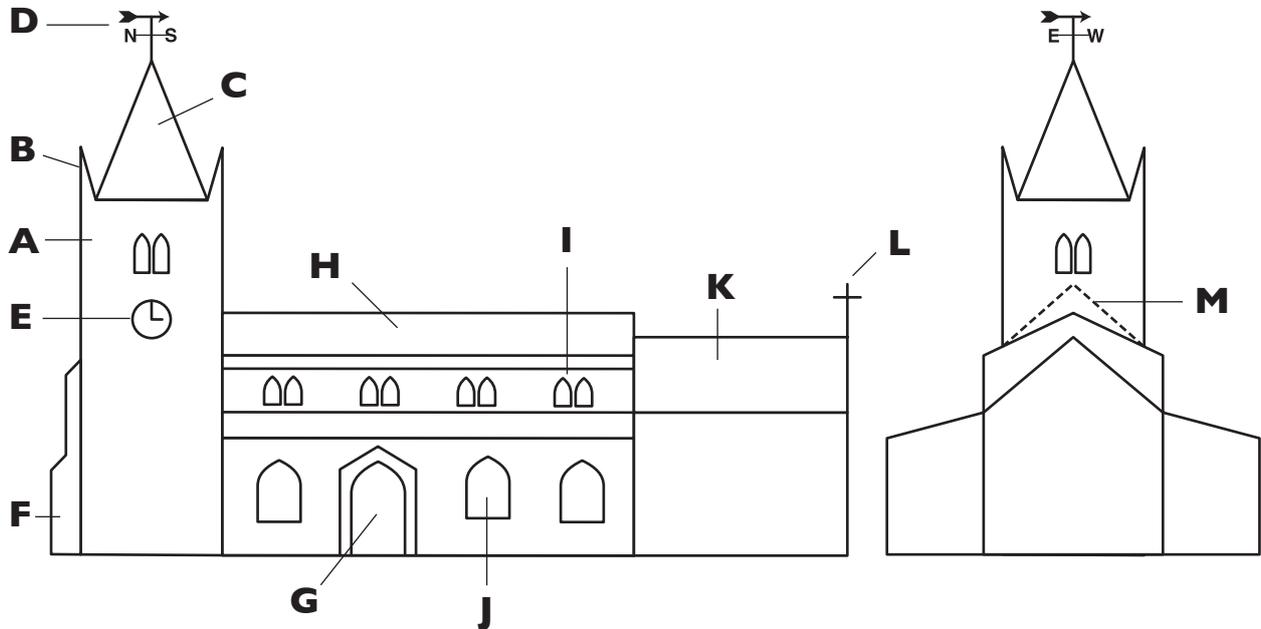


## The outside of a church

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



- |                         |                               |                                  |
|-------------------------|-------------------------------|----------------------------------|
| <b>A</b> = tower        | <b>F</b> = buttress           | <b>K</b> = chancel               |
| <b>B</b> = pinnacle     | <b>G</b> = porch              | <b>L</b> = cross                 |
| <b>C</b> = spire        | <b>H</b> = nave               | <b>M</b> = trace of earlier roof |
| <b>D</b> = weather vane | <b>I</b> = clerestory windows |                                  |
| <b>E</b> = clock        | <b>J</b> = nave windows       |                                  |

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

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

Feature	present	absent
<b>H</b> nave		
<b>I</b> clerestory windows		
<b>J</b> nave windows		
<b>K</b> chancel		
<b>L</b> cross		
<b>M</b> 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

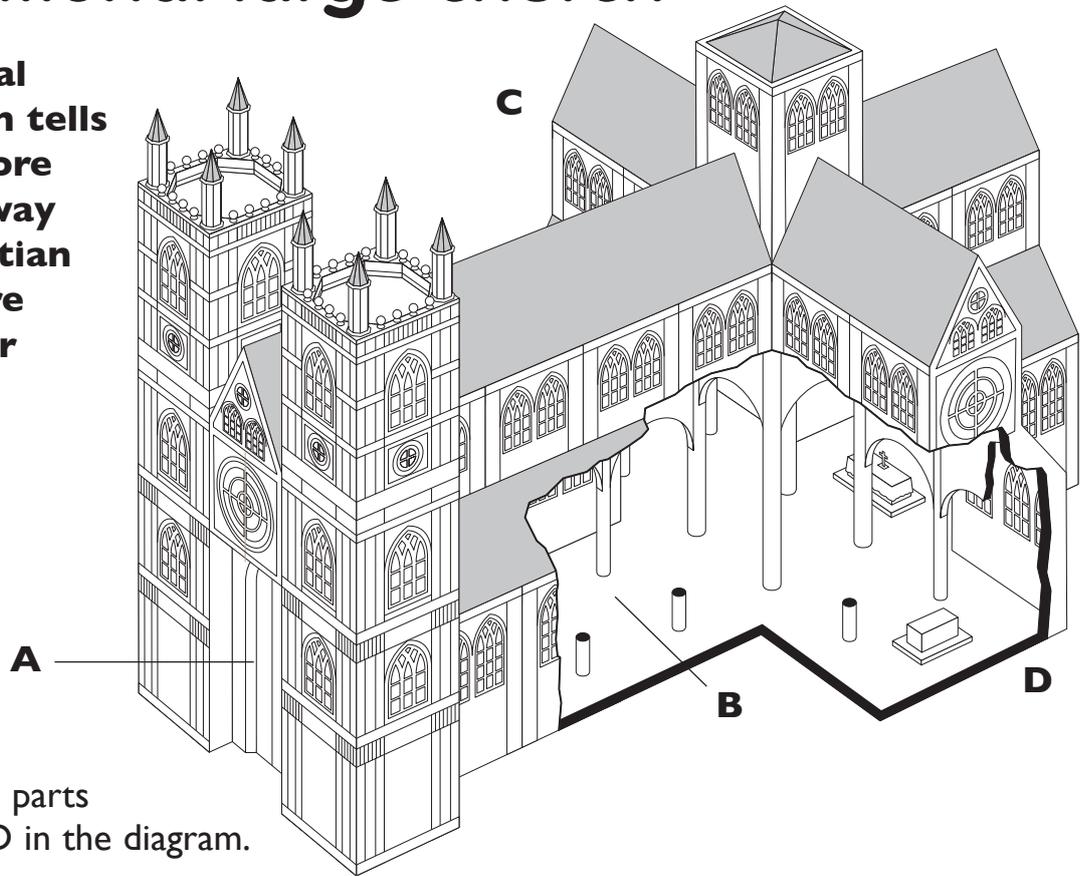
The children could find the approximate height of the tower in the following way. First, they could put a long pole of known length next to the tower. Second, they could stand back until a pencil held at arms length seems to cover the pole. Third, they could look at the tower and measure its height in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

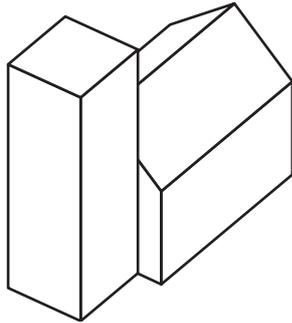
## Resources

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

## Church plans

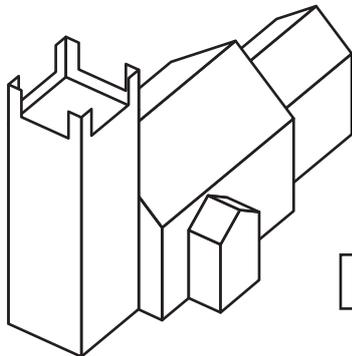
1. Look at the diagram of the church on pages 6 and 7 of the student book. See how the plan of the church can be made out from the position of the walls.

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



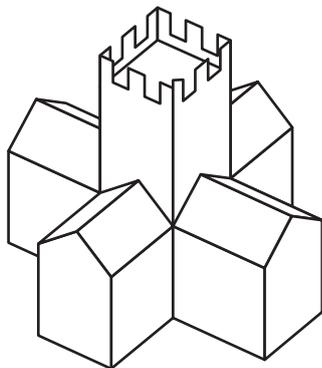
**Church A**

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

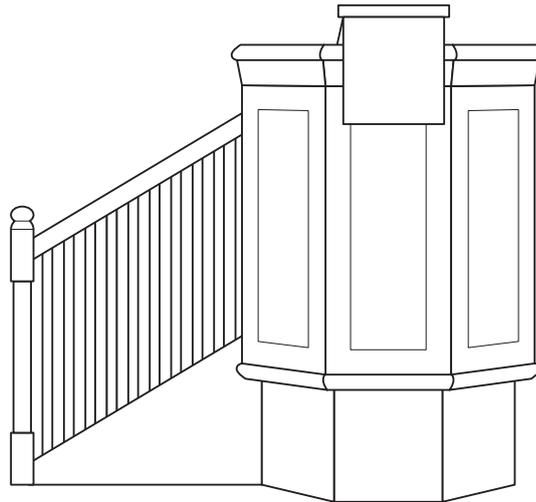
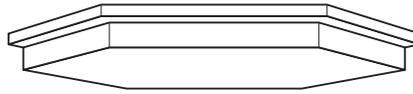
The children could compare the size of the church they have visited with the one in the diagram on pages 6 and 7 of the student book.

### 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.