

# BILSTON CHURCH OF ENGLAND PRIMARY



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
RE UC Concept- Creation /Fall	What do Christians learn from the creation story?	3	Spring 1	6 hours

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activity	Resources
Lesson 1	1 hour	What do Christians learn from the creation story?	<p>You will need a Bible between 2 for this unit.</p> <p>A trip outside to the school playground, local park, forest, beach, and so on. Carry out an activity to help pupils identify 'wow factors' in nature. For example, give each pupil a piece of card shaped as a paint palette with double-sided sticky tape on and ask them to find examples from nature to stick on it. Can they fill it with all the colours of the rainbow or every shade of a particular colour, without destroying any living plants? Or ask pupils to shut their eyes and listen to 'nature's symphony' — can they hear bees, birds, leaves rustling, waves lapping? Recreate as many of these sounds as possible using resources from the surrounding natural environment. Ensure that pupils are helped to focus on what they find wonderful about the world in each activity. In pairs pupils take a digital image of something from nature that they feel has the 'wow factor'. Discuss choices and use images to start a display.</p> <p>My Wow Factors from nature.</p> <p>Draw or write in their books.</p>	.

			Give time for pupils to write or draw what they think is wonderful about the world in light of the initial activity and ideas can be added to the display of photos in a creative manner. Collect pupils' questions as you go through	
Lesson 2	1 hour	What do Christians learn from the creation story?	<p><a href="#">Louis Armstrong - What A Wonderful World (Lyrics) - YouTube</a></p> <p>Close eyes and listen to Louis Armstrong's 'What A Wonderful World', then tell the Jewish and Christian creation story from Genesis 1:1–25 in child-friendly language. You might introduce it using guided visualisation (see Resource Sheet 1).</p> <p>Talk about what this God must be like — recall learning from KSI Unit 1.1 God. If God is Creator, what kind of God must God be? List some ideas. (You might like to use James Weldon Johnson's poem to get pupils to think about what God's perspective might be; see Resources.)</p> <p>Now, reading the text from a Bible, share Genesis 1:26–31, focusing on what it says about humans being made in God's image and being given control over the earth.</p> <p>Look together at a translation of the Bible from the original text (for example, the International Children's Bible; see Resources). Ask pupils to count the number of times that the words 'good' or 'very good' are used to describe how God sees creation. Discuss what parts of God's creation in the story were good/very good (ensure that humans are one feature in the discussion). How good and clever is creation/ the natural world? Add any extra ideas to the list describing what Christians think God must be like from this story.</p> <ul style="list-style-type: none"> <li>• Pupils share a time when they have created something they thought was good or really liked, for example, a story/picture/design/model/poem. How did they care for their own 'very good' creation and how did they want others to treat it? Talk about how people look after the 'wow' objects humans created. Explain how many Christians believe that God</li> </ul>	

			<p>cares for his own creation, including humans. Ask pupils to write instructions God might give to humans to make sure the world stays 'very good'; for example, how to look after animals.</p> <ul style="list-style-type: none"> <li>• Talk about the key question: what do they think Christians learn from this story?</li> </ul> <p>Put printed copy of text in children's books. Children write a response to question</p> <p>What do Christians learn about God in the Creation story?</p>	
Lesson 3	1 hour	What do Christians learn from the creation story?	<p>. Give pupils a model kit, with no instructions, and ask them to make the model. What problems do they encounter? Discuss how much better it would be to have some instructions from the maker/designer or even better, have the designer with them! Make a link between this and the way Christians view the Bible — the Maker's Manual which is inspired by God to give his people a way of understanding life and how to live it.</p> <ul style="list-style-type: none"> <li>• Ask pupils: what instructions does God give to humans for treating the Earth as God's good creation? Read Genesis 1:28–30. Ask pupils what they think it means. Use Resource Sheet 2 which offers some possibilities. Ask them to decide which are the most likely and the least likely meanings.</li> </ul>	
Lesson 4	1 hour	What do Christians learn from the creation story?	<ul style="list-style-type: none"> <li>• Set up a maze in the classroom. Blindfold a pupil — ask him/her to make their way through the maze. How does she/he feel? Then give the pupil a guide to help and lead. How does she/he feel now? Did the pupil feel happier with or without the guide? Draw comparison between this and how Christians let their Creator be their guide through life; they do</li> </ul>	

			<p>best when they listen to God. Ask pupils to recall how the Bible helps Christians. (It guides them through life, helping them to understand life and how to live it.)</p> <p>Show a picture of an overgrown garden. What would someone need to do to look after it? Christians believe that God ultimately owns everything that is just put into human hands to be looked after. Humans are 'stewards' or perhaps 'caretakers' of the world for God. Look at some case studies of how some Christians try to look after God's world (see Resource Sheet 3):</p> <p>What instructions would God give the gardener ?</p> <p>Share video about Forest Churches.</p> <p><a href="http://Forest Church: connecting with God out in nature – Diocese of Gloucester (anglican.org)"><u>Forest Church: connecting with God out in nature – Diocese of Gloucester (anglican.org)</u></a></p>	
Lesson 5	1 hour	What do Christians learn from the creation story?	<p>Present pupils with three, six or nine (depending on ability) areas that people could learn about from the Christian creation story.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Humans</li> <li>• God</li> <li>• Animals</li> <li>• Nature</li> <li>• God designed the world</li> <li>• The world is 'very good'</li> <li>• God created the world from nothing</li> <li>• Humans are responsible for the earth</li> <li>• The world is amazing.</li> </ul>	

			<p>In groups, discuss what pupils think can be learned about each area from the creation story. Ask them to decide which are the most important two for Christians, and why — allow a range of views.</p> <ul style="list-style-type: none"> <li>• Remind pupils that not everyone is Christian or believes the world was created by God. Ask pupils to think of other reasons why nature and humans are important, and why we should look after the world and each other.</li> <li>• Pupils to decide upon one thing that everyone in the class can try to do over the next week to make the world 'very good' (whether or not they believe in God).</li> </ul> <p>Children complete a leaf making a pledge to look after the environment and our earth as God intended</p> <p>Example I will recycle more plastic because/so that</p> <p>.</p>	
Lesson 6	1 hour	<p>What do Christians learn from the creation story?</p>	<p>Leaving a covered bowl in the classroom with a sign saying 'Do not touch'. This bowl could be full of chocolates to tempt pupils into taking one. It could also be full to the brim with feathers — when the cover is taken off, the feathers can go flying, the mess becoming worse with efforts to clear up, so perpetrators may find themselves caught redhanded! Discuss what temptation is and whether any of the class were tempted to look in the bowl. Look together at images where people might be tempted to do something (for example, take sweets from a shop or drop litter), ask pupils to identify who is being tempted and by what.</p> <p>Recap learning about creation. Use a timeline of the Bible (use the Frieze, for example) and get pupils to place Creation and God at the start of the 'Big Story' of the Bible. At this point in the story, everything was very good indeed. What do they think happens next? Look at how Creation moves into the Fall on the frieze, to help pupils articulate their ideas beyond initial ones.</p> <ul style="list-style-type: none"> <li>• Share the story of Adam</li> </ul>	

and Eve (Genesis 2:15–17 and Genesis 3) with pupils in a dramatic and engaging way. Ensure that the tree, God’s command, Adam, Eve, the serpent, eating of the fruit, hiding from God and the punishment are all included. Talk about pupils’ ideas and responses to the story. If there is a ‘hidden meaning’ or a message in the story, what would it be? Tell them they are going to explore what Christians think about the meaning of the story. • Ask pupils to work out where in the story Adam and Eve are tempted, are disobedient, pass the blame, and even try to hide from God. Link this to pupils’ own experiences of being tempted and disobedient (this would be a good point to remind them of the activity involving the bowl of feathers/chocolates). Make the point that Adam and Eve went further than just being tempted — they gave in to temptation!

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Make a note of the best questions.

- Think, pair, share/wheels within wheels discussion: What do you think about Adam and Eve’s behaviour? Was it wrong?

See if pupils can offer some different ideas: get them to start sentences with ‘on the one hand ... on the other hand...’. Pupils may be fairly

			<p>judgemental that Adam and Eve did something they had been told not to do, and blamed each other</p> <p>. If they seem judgemental, inquire whether or not they know of anyone who has ever acted disobediently, or blamed another person — the likelihood is that most of the class will know of people who have acted in these ways.</p> <p>Photo evidence and simple write up.</p>	
Lesson 7	1 hour	<p>What do Christians learn from the creation story?</p>	<p>Explain that the part of the story where Adam and Eve eat the fruit is known as 'the Fall' and is important for much Christian belief. By being disobedient, Adam and Eve 'fell' from being close to God. This also damaged the relationship between people and God, people and each other, and people and the natural world. Do pupils now have any more comments to make about the Fall on the frieze of the 'Big Story' timeline?</p> <ul style="list-style-type: none"> <li>• To see how well pupils understand the story, you might ask them to work in pairs or groups to produce the front page for the Eden Times newspaper. They should choose a suitable picture and headline, say what happened, and include a quotation from God, Adam, Eve and the snake. Good answers will explain the idea of 'the Fall' — that this spoiled the friendship between humans and God and that humans cannot get close to God again without God's help. Remind pupils of the unit's key question — what do Christians learn from the creation story?</li> </ul> <p>Refer back to original question</p> <p>What do Christians learn from the creation story?</p>	