

Long Term Plan for Religious Education for Primary Schools in Chester Diocese

Summer Term 1c Christian Concept: Creation Theme: Stewardship

Year Group	Enquiry Questions	Essential Knowledge
FS	What does the creation story teach Christians about God?	Old Testament God the Creator Genesis Chapters 1 to 2:3
Y1	How did Adam & Eve spoil creation in Genesis?	Old Testament The fall of Adam & the effect of their sin Genesis Chapters 2:3 to 3:24
Y2	Why do Christians look after their local environment?	Christian Practice Ways Christians look after their local area
	Why do Christians say thank you at harvest time?	Old Testament Celebrating the goodness of God in creation at harvest time Genesis 1:24-25; 8:22 Christian Practice Harvest festivals
Y3	How do Christians look after the wider world and why?	Christian Practice Charities: Fair Trade as an organised way of looking after the world Work of World Vision
Y4	Why do you think the creation stories are similar and different?	Old Testament Creation stories: Genesis 1:1- 2:4a; 2:4b-25
Y5	Why do Christians want to share the world's resources?	Christian Practice Sustainable Christian eco communities: Monks at Mucknell Abbey Work of Compassion UK Christian Belief Psalm 8: importance of creation
Y6	Does Science disprove Genesis?	Christian Belief Differing views about the origin of the world

KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
What does the creation story teach Christians about God?	<p>The children will learn:</p> <p>About the Christian creation story.</p> <p>About what the creation story teaches about God eg One God created the world.</p> <p>Humans have care of the world.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i> <i>(Some children)</i></p> <p>I can recall that in Genesis God made the world.</p> <p><i>Expected</i> <i>(All children)</i></p> <p>I can say why I think God thought the world was good in the story.</p> <p>I can understand that Christians believe that humans should take care of the world.</p> <p><i>Exceeding</i> <i>(Few children)</i></p> <p>I can describe how the creation story teaches about one God, rather</p>	<p>Lesson 1</p> <p>Go outside to find things that are natural and things that are man-made. Set up a table display full of natural objects eg shells, leaves and man-made objects. Play a song video about creation eg Louis Armstrong 'What a wonderful world' or</p> <p>'All things bright and beautiful'</p> <p>https://www.youtube.com/watch?v=bkTLIO2zan</p> <p>http://www.videodetective.com/music/all-things-bright-and-beautiful/71740</p> <p>Ask: What is natural? What is man made? How are they different? How are they the same? Which do you like? Why?</p> <p>Make a model or pictures of something that is natural. What is good about it? Show them to a friend and ask them to say one thing that is good about it. Discuss how the pieces of work might be treated to keep them in good condition.</p> <p>Lesson 2</p> <p>Tell the creation story Genesis 1:1-2:3 in an interactive way eg puppets, visual aids. See also http://www.bbc.co.uk/education/clips/ztmpvcw</p> <p>Explore and retell the story using musical instruments giving each group a day of creation to create music or sounds for. See Diocesan resource; 'Where to start with a bible story; Old Testament' Pg. 8-9 for an example of this activity. Sing a song</p>	<p>natural</p> <p>man made</p> <p>creation</p> <p>God</p> <p>good world</p> <p>caring</p> <p>Resources</p> <p>Good News Bible</p> <p>or suitable creation story eg Beginners Bible.</p> <p>'In the Beginning' by Steve Turner and Jill Newton, pub. by Lion</p> <p>ISBN 0-7459-4431-0</p> <p>stories about caring for</p>

		<p>than many, made the world.</p> <p>I can suggest several ways humans might take care of the world.</p>	<p>about creation to reinforce the story here are 3 examples to choose from:</p> <p>https://www.youtube.com/watch?v=aoehyq6X650</p> <p>https://www.youtube.com/watch?v=SV9ZP8ZTPnM</p> <p>https://www.youtube.com/watch?v=tuexWiyAAUQ</p> <p>Ask: What does the story teach about God?</p> <p>Draw out and explain Christians believe from this story that one God made the world.</p> <p>Lesson 3</p> <p>Talk about how humans care for the world but also destroy it. Give examples eg litter, destroying trees. Use a useful story to reinforce the idea of caring for the world eg Wonderful Earth' by Nick Butterworth or 'What a Wonderful World' Pat Alexander. See also http://www.bbc.co.uk/education/clips/zp6sb9g</p> <p>Look after part of the school garden or a plant and talk about how humans can care for the world we live in.</p> <p>Draw a picture about caring for the world and another about destroying the world. Ask: How do you think God wants humans to look after the world? Discuss.</p> <p>Assessment</p> <p>Give groups a set of pictures of the natural world from the creation story. Ask them to complete the question: Who do</p>	<p>the world. Eg</p> <p>eg Wonderful Earth' by Nick Butterworth or 'What a Wonderful World' Pat Alexander.</p> <p>art materials</p> <p>plants/natural objects</p> <p>school garden to look after or plant</p>
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			<p>Christians believe made the world? Write answers on the pictures and make a class display. Make up some simple class rules to help about looking after the world.</p>	<p>Creation pictures</p>
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KEY STAGE 1 UNIT Summer 1c: Creation		Concepts underpinning study: creation; God; sin		Medium Term Plan Year 1
KEY QUESTION(S)	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
How did Adam & Eve spoil creation in Genesis?	<p>The children will learn:</p> <p>That Christians believe God created the world good and Adam and Eve explains how it became bad.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i></p> <p>(Some children)</p> <p>I recall that in Genesis, God made the world.</p> <p>I can suggest what part Adam and Eve played in the story in spoiling it.</p>	<p>Lesson 1-2</p> <p>Think about how we feel when we make a beautiful picture or model. Discuss how we might feel when it is thrown away or destroyed. Recap on work completed about creation in the Yr. 1 Autumn term unit on 'God' by showing previously used PowerPoint of images of natural beauty. For example, look at pictures of beautiful sunsets. Include some images of the local area. Discuss how we feel when we see beautiful images in God's creation. Recap briefly or in more depth if needed, the story of creation visited in FS from Genesis 1:1-2:3. Emphasise Genesis 1:24-25 'And God saw all that had been made and it was good'. The following clips may assist to recap the story:</p> <p>http://www.bbc.co.uk/education/clips/z62hyrd</p> <p>http://www.bbc.co.uk/education/clips/zhxn34j</p> <p>Show some images of pollution eg factory chimneys and littered streets. Compare and contrast these images with earlier ones. Discuss how we feel when we see images of God's creation spoilt and ruined by pollution/litter.</p> <p>Explain that you are going to tell the class the next part of the story and look at what happened after God had made the world that was good. Tell the next part of the story interactively using puppets. Genesis Ch.2:3 to 3:24. Focus on 'leaving God's beautiful garden; doing something bad if they eat from the tree, going against what God had told them to do and spoiling the good garden'.</p>	<p>creation</p> <p>sin</p> <p>Adam</p> <p>Eve</p> <p>God</p> <p>Resources</p> <p>Lion Storyteller Bible</p> <p>Good News Bible</p> <p>PPT from Yr.1 God</p> <p>BBC clips</p> <p>PowerPoints of:</p> <p>beautiful creation images</p> <p>spoilt creation images</p> <p>eg polluted areas</p>
	<p>That Christians believe when people do bad things it is called 'sin'</p>	<p><i>Expected</i></p> <p>(All children)</p> <p>I can say why I think God thought the world was good and how Adam and Eve were asked to keep it that way in the story.</p> <p>I can explain how Adam and Eve's sin spoilt the world in the story.</p> <p><i>Exceeding</i></p>		

You may want to bring an apple/piece of fruit as a visual aid, (the Bible doesn't actually say it was an apple).

In groups of 4, using different characters (Adam, Eve, Snake, God), role play conversations between:

1. God and Adam/Eve
2. Eve and the snake
3. Eve and Adam
4. God and Adam /Eve after disobeying.

Give the children conversation prompts to assist them:

eg Snake: "Did God really say not to eat from that tree?"

Eve: "God said if we eat it we will have to leave this beautiful place." Snake: "You will not have to leave if you eat this."

Emphasise and remind the children about the choices people made that day. Eve looked at the fruit and says, "This looks like good fruit, why would God not want me to have it." She then takes a bite and shares it with Adam. Ask: What do you think this story means for Christians? Take as many ideas as possible.

Teacher's Background Notes:

<http://request.org.uk/life/beliefs/christianity-basically-sin/>

Lesson 3

Think about and discuss consequences of bad behaviour in school and at home. Recall the story of the 'fall' and the choices made by Adam and Eve. eg order pictures in the story in the right order or write in speech bubbles what the characters said at each point of

Conversation prompts on card

free bible images of the 'Fall' story or other suitable images.

			<p>the story:</p> <p>http://www.freebibleimages.org/illustrations/adam-eve-fall/</p> <p>Discuss what were the consequences of disobeying God that day? (ie God was sad; they had to leave the garden; they knew they were naked; they were ashamed of what they had done; they spoilt God's good world; life was hard after that).</p> <p>Explain Christians call the bad things Adam and Eve did that day 'sin against God'. Draw contrasting pictures about Adam & Eve's life before and after the fall to show the changes that happened to them. Ask: How did Adam and Eve spoil the good things God had made? Think, Pair, Share.</p> <p>Refer back and show pictures from lesson 1 of how creation is spoilt today. Explain to the children that Christians believe the choice made by Adam and Eve to disobey God that day are an example to show why bad things happen from then on. God told them that from then on they would have to work hard all their lives to look after the earth and make the earth/ground produce enough food and the effect of their 'sin' would always be in the world because people would always make bad choices.</p> <p>Lesson 4</p> <p>Assessment</p> <p>Provide a set of images from the whole creation story and also a set of images of spoilt creation/consequences of bad actions today. Ask children to design a contrasting collage about creation</p>	<p>set of images of: 'good' creation and</p>
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			using three parts entitled: <ol style="list-style-type: none">1. 'good things made by God'.2. 'things Adam/Eve did that spoilt creation'.3. 'effect of Adam and Eve's sin in the story.'	'bad' creation, consequences of sin today.
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KEY STAGE 1 UNIT Summer 1c: Creation		Concepts: creation; God; stewardship		Medium Term Plan Year 2
KEY QUESTION(S)	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>Why do Christians look after their local environment?</p> <p>Why do Christians say thank you at harvest time?</p>	<p>The children will learn:</p> <p>Why it is important for Christians to look after their local environment.</p> <p>That Christians believe God created the world and gave humans stewardship over it.</p> <p>How Christians are thankful for what God provides at Harvest.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i> <i>(Some children)</i></p> <p>I can give a reason why Christians look after their local environment.</p> <p>I can explain how Christians say thank you at Harvest time.</p> <p><i>Expected</i> <i>(All children)</i></p> <p>I can suggest at least 2 reasons why Christians look after their local environment.</p> <p>I can suggest reasons why Christians say thank you at Harvest time.</p> <p><i>Exceeding</i> <i>(Few children)</i></p> <p>I can explain how members of</p>	<p>Lesson 1</p> <p>Show PowerPoint of images of natural beauty and some images of the local area with music playing. Ask the children to look at the images and think about the beauty of God's creation. Look at fruits and vegetables. Cut then open. How are they different?</p> <p>Sing 'He's got the Whole World in his Hands'.</p> <p>Show PowerPoint of damaged areas e.g. pollution, deforestation etc.</p> <p>Ask the children why they think it is important to look after the world.</p> <p>Show the children a present wrapped in paper with a label saying 'From God, Handle with Care.' Open the present to reveal the world eg a globe, ball made to look like Earth. Explain that the world is a present to people from God but that Christians are asked to look after it. Explain that this is called 'stewardship'.</p> <p>Recap on the story of creation visited in FS and read quotes from Genesis 1:24-25 and 8:22.</p>	<p>creation</p> <p>stewardship</p> <p>harvest</p> <p>thankful</p> <p>environment</p> <p>Resources</p> <p>Good News Bible</p> <p>PowerPoint of images</p> <p>ball wrapped in paper</p> <p>'The Elephant and the Bad Baby' story by Elfrida Vipont</p> <p>harvest pictures</p>

			<p>Lesson 2</p> <p>Invite a Christian member of the community in and ask them questions about how they care for their local environment and why. Discuss why do they think it is important to care about where they live. Write three things Christians might do to care for their local environment and write why Christians look after their environment.</p> <p>Lesson 3</p> <p>Ask the children when do they need to say thank you and why? Discuss how people might say thank you to God. Read the story of 'The Elephant and the Bad Baby' who never said please or thank you and discuss how important it is to say thank you to others. What are you thankful for? Make a thank you card for a friend. Discuss what would happen if we stopped saying thank you to others.</p> <p>Lesson 4</p> <p>Discuss or show pictures of your own school's Harvest Festival. Talk about and collect pictures of harvest from around the world. What is harvest? Why do we celebrate?</p> <p>Discuss how a Harvest Festival reminds Christians of all the good things God gives them and how he deserves thanks and praise. It also makes Christians want to share with others who are not as fortunate as themselves.</p> <p>Explain how Christians want to thank God because he has</p>	<p>'The Elephant and the Bad Baby' story by Elfrida Vipont</p> <p>card art materials</p>
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			Assessment Make up a series of mime actions that show Christians saying thank you at Harvest time. Freeze frame. Take digital photographs, print and write underneath why Christians say thank you.	digital photographs
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KEY STAGE 2 UNIT		Summer 1c: Creation	Concepts: creation; God; stewardship	Medium Term Plan Year 3
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
How do Christians look after the wider world and why?	The children will learn:	<p>By the end of this unit:</p> <p>Emerging</p> <p>(Some children)</p> <p>I can give a reason why Christians think they should look after the wider world.</p> <p>I can explain how Fair Trade or World Vision might help Christians to look after the world.</p> <p>Expected</p> <p>(All children)</p> <p>I can suggest at least 3 ways Christians look after the wider world.</p> <p>I can suggest 4 reasons why Fair Trade and World Vision do the work they do.</p> <p>Exceeding</p> <p>(Few children)</p> <p>I can explain how Christians look after the wider world and why they might consider</p>	<p>Lesson 1-2</p> <p>Think about sharing. Give groups of children a selection of sweets. Give children a different number of sweets. Ask them to share them out. How do they decide who has what? Discuss who gets left out and why. Ask: Do you think God wants people to share the worlds resources equally today? Think, Pair, Share. Ask: How do we try to share the world's resources today?</p> <p>Give groups of children a selection of foods that come from different countries eg bananas, tea, coffee, rice, chocolate, orange juice. Can they suggest how the food got into the shops? (Geography link)</p> <p>Show the Fairtrade symbol and ask if they have seen this before in shops. Watch the video of Foncho and the banana farmers. Ask the children as they watch, to write down what they think is really important and why. http://schools.fairtrade.org.uk/resource/make-bananas-fair-a-film-for-schools/</p> <p>Think, Pair, Share. Collate the children's ideas after the film. Give groups of 3-4 a copy of Foncho's case study to read. http://schools.fairtrade.org.uk/resource/case-study-for-primary-schools-foncho/</p> <p>Compare their ideas to what Foncho says is important.</p>	<p>creation</p> <p>resources</p> <p>justice</p> <p>injustice</p> <p>poverty</p> <p>wealth</p> <p>Resources</p> <p>foods from all over the world</p> <p>some Fairtrade foods</p> <p>YouTube clips and films</p> <p>lesson resources from Fairtrade website eg Foncho's case study</p>

			<p>Play the Fairtrade premium game found on this page and decide how to spend the money farmers get.</p> <p>Think back to earlier question. Ask: Do you think God wants people to share the worlds resources equally today? Why? Why might Christians get involved?</p> <p>Lesson 2-3</p> <p>Invite members of a local church that run a Fairtrade fortnight to come into school. Ask them why they do it and if they feel it makes a difference. Add ideas to the class working wall. Have a Fairtrade stall in school and raise money for Fairtrade.</p> <p>Look at what the Bible has to say about giving:</p> <p><i>“Love God... and love your neighbour as yourself”</i></p> <p><i>Matthew 22:37-38</i></p> <p><i>“They would sell their property and possessions, and distribute the money among all, according to what each one needed.” Acts 2:45</i></p> <p><i>“When you give to the poor, it is like lending to the LORD, and the LORD will pay you back”. Proverbs 19:17.</i></p> <p><i>“For I was hungry and you gave me something to eat. I was thirsty and you gave me something to drink”</i></p> <p>Matthew 25:35</p> <p>Give groups of children the verses above and ask them to</p>	<p>visitors from a church involved in Fairtrade fortnight.</p> <p>Bible verses on card</p>
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			<p>discuss what they think they mean. Use a Round Robin technique and add to each other's ideas. Ask the children to match up the work of Fair Trade to the verses and explain how they match up by writing their ideas on card around the verses. Plan a fair Trade activity in school eg collect Fair Trade food stuffs from local supermarkets and display. Write letters to local shops who don't stock Fairtrade products convincing them to.</p> <p>Lesson 4-5 The Work of World Vision.</p> <p>Give the children a set of cards with the following on:</p> <ol style="list-style-type: none"> 1. Jesus asks Christians to love their neighbours, care for children and challenge injustice. 2. It is important to meet the needs of the poor. 3. Every person is created equal in the image of God. 4. Every person is entitled to freedom, justice, peace and opportunity. 5. All the resources we have, money or time should be used wisely. 6. We should respond to people's 'need' whenever and wherever we can. 7. Everyone needs to work together to care for all people on the earth. 8. God wants all people to be loved unconditionally. <p>Ask groups to read the cards. (These can be differentiated according to ability). Explain any words they don't understand. Then ask them to rank the statements in order of what they think is most important.</p> <p>Watch the video that introduces the overall work of</p>	<p>cards with Christian ideas on</p>
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			<p>World Vision (3 mins): https://www.youtube.com/watch?v=nCVWcQnDX8I&nohtml5=False</p> <p>Then watch the video of Violet who was helped by World Vision to have clean water (3 mins). https://www.youtube.com/watch?v=Hlu3pC2-gV8&nohtml5=False</p> <p>Role play the conversation between Violet and her sponsor.</p> <p>Read together the core values of World Vision. Explain anything the class don't understand. Underline key ideas and reasons for their work. Display in class. http://www.worldvision.org.uk/who-we-are/core-values</p> <p>Revisit the cards from earlier and discuss if they think World Vision would change the order of importance. Why?</p> <p>Watch the Story Shop (2 mins) which is one way World Vision encourage support for children. http://www.worldvision.org.uk/get-involved/story-shop/</p> <p>Discuss what the shoppers thought of it.</p> <p>Watch Amanda's story of sponsoring children through World Vision (3 mins), (scroll halfway down the page to find it). Can the class create a similar 'experience' for parents about World Vision? http://www.worldvision.org.uk/child-</p>	<p>selection of short video clips that show the work of World Vision</p>
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			<p>sponsorship/?gclid=CJG8t5KkicwCFQoTGwodTGgGFw</p> <p>In pairs design A3 posters that show the key ideas for the work of World Vision as a Christian way of looking after the world. Include how and why on the posters.</p> <p>Assessment</p> <p>Write a letter from a Christian's point of view to persuade someone to support the work of either Fair Trade or World Vision.</p> <p>You may need sentence starters eg</p> <p>It is crucial/imperative that you support the work of.....because.....</p> <p>My intention is to persuade you that.....</p> <p>I think the work of is important because.....</p> <p>..... meets the needs of..... by.....</p> <p>Christians believe they should look after the wider worldbecause.....</p>	<p>video clips</p> <p>poster art materials</p>
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KEY QUESTION(S)	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>Why do you think the creation stories are similar and different?</p>	<p>The children will learn:</p> <p>The Christian creation stories.</p> <p>There are different perspectives on the story.</p> <p>To identify similarities and differences between the stories.</p> <p>About other creation stories from faith and cultures.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i> (Some children)</p> <p>I can talk about the Christian creation stories.</p> <p>I can talk about things in the Bible that make people ask questions.</p> <p><i>Expected</i> (All children)</p> <p>I can describe what Christians might learn from the two creation stories in Genesis.</p> <p>I can suggest some good questions people ask about creation and compare my answers with others.</p> <p><i>Exceeding</i></p>	<p>Lesson 1</p> <p>Ask; What do we mean when we use the word ‘create’ or ‘creation’? Discuss. (Link Year 1 God).</p> <p>Ask: What do Christians say about the beginning of the world? What is the Christian creation story?</p> <p>Can you remember the story from the Bible?</p> <p>Display the above questions. Think Pair Share.</p> <p>Ask the pairs to retell the Christian Bible story about creation to each other as far as they can remember. Repeat with each member of the pair.</p> <p>Ask: Did you tell each other the same story exactly?</p> <p>Explain the Christian story of creation comes from the book in the Bible called Genesis? Ask: What do you think Genesis’ means? Draw out the word means ‘beginnings or origins’.</p> <p>Revisit the story from Genesis 1:1;-2:4a; 2:4b-25. Get the pupils to guess what was made on each day before telling them.</p> <p>Day 1 Light (day) Darkness (night); Day 2: waters and the heavens; Day 3:dry land and vegetation; Day 4: sun and moon; Day 5:sea creatures and birds; Day 6: animals and human beings.</p>	<p>Genesis</p> <p>origins</p> <p>beginnings</p> <p>Resources</p> <p>video of creation</p> <p>Good News Bible</p>

		<p>(Few children)</p> <p>I can identify the similarities and differences in the two Genesis creation stories.</p> <p>I can suggest a number of reasons for the differences in the stories and the puzzling questions they raise.</p>	<p>Watch a visual version of creation. Eg BBC version.</p> <p>https://www.youtube.com/watch?v=mVUBg7_w4</p> <p>Lesson 2-3</p> <p>Explore the Genesis stories. Give groups of 4 children a photocopy of the two creation accounts from Genesis 1:1-2:4a; Genesis 2:4b-25. Read together as a class.</p> <p>Ask the children to read again silently as individuals or in groups of 4 read out loud alternate verses to each other. Ask: Do these accounts say anything to people about God? What do they say about where everything started or began? What do these accounts tell us about human beings? How did human life begin?</p> <p>Ask groups to use two coloured highlighters to mark any similarities and differences between the texts. Create two over lapping Venn diagrams for the two accounts labelled as below:</p> <div data-bbox="1144 1066 1742 1278" data-label="Diagram"> </div> <p>Ask the groups to fill in the diagrams with detail that is</p>	<p>Venn diagrams</p> <p>Genesis accounts of creation on separate pages</p> <p>markers or highlighter pens of different colours</p>

			<p>distinct to both accounts and with detail that both accounts have in common in the overlapping centre.</p> <p>Feedback. Ask: How are the two accounts the same? How are they different? What questions would you ask the author?</p> <p>Use P4C: Children in groups pose questions about the two accounts: eg Why are there 2 different versions of the creation story in Genesis? Are there any more versions?</p> <p>Children choose 4 questions by voting for their favourite one/most important one. The vote is then narrowed to one question and discussed using P4C style debate. Ideas are summarised and linked at end of debate by asking the class to decide why there are two accounts in Genesis? Possible answers:</p> <ul style="list-style-type: none">a) written by two different authors;b) written in different time periods;c) same author but different audience;d) written as complementary accounts. <p>Ask: What do you think is most important to Christians about the creation story in Genesis? Discuss.</p> <p>(Possible answer: God made the world including humankind and gave people responsibility for it). Ask: Does it matter that there are two different stories?</p> <p>Lesson 4 (if time permits)</p>	
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			<p>Ask: Are there any other creation stories?</p> <p>Look at two other creation stories from other cultures/faiths. eg Aboriginal; African; Hinduism or Sikhism.</p> <p>Compare and contrast with Christian story.</p> <p>Ask children to write their own versions of how the world was made and to indicate the similarities and differences between their account and the Christian accounts. Provide writing frames if required.</p> <p>Assessment</p> <p>Ask: Why do you think the creation stories are similar and different? Ask the children to write their own explanation to the key enquiry question.</p>	<p>answers to key question on large pieces of card.</p>
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KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>Why do Christians want to share the world's resources?</p>	<p>The children will learn:</p> <p>Christians understand that the God made the world and as a result they need to steward the resources well.</p> <p>About two different approaches taken to share the world's resources ie Mucknell Abbey and Compassion UK.</p> <p>Some of the biblical passages that encourage Christians to share the resources of the world they live in.</p>	<p>By the end of this unit:</p> <p><i>Emerging (Some children)</i></p> <p>I can describe how and why Christians want to share world resources.</p> <p><i>Expected (All children)</i></p> <p>I can talk about some of the different ideas Christians have about sharing world resources and give examples.</p> <p>I can suggest why Christians may want to share world resources and give a biblical context.</p>	<p>Lesson 1: Monks at Mucknell Abbey</p> <p>Ask: How does sharing things affect us? Others? Discuss.</p> <p>Briefly recap the creation story studied in previous units drawing out that God wants Christians to look after the world's resources.</p> <p>Ask: Why does God want people to look after the worlds resources? Think, Pair, Share. Ask: How do we try to look after the world's resources today?</p> <p>Mind map terms and ideas that we use today to help us look after and share the world's resources eg recycling; eco-friendly; green; eco community; global warming. Use Kagan strategies Think, Pair, Share. and Round Robin to collect ideas. Define using thesauri and make a display of the ideas.</p> <p>Ask: How do charities or others help share world's resources? Make a list.</p> <p>Introduce the idea of an 'eco community' that seeks to save and harvest energy and save the world's resources. Ask the class if they can think of any examples eg Marks and Spencers save and recycle water.</p> <p>Show the class a photograph of Mucknell Abbey where monks live in a sustainable eco-community. Read together the vision that motivates the monks. Underline key ideas. Find out why they live this way. http://www.mucknellabbey.org.uk/soul-food/sustainability/vision.html</p> <p>Ask groups of 3-4 to summarise the key ideas into 6-8 sentences that explain the reason the monks feel they should live this way.</p>	<p>creation</p> <p>resources</p> <p>eco friendly</p> <p>global warming</p> <p>sustainable</p> <p>solar energy</p> <p>eco community</p> <p>justice</p> <p>stewardship</p> <p>poverty</p> <p>wealth</p> <p>Resources</p> <p>factsheets from Mucknell Abbey and Compassion UK</p> <p>suitable video</p>

		<p>Exceeding (Few children)</p> <p>I can identify some of the puzzling questions raised by the practical and biblical ideas studied and suggest answers.</p> <p>I can begin to compare and contrast different ways Christians want to share resources and suggest my own ideas.</p>	<p>(NB Beforehand summarise the 10 factsheets into child friendly language that the monks have produced which explain why and how they share and save resources).</p> <p>http://www.mucknellabbey.org.uk/soul-food/sustainability/ http://www.mucknellabbey.org.uk/soul-food/sustainability/factsheets.html</p> <p>Ask the class to use the factsheets to design large group pictures showing some how and why the monks live this way. Talk about how the school could share resources better.</p> <p>Lesson 2: Compassion UK: Another way to share resources</p> <p>Discuss who helps the children in the UK to be born safely, eat properly, have medical attention and shelter. Introduce the charity Compassion. Show the 'Big Picture Compassion UK' video showing what the charity do to help children survive. As they watch ask the class to note down all the things the charity do. https://www.youtube.com/watch?v=7q4-ZBUEq4g</p> <p>Give the class fact sheets about who they are, where they work and what they do see https://www.compassionuk.org/about-us/ Show selected photographs and blogs such as: https://www.compassionuk.org/blogs/7-reasons-to-smile/</p> <p>Print off selected pictures from the website and ask the children to make group collages of pictures and words that describe what they do and how and why they do it eg showing the love of Jesus.</p>	<p>extracts</p> <p>Compassion sponsor from</p> <p>the local church to interview</p> <p>art materials</p>
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			<p>Interview a compassion sponsor from a local church finding out why they support the charity Compassion and what difference they feel it makes. Add ideas to collages.</p> <p>Lesson 3</p> <p>Ask: How do you think we should treat the world we live in and why? Briefly recall the creation story and emphasise Christians believe God made the world and humans are to take care of it. Recap all work so far. Give groups of 4 a copy of Psalm 8 asking them to read and highlight 1) What God has done</p> <p>2) What is man's response. Feedback. In groups create movements for the psalm.</p> <p>Next ask the groups to read the psalm again and mark with an asterisk what beliefs are contained in the psalm? eg every person is created by God, God put man in charge of the world.</p> <p>Ask: What is puzzling about his poem? What questions does it raise? eg How should people rule over the world? Share questions and answers.</p> <p>Recall examples of how Monks at Mucknell Abbey and Compassion UK seek to share the world's resources and reflect parts of this Psalm in their work.</p> <p>Watch the environment video on this page: http://request.org.uk/issues/morality-and-ethics/reflections/</p> <p>Ask the children to watch the video and list the ideas the Christians suggest to help people to steward the world's</p>	<p>Psalm 8</p> <p>O LORD, our Lord, your</p>
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			<p>resources.</p> <p>Use the facts from http://request.org.uk/issues/global-issues/poverty-and-wealth/ for a P4C style debate: How should people look after/rule the world?</p> <p>Assessment</p> <p>Design a factsheet for a school/church on how that community can share their resources better and include why they should.</p>	<p>greatness is seen in all the world!</p> <p>Your praise reaches up to the heavens;</p> <p>²it is sung by children and babies.</p> <p>You are safe and secure from all your enemies;</p> <p>you stop anyone who opposes you.</p> <p>³When I look at the sky, which you have made, at the moon and the stars, which you set in their places—</p> <p>⁴what are human beings, that you think of them; mere mortals, that you care for them?</p> <p>⁵Yet you made them inferior only to yourself; you crowned them with glory and honour.</p> <p>⁶You appointed them rulers over everything you made; you placed them over all creation:</p> <p>⁷sheep and cattle, and the wild animals too;</p> <p>⁸the birds and the fish and the creatures in</p>
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				<p>the seas.</p> <p>⁹O LORD, our Lord, your greatness is seen in all the world</p>
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KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>Does science disprove Genesis?</p>	<p>The children will learn:</p> <p>Christians understand that the God made the world.</p> <p>That there are theories of evolution related to the origin of the world.</p> <p>To compare and contrast the different poetic language in the Genesis accounts of creation.</p> <p>Some of the beliefs about the beginning of the world in Christianity.</p>	<p>By the end of this unit:</p> <p><i>Emerging (Some children)</i></p> <p>I can describe some of the main features of ideas related to the creation of the world.</p> <p><i>Expected (All children)</i></p> <p>I can talk about some of the differing ideas Christians have about the origins of the world.</p> <p>I can explain why Christians may have differing ideas about how the origins of the world.</p> <p><i>Exceeding</i></p>	<p>NB Ensure this question is explored after Y6 has completed science lessons on evolution so they have more knowledge and understanding about evolution.</p> <p>Lesson 1 How did the world begin?</p> <p>Ask: How did the world begin? Start a working wall using this question. Display a range of images from creation on the interactive whiteboard. Play a suitable piece of music eg ‘Planets’ by Holst. Ask the class sit quietly and close their eyes to reflect on and to imagine the beginnings of the universe. Play the music and show slides again. Ask: How did the universe begin? Was a creator involved? Share ideas.</p> <p>Recap on using metaphors. Ask the class if they can think of metaphors used in writing eg in poetry. Explain both religion and science try to express their abstract ideas using language to assist them in explaining things.</p> <p>Explore the meaning of some simple Biblical and scientific metaphors :</p> <p>‘I am the bread of Life’ (Jesus)</p> <p>‘Light is a wave’ (science)</p> <p>‘I am the life giving water’ (Jesus)</p>	<p>creation</p> <p>evolution</p> <p>big bang theory</p> <p>origin</p> <p>Resources</p> <p><i>Background Information: adapted from BBC GCSE Bitesize</i></p> <p>Christians interpret the Biblical accounts of creation in various ways. Most believe that God brought the universe into being from nothing; some believe that it was created from matter that already existed.</p> <p>Some Christians take the biblical accounts of creation literally, believing that they describe <i>exactly</i> how the universe and human beings were created.</p>

		<p>(Few children)</p> <p>I can identify some of the questions raised by the ideas and suggest answers.</p> <p>I can begin to compare and contrast different theories related to the beginning of the world.</p>	<p>'Molecules are water droplets, small dots and can float in the air'. (science)</p> <p>'I am the way the truth and the life'.(John 14:6)</p> <p>'The Lord is my shepherd'(Psalm 23)</p> <p>Can they write their own to explain how the world began? eg The world was an exploding dark mass. Write poems about the beginning of the world. Provide some phrases: 'In the beginning'; 'after this'; 'huge explosion; giant waves; 'an invisible force'; 'huge forces'; 'blackness was separated ...'</p> <p>Read a few to the class and explain all views are valid as expressions of how the world may have begun</p> <p>Lesson 2 What do Christians and scientists believe?</p> <p>Ask: What do Christians believe about the beginnings of the universe? Recall anything the class can remember about the Genesis accounts. Revisit briefly if required.</p> <p>Share one Christian view of creation by playing a video of a suitable song: eg 'God of wonders' by Third day or 'Indescribable' by Chris Tomlin.</p> <p>https://www.youtube.com/watch?v=1CBNE25rtnE</p> <p>https://www.youtube.com/watch?v=7-zJHgaova4</p> <p>Share a simple version of the scientific 'big bang theory'.</p> <p>https://www.youtube.com/watch?v=DmUICweDic4</p> <p>Provide a set of cards with differing views about creation on</p>	<p>Other Christians regard these accounts as more like parables or symbolic accounts that tell (in story form) the profound truth that God brought the universe and all that is in it into being, and sustains his creation. These Christians might look to science to help them understand how God did this.</p> <p>cards with different views about creation on them</p> <p>large sheets of card with 3 headings on.</p>
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			<p>them: eg</p> <ol style="list-style-type: none"> 1. 'The world like a giant complicated machine that just started and runs by itself'; 2. 'As more is discovered about the world the more I am sure God made the world;' 3. 'A big bang started the world'; 4. 'The world was created by God the Bible says so; 5. 'A big bang was started by God that started the world'; 6. 'We are all here by chance'. <p>Ask groups of 3-4 children to decide whether scientists or Christians said the above quotations and to can sort them into groups under three headings: 'science'; 'religion' or 'both'. Share ideas with another group and then class feedback.</p> <p>Ask the pairs next to grade the ideas: 'I agree'; 'I disagree'; 'I am not sure'. Next ask: What do you think about the beginning of the world? Did God make it or was it a big bang? Form a human opinion line/line graph using large cut copies of the statements above. Lay them out in class and ask the children to stand next to the one they most agree with. Look at where everyone is standing. Ask: Do you want to change your mind? Move if necessary then vote as a class on your most popular theory.</p> <p>Lesson 3/4 What do others believe?</p> <p>Survey adults in school and ask what they believe about the origin of the universe and why. Collect viewpoints. Invite the</p>	<p>imaginary incident from school playground</p> <p>sentence starters</p>
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local vicar in to share his own ideas. Interview other Christians and collate differing points of view.

(NB For many Christians there isn't a conflict between the religious ideas about creation expressed in Genesis and the findings of science). For a summary of the arguments see:

<http://request.org.uk/?s=creation>

Give the children the following quotations from a scientist who is also a Christian:

Professor John Polkinghorne a scientist and a priest in the Church of England says:

'Genesis is not there to give short, technical answers about how the universe began. It gives us the big answer that things exist because of God's will. One can perfectly well believe in the Big Bang, but believe in it as the will of God the creator.'

Ask: What do you think he means? Do you agree? Discuss the meanings of the above quotation in groups. Record ideas and share with each other. Use Round Robin technique to discuss ideas. Then ask the class to decide if they agree; disagree or they aren't sure.

Lesson 5

How do science and religion explain abstract ideas? Debate

Revisit written poetry from lesson 1 and use of metaphor in science and religion. Ask: Would you change your ideas based on what we have looked at in the last two lessons.

			<p>Ask the class to prepare for a debate based on the question: Does Science disprove Genesis? Split the class into different groups who believe the following:</p> <p>Group 1: Scientists who believe God made the world but there was also a big bang involved. Group 2: Scientists who believe science holds all the answers and there is no creator God behind it all. Group 3: Christians who believe God made the world exactly as the accounts in Genesis literally say word for word. Group 4: Christians who believe God made and sustains the world but Genesis is a literary text not to be taken literally. Group 5: Atheists who believe God doesn't exist and scientific proofs tell people how the world began. Group 6: Scientists who are also agnostics who aren't sure about God but believe scientific proofs show how the world began.</p> <p>Hold a class debate with different groups in the class presenting and justifying differing arguments.</p> <p>End with a class vote on the key question: Does Science disprove Genesis?</p> <p>Assessment</p> <p>Give each child a Venn diagram like the one below. Label the three areas: 'Science'; 'Genesis' and the third one overlapping area with the key question: Does Science disprove Genesis?</p> <p>Ask the class to record the key points studied in each area of the Venn diagram and to decide on their own personal view.</p>	
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Ask class to record their own viewpoints and explanation underneath the diagram.

