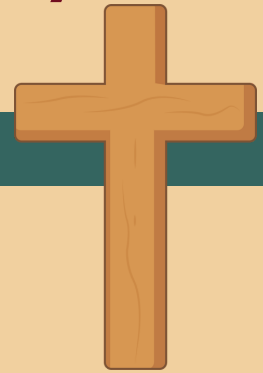




Faith, Worship and Belief – The Christian Journey towards God



Duration:: 90–120
minutes



Format: Small
Group Carousel



Groupings: 5



Key Stage 2



- Understand Christian beliefs: baptism, Eucharist, Bible
- Interpret symbolism of the cross in art and worship
- Explain faith in practice: clergy and cathedrals



Explore Christian belief as a journey through a series of interactive, enquiry-based activities set across the Cathedral. Working in small groups, pupils move between key locations, investigating how belief is expressed through worship, symbolism, and practice.

At each station, children engage with core elements of Christian faith: baptism as the beginning of a faith journey,

analyse different interpretations of the cross through art and language
investigate how the Bible is used to guide Christian life.

Pupils also examine the role of clergy as teachers and leaders, and explore the meaning of the Eucharist through symbolism and structured discussion.

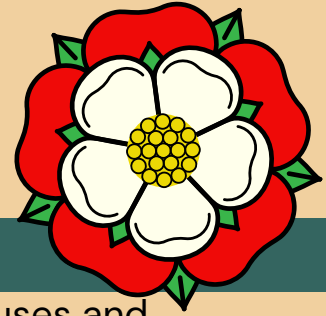
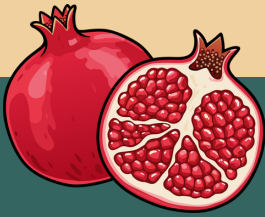


RE: Understanding how beliefs are expressed through worship, ritual, and symbolism

SMSC: Reflecting on values, identity, and belief

English: Developing discussion, reasoning, and interpretation skills

Tudor Turmoil: Monks, Monarchs and the Reformation



- Understand the causes and consequences of Henry VIII's break with Rome, including its impact on religion and daily life.
- Explore different perspectives on the Reformation, including those of monks, rulers, and reformers like Martin Luther.
- Interpret historical evidence and symbolism to explain how power and belief were communicated in Tudor England.

 Duration:: Whole Day

 Format: 3 x 1 hour activities

 Groupings:3  Key Stage 2



Step into the drama of Tudor England and uncover how one king's decisions transformed religion, power, and everyday life. Through immersive role-play and enquiry-based activities, pupils explore the story of Henry VIII, Katharine of Aragon, and the break with Rome, discovering how these events reshaped both the Church and the local community.

Pupils take part in a carousel of activities that bring history to life.

They investigate monastic life by taking on the roles of monks within the Abbey, exploring daily routines, rules, and responsibilities before facing a royal inspection during the Dissolution of the Monasteries. Through storytelling and debate, children consider the behaviour of the monks and the reasons behind

Upper key stage 2 students investigate how religious change unfolded over time, including shifts in worship, the impact of reformers like Martin Luther, and the consequences for people living in Peterborough.

History: Tudor Britain, the Reformation, and significant individuals

Historical Enquiry: Investigating evidence, cause and consequence, and interpretation

SMSC: Exploring power, belief, and the impact of change on communities

Searching for Saxons: Story, Evidence and Interpretation

 Duration:: Whole Day

 Format: Whole group
intro and conclusion
3 x 1 hr activities

 Groupings: 2-3

 Key Stage 2



- Understand how Anglo-Saxon England developed, including the founding of Medeshamstede and the spread of Christianity.
- Use evidence to explore the past, making and evaluating different historical interpretations.
- Create and communicate historical ideas through storytelling and manuscript design.

Pupils explore the Anglo-Saxon origins of Peterborough through role-play, archaeology, and creative activities. They begin by investigating the founding of Medeshamstede, taking on roles such as kings, monks, and missionaries to understand how Christianity spread.

They then examine the cathedral as archaeologists, using evidence and discussion to consider different interpretations and understand that the past can be uncertain. Pupils also explore Anglo-Saxon manuscripts, learning how books were made and why they were important.

Working collaboratively, they create their own class chronicle inspired by the Anglo-Saxon Chronicle.

Throughout the session, pupils develop historical skills, including interpreting evidence, questioning sources, and constructing narratives about the past.

History: Anglo-Saxons and the development of early England

Historical Enquiry: Using evidence, evaluating interpretations, and understanding uncertainty

English: Writing for purpose, storytelling, and understanding historical texts

Art & Design: Exploring historical techniques in manuscript design and illumination



Peterborough: A Journey Through Time – A local history day



 Duration: Whole Day*

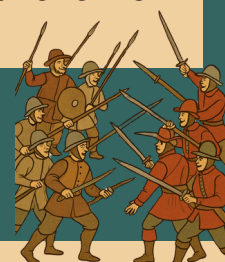
 Format: 6 short activities

 Groupings: 6

 Key Stage 2

*Can be shortened to a half-day

- Understand chronology by exploring key periods in Peterborough's development from Saxon times to the present.
- Use evidence to investigate how the Cathedral reflects historical change and continuity.
- Explain connections between local history and wider national events.



Pupils explore over 1,000 years of history, discovering how Peterborough developed from a Saxon settlement to the present day. Through interactive activities, they investigate how the Cathedral reflects key moments in British history.

They begin with the Anglo-Saxon period, exploring Medeshamstede and Viking invasions, before examining Norman rebuilding and medieval monastic life. Pupils then investigate the Tudor period, including the impact of Henry VIII, followed by later events such as the Civil War and Georgian restoration.

Finally, pupils explore Victorian and modern history through World War memorials and the Cathedral's role today.

Throughout the session, pupils develop understanding of chronology, change and continuity, and use historical enquiry skills to interpret evidence and link local and national history.



History: Local history study across multiple periods (Anglo-Saxons, Vikings, Normans, Medieval, Tudors, Civil War, modern Britain)

Historical Enquiry: Using evidence, making inferences, and understanding interpretation

Chronology: Sequencing events and recognising change and continuity over time

English: Speaking, listening, and discussion through enquiry and debate



Engineering the Cathedral: Building, Measuring, Forces

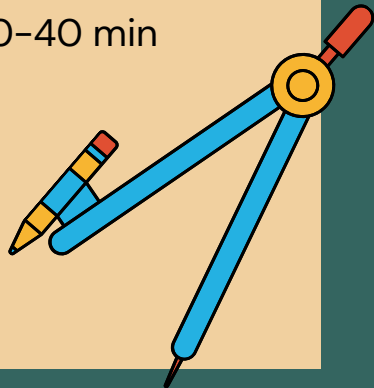


 Duration: 90–120 min

 Format: 3 x 30–40 min activities

 Groupings: 3

 Key Stage 2



- Understand how medieval builders used geometric shapes in cathedral design.
- Explore how forces, materials, and arches affect structural stability.
- Apply STEM skills by designing, building, and testing a strong arch collaboratively.

Pupils discover how medieval builders designed and constructed cathedral structures using simple tools, skilled craftsmanship, and mathematical thinking. Through hands-on activities, they explore how geometry, forces, and engineering created buildings that have lasted over 900 years.

They begin by investigating how masons used shapes such as circles, triangles, and squares to plan complex designs, using replica tools to understand how accurate plans were created. Pupils then explore construction methods, including materials, transport, and lifting techniques such as the windlass, and why precision was essential.

Finally, they investigate the science of arches, exploring forces like gravity and compression through practical challenges. Working collaboratively, they build and test their own arches.

Throughout the session, pupils apply mathematical and scientific reasoning to real-world problems, linking historical building techniques to modern STEM principles.

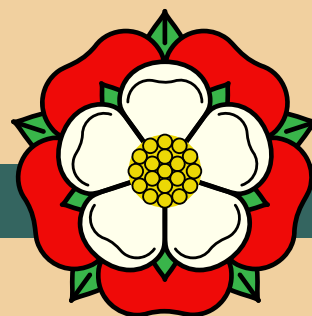
Maths: Geometry (shape, symmetry, angles) and measurement

Science: Forces (gravity, compression), materials, and simple machines

DT: Designing, building, and evaluating structures

History: Understanding how buildings were constructed in the past

Tudor Symbols: Power, Identity and Meaning



 Duration: 75–90 min

 Format: Class work

 Groupings: NA

 Key Stage 2

- Pupils will identify and interpret Tudor symbols, explaining how they represent power, identity, and belief.
- Pupils will explore how symbols in the Cathedral reflect key Tudor figures and ideas.
- Pupils will design and create a symbolic clay carving, using imagery to communicate meaning and explain their choices.



This hands-on workshop explores how symbols in Tudor times represented power, identity, and belief. Pupils investigate the Cathedral's New Building, identifying carved patterns and images linked to figures such as Henry VIII and Katharine of Aragon. Working in pairs, they follow a symbol trail, locating and interpreting Tudor symbols and discussing what they reveal about the period. Pupils then consider how symbols can represent individuals and their values. Using their knowledge, they design and create a symbolic clay carving, selecting shapes and imagery to convey meaning. The session concludes with pupils presenting and explaining their designs, developing confidence in interpreting symbolism and justifying their creative choices.

History (KS2): A study of an aspect of British history beyond 1066 (Tudor period); understanding how people expressed identity and power

Historical Enquiry: Using observation and interpretation to understand the past

Art & Design: Using materials to design and create symbolic imagery; developing skills in shape, pattern, and sculpture

English: Speaking and listening—explaining ideas and justifying choices

SMSC: Exploring identity, meaning, and expression

Conquest and Change: The Norman Story of England and Peterborough



 Duration:: Whole Day
 Format: 3 x 1 hour activities
 Groupings: 2
 Key Stage 2



- Understand the impact of the Norman Conquest on England and the local area of Peterborough.
- Explore how people, power, and buildings changed over time, including the rebuilding of the Cathedral.
- Use historical evidence and creative work to interpret the past and explain ideas about change and continuity.

Step into Norman England and discover how 1066 changed power, religion, and daily life, linking national events to Peterborough's story.

Pupils begin with role-play, exploring the Norman Conquest and its impact on the Abbey, meeting figures like William the Conqueror and Hereward the Wake, and considering conflict from different viewpoints.

They then investigate the Cathedral's rebuilding after a fire, learning how Norman masons used arches, tools, and simple machines.

Finally, pupils explore Norman art and symbolism, studying patterns and carvings before creating their own clay tile.

Throughout, pupils develop understanding of cause and consequence, continuity and change, and how evidence helps us interpret the past.

British history beyond 1066: Understanding the Norman period

Local history: Exploring the impact of the Norman Conquest on Peterborough

Historical enquiry: Asking questions and using evidence to interpret the past

Chronology: Placing the Norman period within British history

Cause and consequence: Understanding why events happened and their impact

Art & Design: Creating patterns inspired by historical sources

DT/Science: Exploring structures, materials, and simple machines

Christmas Uncovered: Story, Symbol and Meaning



 Duration:: 90 min*

 Format: 5 x activities on a carousel

 Groupings: 5

 Key Stage 2

*can be extended to a full day with a Christmas art workshop



- Retell key events of the Christmas story and identify why they are important to Christians.
- Recognise and describe religious symbols and themes (e.g. light, hope, generosity) and what they mean.
- Reflect on how the Christmas story influences beliefs and celebrations, making links to their own and others' experiences.



Pupils investigate the Christmas story through an interactive exploration of its key events. Working in groups, they move through stations exploring the Annunciation, the journey to Bethlehem, the shepherds, the visit of the wise men, and the birth of Jesus.

At each stage, pupils consider how meaning is communicated through story, symbol, and tradition, exploring themes such as hope, light, generosity, and community. They discuss questions about symbolism and how these ideas are expressed in celebrations today.

Through discussion, interpretation, and creative response, pupils develop their understanding of how stories shape beliefs, traditions, and ways of life in different communities.



Understanding key events in the Christmas story and their meaning for Christians.

Reflecting on themes such as hope, light, and generosity in relation to pupils' own experiences.

Making sense of beliefs and recognising how these are expressed through symbols and celebrations.

Digging Deeper – God with Us: Exploring Incarnation Through Story, Symbol and Reflection



- Duration:: Whole Day
- Format: 5–6 activities on rotation
- Groupings: 5
- Key Stage 2



- Understand the Christian belief of Incarnation as “God with us.”
- Explore key events and themes in the nativity story, including Advent, the Annunciation, and the journey to Bethlehem.
- Make connections between belief and action, considering ideas such as peace, trust, and caring for others. Reflect on how Christians express beliefs through symbols, stories, and art.

Pupils deepen their understanding of the concept of Incarnation through an immersive, multi-sensory journey across the Cathedral. Working in groups, they explore stations focusing on the belief that Jesus is “God with us.” They begin with Advent, reflecting on light as a symbol and what it means to be “light in the world,” before exploring the Annunciation and themes of trust, courage, and faith. Through the Journey station, pupils connect the nativity to real-world issues such as refugees, considering human vulnerability. In Peacemakers, they reflect on how Christians are called to live as agents of peace. Pupils also explore prophecy and fulfilment, linking Old Testament texts to Jesus, and examine how the nativity is represented in art and symbolism. Throughout the day, pupils engage in discussion, interpretation, and creative response, concluding with a shared reflection to express their understanding.

- Incarnation: What does it mean for Christians to believe that Jesus is God with us?
- Making sense of the text: Exploring Gospel narratives (e.g. Luke 1–2, Matthew 2)
- Understanding the impact: How belief in Incarnation influences how Christians live (e.g. peace, compassion, service)
- Making connections: Linking biblical texts, symbolism, and contemporary issues

Digging Deeper – Saved and Set Free: Exploring Salvation Through Story, Symbol and Lives



 Duration: Whole Day

 Format: 3 – 6 activities on rotation plus whole-class work

 Groupings: 3–6

 Upper Key Stage 2

- Understand the Christian concept of Salvation and what it means to be “saved.”
- Explore key events of Holy Week and their significance for Christians.
- Make connections between belief and action, including forgiveness, sacrifice, and new beginnings.
- Reflect on how beliefs about life, death, and hope are expressed through symbols and personal responses.



Pupils explore the Christian concept of Salvation through an immersive, enquiry-based journey across the Cathedral. They investigate key events of Holy Week, focusing on service, sacrifice, forgiveness, and thankfulness, and consider how Jesus’ life brings hope and transformation.

They examine how belief shapes lives by exploring figures such as St Paul, Katharine of Aragon, and Edith Cavell, reflecting on how ideas of grace, forgiveness, and new beginnings influence actions.

Finally, pupils explore how beliefs about life, death, and hope are expressed through Cathedral memorials, analysing symbols and imagery, and designing their own memorials. Throughout, they engage in discussion, interpretation, and creative reflection.



- Salvation: Jesus’ death and resurrection bring hope and forgiveness
- Text: Holy Week shows sacrifice and redemption
- Impact: Beliefs influence actions and choices
- Connections: Linking ideas of hope and new beginnings to life



Symbols in Clay: Exploring Meaning Through Art



 Duration: 75–90 min

 Format: Class work

 Groupings: NA

 Key Stage 2

Pair with any RE activity
or book on its own



- Recognise and describe Christian symbols
- Understand how symbols communicate meaning and why they are important in expressing belief.
- Design and create a symbolic clay tile to represent ideas
- Explain and reflect on their work describing how their design communicates meaning.



This hands-on workshop explores the meaning of Christian symbols found in a cathedral, including the cross, dove, fish (ichthus), and alpha and omega. Pupils investigate what these symbols represent in Christian belief and how they communicate ideas. Through guided discussion, they consider the importance of symbols in expressing faith. Pupils then design and create their own clay tile, selecting and shaping symbols to convey meaning. Using techniques such as rolling, cutting, and modelling, they develop practical skills while expressing ideas creatively. The session ends with pupils reflecting on and explaining their designs, building confidence in sharing their thinking and understanding how art can communicate deeper meaning.



RE (KS1 & KS2): Recognising and understanding symbols within Christianity and how they express belief

Art & Design: Using materials creatively to design and make products; developing techniques in sculpture and pattern

English: Speaking and listening—explaining ideas, choices, and meaning

SMSC: Reflecting on meaning, identity, and personal response



Stories and Symbols in Glass: Light, Colour and Meaning

 Duration: 75–90 min

 Format: Class work

 Groupings: NA

 Key Stage 2

Pai with any RE activity or book on its own

- Identify and interpret symbols, figures, and colours in stained glass, explaining their meanings.
- Understand how stained glass has been used historically to communicate ideas and how it has changed over time.
- Design and create a stained glass panel, using visual elements to express an idea and evaluate its effectiveness.

Pupils explore how stained glass windows communicate stories and ideas through colour, light, and design. They investigate how artists used stained glass to share meaning when many people could not read, and how these messages still resonate today. As visual investigators, pupils analyse windows, identifying figures, symbols, and techniques, and how meaning is conveyed through colour, composition, and detail. They consider how people in the past may have interpreted these images and how stained glass has changed over time. Pupils then design and create their own symbolic panel, using colour and shape to communicate an idea or story, before explaining and evaluating their work.

RE : Understanding how beliefs and stories are expressed through symbols and art

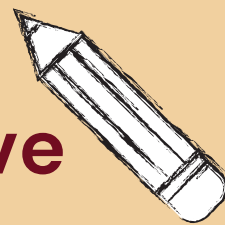
Art & Design: Developing techniques in colour, pattern, composition, and mixed media

English: Speaking and listening—interpreting images and explaining ideas

SMSC: Reflecting on meaning, belief, and creative expression



Cathedral Collage – Pattern, Colour and Creative Design



 Duration: 75–90 min

 Format: Class work

 Groupings: NA

 Key Stage 2

Pair with any activity



- Observe and record Cathedral architectural details, including patterns, shapes, and textures.
- Experiment with techniques like pastel, ink, colour, and wax-resist to create bold designs.
- Collaborate to combine work into a large-scale piece, considering colour, pattern, and composition.

Pupils explore the Cathedral as a source of artistic inspiration through close observation of its patterns, textures, and decorative details. Acting as visual investigators, they sketch specific elements and develop these into bold designs using pastels, ink, complementary colours, and wax-resist techniques. Working collaboratively, pupils combine their individual pieces to create a large-scale collage, considering how colour, pattern, and composition create visual impact. The workshop encourages creativity, experimentation, and refinement of ideas, while helping pupils understand how art and architecture work together to shape the character of a historic space.

Art & Design (KS2 & KS3): Developing drawing, colour, pattern, and mixed media techniques; evaluating and refining creative work

Art History: Understanding how artists and craftspeople have contributed to buildings over time

Maths: Exploring shape, symmetry, and pattern

English: Speaking and listening—describing observations and explaining creative choices

SMSC: Appreciating creativity, heritage, and personal expression