



# Church Memories

## Teachers' Resource

### Age Range

Key Stage 1

Key Stage 2

### Curriculum Links

English & Drama

History

Art & Design

### Number of Lessons

Three to Four

### Location

Church and School





# Church Memories

## Overview

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### Project Aims

- To understand how we identify memories and the significance of remembrance.
- To explore church features and consider the variety of stories and memories that could be associated with them.
- To create a poem and/or artwork exploring these themes.

### Description

Exploring local stories and hidden memories, this project allows students to think about memories and how we celebrate special events. They will explore the church, identifying particular features and think about how they might have been used in the past as well as today. Time and resources dependent, the project can use 'real life' memories sourced from the local community or rely on students' imaginations to inspire work. Students will produce their own poetry and/or artwork about church memories.

# Church Memories

## Overview

### Note

This topic could be extended into a larger, research based project. Students could conduct interviews with former congregation members, local inhabitants who live near the church etc. and research the real memories of the church. Students could ask people for their own special memories of the church which they could later incorporate into their work.

### Suitable For

All churches.

Find your local CCT church at [visitchurches.org.uk](http://visitchurches.org.uk)

If you wish to deliver this activity in a church cared for by Churches Conservation Trust, please contact [learning@thecct.org.uk](mailto:learning@thecct.org.uk) to confirm availability and book the building.

If you wish to use a church not cared for by Churches Conservation Trust, please contact the relevant parish or diocese in advance.



# Church Memories

## Lesson One #a

### Location

School

### Overview

Students will consider what the words memory and remembrance mean and the difference between them.

### Aims

- To explore and discuss what a memory is - what they mean and why we remember particular moments and we forget others.
- To understand remembrance and its significance in recalling special, unified, memories.

## Investigating Memory

### Introduction

Introduce students to the topic.

- What is the difference between memories and remembrance?

### Discussion

Working in pairs students should describe to one another what the word memory means to them.

Open the discussion to the class – talk about the similar descriptions being used:

- Past
- Happy
- Sad
- Family
- Dreams
- Pictures
- Feelings
- Special
- Holidays
- Favourite



# Church Memories

## Lesson One #a

### You Will Need

- Pictures of objects and/or real objects (and cloth to cover them with!)
- Pens and Pencils
- Drawing worksheet (1)

### Game

Show students a selection of objects/pictures and allow them to look at them for a set amount of time (dependent on ability level and number of objects), then hide the objects and ask students to list how many they can remember.

- Do they think there is a reason they can remember particular ones?

Direct the conversation towards the different ways in which we remember things.

- Are there any particularly special events that we all remember?

Remembrance is usually where we remember a special event or person and often something is done or made to celebrate this.

- Can we think of any other examples?
- Events/Services – why do we wear poppies?; Statues/Monuments; Songs; Poems.



## Location

School

## Overview

Continued

## Aims

Continued

# Church Memories

## Lesson One #b

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### Discussion

Thinking about the two words, students should try and draw a picture of a memory and remembrance (Worksheet 1). Reiterate the idea that a memory is what happened, remembrance is how we remember.

For example, they might draw a holiday picture, showing what they did on holiday – this is their memory, for remembrance they might draw a picture of a souvenir from that holiday – this is how they remember the holiday.

Allow them to think about the difference between the two words and how they can show this in picture form.

### Extension

Swap pictures among students in the class, to reflect on their work.

### Plenary

Check students' understanding of the difference between memory and remembrance - stating/showing something and asking them if it is a memory or remembrance.



# Church Memories

## Lesson Two

### Location

Church

### Overview

Students will explore the church and start recording what they find to use as inspiration for their poem.

### Aims

- To explore the church and learn about its features and how these fit into different potential memories of the church.
- To gather evidence about the church and the ways in which it might have been used in the past as well as today.

## Making Memories

### Introduction

Re-cap upon arriving at the church (weather permitting) try and spend some time outside discussing with students the types of events, stories and memories that might have happened there – weddings, christenings, funerals, fetes, concerts, Easter, Christmas. Also, the people who will have visited over the churches' lifetime.

- Imagine if the church could speak, what would it say?

### Activity

In small groups and using the worksheets provided students move around the church exploring its different features and thinking about how these can be used as inspiration for their poems. *Please note: More features of your church can be added/removed to the worksheet depending on what is available within your church e.g. Altar, Lectern and Pews etc.* Photos should be taken during this part of the lesson to be used as reminders of the church once back in the classroom.





# Church Memories

## Lesson Two

### Aims continued...

- To collect ideas for a poem about their experience of visiting the church.

### You Will Need

- Poem sketching worksheets (2 - 9)
- Pencils and Pens
- Camera

### Activity continued...

Once all students have moved round each feature of the church worksheet they can make a decision as to which one they would like to write their poem on. A page of the worksheet has also been provided for students to draw the part of the church they have chosen and write a short sentence explaining why they have chosen this feature.

### Extension

Students should highlight the adjectives they have used, then share them with a partner to see if the partner can guess which feature they were looking at. They should then help one another to write more adjectives.

### Plenary

Share a poem you like about remembrance or memory.





# Church Memories

## Lesson Three

### Location

School

### Overview

Students will look at examples of poems and write their own.

### Aims

- To explore the different styles of poetry.
- To share their ideas on likes and dislikes in poetry.
- To create poems about a memory.

### Remembrance Poetry

#### Introduction / Discussion

Discuss what they think makes a good poem – encourage students to be as imaginative as possible.

- Have they been studying?
- What poems do they like and why?
- What poems don't they like and why?
- Think about style, tone, adjectives, composition etc.

The worksheets provide two examples of poems about memories. Discuss and share ideas about these poems.

- Which one do they prefer and why?

Remind students that all poems are different, not all have to rhyme. But they should think carefully about the kind of message and emotion they want their poem to show and make people feel.



# Church Memories

## Lesson Three

### You Will Need

- Pens and Pencils
- Photographs and sketches of the church
- Poem example worksheets (10)
- Poetry crib sheet (11) – to remind the students of the different techniques some poems employ.

### Activity

Share their ideas, start planning and write their poem out neatly when it is ready.

### Extension

Check the language they have used - can they improve parts of it? Try writing an acrostic about their chosen feature.

### Plenary

Read (a selection of) their poems to the class, if in the church you could use the pulpit or the lectern.



# Church Memories

## Lesson Four

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### Location

School

### Overview

Students will produce artwork to illustrate their poem.

### Aims

- To produce some accompanying artwork for their poem to display.
- To recap what they have learnt from their visit.
- To understand how to add tone and emotion to their poems using illustration.

### You Will Need

- Paper, pens and pencils

### Illustrations

#### Activity

Using their sketch from their visit to the church as a basis, students produce a more detailed illustration to accompany their poem.

#### Discussion / Demonstration

Discuss their poems:

- What emotion does it convey to the reader?
- How is their artwork going to reflect this?

#### Plenary

Share poems, whilst displaying artwork.



# Memory and Remembrance

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Name \_\_\_\_\_

Date \_\_\_\_\_

Memory

Remembrance



# If Walls Could Speak

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Name \_\_\_\_\_

Date \_\_\_\_\_

Quickly sketch the church from the outside, in the box. Mind map ideas.



Name \_\_\_\_\_

Date \_\_\_\_\_



© Barry Cawston

The font is used to baptise people. When you are baptised, a vicar or priest will pour water on your head. This symbolises that you are forgiven by God for all the bad things you might do, or have done in life.

Hints for a poem about the font:

- Contains water
- Look at the decorations on the font
- Often babies cry when they are baptised!
- Gathering of families
- The choice of Godparents
- Candles and scented oil are also used

Write down some ideas or words for a poem about the font:  
(there's space on the back too!)

Name \_\_\_\_\_

Date \_\_\_\_\_



The stones of the church are like wrapping paper. They contain all the treasures of the church but are often forgotten about. The stones in a church show their age by cracking and damage. Touch them, feel the texture and temperature.

Ideas for a poem about the stones:

- Shell
- Textures
- Weather impact on building

Write down some ideas or words for a poem about the stones:  
(there's space on the back too!)



Name \_\_\_\_\_

Date \_\_\_\_\_



A piscina is like a sink. It is where the priest would wash their hands before they celebrated a service to God. It is also where the priest would pour away the unused holy wine during a service. It pours into the ground outside the church. This signifies a return back to the 'body of the church'.

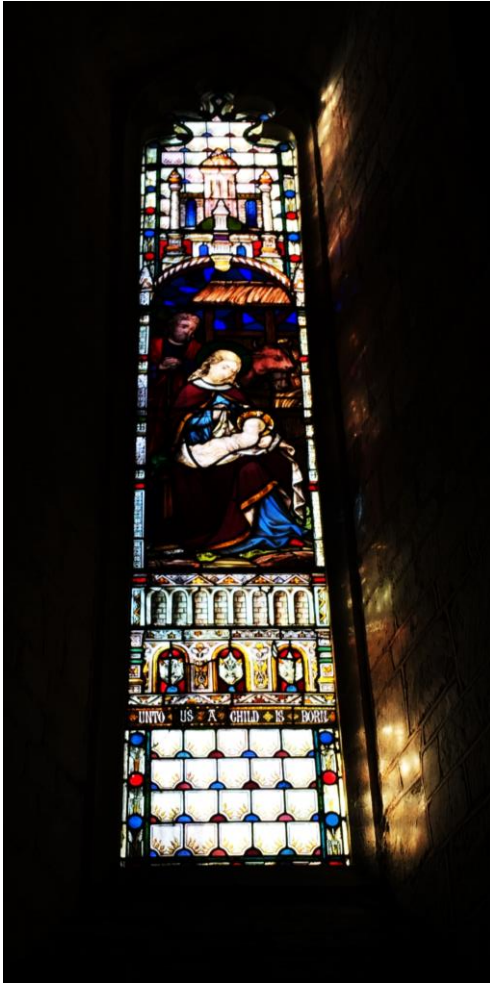
Ideas for a poem:

- It is used for Holy water and wine vessels
- Beautiful carvings
- A connection to the roots of the church
- Different textures

Write down some ideas or words for a poem about the piscina:  
(there's space on the back too!)

Name \_\_\_\_\_

Date \_\_\_\_\_



Stained glass was used in churches to tell and remind people about the stories of the bible.

Ideas for a poem:

- Different colours
- Stories from the Bible (Christmas, Noah's Ark, Good Samaritan etc.)
- Sunshine – why is this important when looking at a window?
- The window is like a teacher, telling you stories and information.

Write down some ideas or words for a poem about the stained glass:  
(there's space on the back too!)

# Bells, Graves and Gargoyles

Name \_\_\_\_\_

Date \_\_\_\_\_



Ask a teacher if you can explore outside.

Ideas for a poem:

- Bells
- Graves and stories linked to them
- Gargoyles or grotesques – what do they look like?
- What would a church remember from outside?
  - Maybe processions for Palm Sunday, funeral processions, wedding photos, cake sales, village fairs.

Write down some ideas or words for a poem about outside of the church:  
(there's space on the back too!)



# Choose Your Own

Name \_\_\_\_\_

Date \_\_\_\_\_

Choose your own feature, draw it in the smaller box and write down some ideas or words for a poem about it:  
(there's space on the back, too!)



# Choose Your Own

Name \_\_\_\_\_

Date \_\_\_\_\_

What have you chosen to focus your poem on? \_\_\_\_\_

Draw the feature of the church you've chosen for your poem. Think about the events, emotions, actions, senses and memories and add your ideas to your drawing.

Why have you chosen this feature?

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# Two Poems about Memories

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## Whole Body Memory

**Jan Dean**

My skin remembers sunshine, my toes  
remember sand,  
soles of my feet – wooltickle of rugs,  
gritknobbles and lumps of uneven land.  
My ears remember sparrow song and rattley  
rain on roofs.  
My tongue remembers raspberries,  
my nose the smell of stinky shoes.  
My eyes remember buttercups and sea - grey  
seals and blue....  
My balancing bones recall loose stepping  
stones.  
And I remember you.

## Remembering is our Duty

**Paul Cookson**

Let no-one take the memories we cherish  
Let no-one break the cycle of remembrance. The  
trivial, the every day.  
These fragments that make up our lives.  
Let no-one taint the memories we cherish. Let's  
celebrate the art of not forgetting. Let's  
celebrate the art of total recall.  
The past that makes our present.  
The present that's our future.  
Let's celebrate the art of not forgetting.



# Poem Crib Sheet

## Rhyme and Rhyming Couplets

When words and lines share the same end sound pattern.

## Riddle

A puzzle poem, where the subject has to be guessed.

## Simile

A comparison using the words 'as' or 'like' e.g. 'sly as a fox', 'sweet like chocolate'.

## Alliteration

A few words, one after the other, that begin with the same sound/letter.

## Metaphor

A phrase or word used to make a comparison between two things. You are saying the person, place, animal or thing IS something else, not just LIKE something else e.g. 'She has a heart of stone' and 'Life is a rollercoaster'.

## Personification

Describing an object as if it were alive.





This resource was created by CCT's Heritage Learning Team. To book a workshop, or if you have any feedback, questions or notice any problems with the resource, please get in touch:

[learning@thecct.org.uk](mailto:learning@thecct.org.uk)

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# Church Memories

## The Churches

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Churches Conservation Trust (CCT) is the national charity caring for historic churches and their heritage. With over 350 beautiful church buildings in its care, CCT's collection includes irreplaceable examples of art, architecture and archaeology from over 1,000 years of history.

Our churches are unique spaces that inspire creativity and learning at every age and stage of life. For centuries, these special buildings have witnessed personal moments and the collective histories of the local community they sit in. Today, we work with diverse communities across England to encourage the use, enjoyment and appreciation of these important places; a fundamental part of our shared heritage.

CCT's Learning and Participation Team offers a range of inclusive activities for schools, families and adults taking place in local churches, within communities and online. We welcome people of all faiths and none to engage with the stories and investigate the questions contained in these historic places. Our churches are free to access and open to all.

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