



Medium Term Unit Planning

Topic Name:

RE – Christianity - What do Christians learn from the Creation story?

Learning outcome:

To explore Christian concepts of God and creation and to make links between Genesis and these. To recognise the story of the fall and explain why things go wrong in the world. How do Christians act because they believe God is creator? Why Christians may pray to God. To ask questions and suggest answers about what might be important in the creation story for Christians and non-Christians.

Hook: Go outside to take photos of what is wonderful in our world. Looking at the 'Wow' factors in nature.

Topic Showcase (e.g. display, museum, performance, presentation) N/A

Oracy: Class discussions, children to 'stand and deliver' if comfortable doing this.

Key Vocabulary:

Christian / Christianity, Genesis, stewards / caretakers, creator, 'the Fall', prayer, creation, forgiveness.

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.): The Bible

Citizenship/Community Opportunities:

(Focus – change in attitude/increase knowledge and awareness/make a difference)

Experiences/Visits/Visitors



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Main Subjects covered: RE - Christianity

Subject 1:
Threshold concepts

- A. make sense of a range of religious and nonreligious beliefs
- B. understand the impact and significance of religious and nonreligious beliefs
- C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied

Understand beliefs and teachings
This concept involves understanding the key teachings of various religions.

Understand practices and lifestyles
This concept involves understanding the day to day lives and practices of various religions.

Understand how beliefs are conveyed
This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.

Reflect
This concept involves an appreciation of how religion plays an important role in the lives of some people.

Understand values
This concept involves an appreciation of how many people place values as an important aspect of their lives.



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Notes:			
Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. The 'Wow Factor' of creation. To explore the 'Wow factors' of nature and link this to the story of Creation.</p>	<p>Make Sense of Belief: Identify and describe the core beliefs and concepts studied. Make clear links between texts/sources of authority and the key concepts studied.</p> <p>Make connections: Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.</p>	<p>* Place the concepts of God and Creation on a timeline of the Bible's 'big story' * Make clear links between Genesis 1 and what Christians believe about God and Creation. * Ask questions and suggest answers about what might be important in the Creation story for Christians and non-Christians living today.</p>	<p>*As a way in, get pupils outside to experience some of the sights and sounds of nature, focusing on what they find wonderful about the world, identifying 'wow factors' in nature. Take photos for a display and add to it through the unit. * Read the Jewish/Christian creation story, Genesis 1:1–2:3 (using e.g. the International Children's Bible). Count how many times it says the world was 'good' or 'very good'. Talk about why humans are 'good'. Ask pupils to say, write or draw what the story suggests is wonderful about the world.</p>
<p>2. Look after the world! To make links between the Creation story and how God wants people to look after his world.</p>	<p>Understand the impact: Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Raise important questions and suggest answers about how far the beliefs and</p>	<p>* Describe what Christians do because they believe God is creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth in specific ways).</p>	<p>*Think about some 'wow' things people have created, including pupils. Talk about how they have looked after these things and make the connection with Christian beliefs about God wanting humans</p>



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	<p>practices studied might make a difference to how pupils think and live. Give good reasons for the views they have and the connections they make.</p>		<p>to look after the world too. Look at Genesis 1:28–30. *Get pupils to make up some more detailed instructions from God to humans to keep the world 'very good'. • Find some examples of how Christians try to look after the world – to be 'stewards' or 'caretakers'. E.g. Mucknall Abbey, Worcestershire; A Rocha and their 'Eco Church' and 'Living lightly' campaigns. Find out what they think about God and find some evidence that they do these things because they believe in God as Creator.</p>
<p>3. Would you Adam and Eve it? To explore 'the Fall' and how Christians say sorry for their sins.</p>	<p>Make Sense of Belief: Identify and describe the core beliefs and concepts studied. Make clear links between texts/sources of authority and the key concepts studied. Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</p> <p>Understand the impact: Make links between some of the beliefs and practices studied and life in the</p>	<p>* Recognise that the story of 'the fall' in Genesis 3 gives an explanation of why things go wrong in the world. * Describe how and why Christians might pray to God, say sorry and ask for forgiveness.</p>	<p>• See how the story continues: read Genesis 2:15–17 and chapter 3 in a dramatic and engaging way. Hot-seat the characters (get someone to be a spokesperson for God). Explore how this story teaches Christians that Adam and Eve went their own way, against God, and that this messed up everything. Introduce the term 'the Fall', which describes the way Adam and Eve 'fell' from their close relationship with God. Most Christians see this as a picture of</p>



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	<p>world today, expressing some ideas of their own clearly.</p> <p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.</p> <p>Give good reasons for the views they have and the connections they make.</p>		<p>how all people behave: everyone 'sins', they say; and that this is why people are separated from God and do bad things.</p> <ul style="list-style-type: none">• Find out a bit more about how Christians say sorry to God and how Christians say this is needed because people sin and are separated from God, and need to have that separation repaired (see units on Salvation).
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