



Kindness

Positivity

Respect

<u>RE MEDIUM TERM PLANNING</u>		
Year Group: 3	TERM: Summer 1	Theme: L2.1 What do Christians learn from the Creation story?
SACRE:		
<p>Context: (why is this unit being taught?) This unit focuses on the stories of Creation and the Fall as two parts of the ‘Big Story’ of the Bible. Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God’s world. They move on to think about the story of Adam and Eve and how the Fall fits into the ‘Big Story’ of the Bible.</p>	<p>Concepts: What do Christians learn from the creation story? CREATION/FALL Christianity This unit focuses on the stories of Creation and the Fall as two parts of the ‘Big Story’ of the Bible. Pupils build on work done in KS1 on creation and explore key messages within it for many Christians. Units 1, 7, and 12 where pupils explore Christian beliefs about creation. Unit 34 develops understanding of Christian beliefs about creation linked to the fall in Genesis.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Steward • Interpret • Genesis • Fall • Temptation • Creation • Catholic • Big Story • Responsibility • Sin

<p>Prior Knowledge: (What specifically have pupils learned that is relevant to this unit that they are building upon?)</p>	<p>Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?)</p>		
<p>End points /by the end of this unit pupils will... (NB Crucial/sticky knowledge is highlighted): To know where the Creation story belongs in the Bible. To understand the order of the 'Big Story' from the Bible. To know the main events of the Creation story. To understand the kind of world that Christians believe in. To know that some Christians believe the story of Genesis instructs them to look after the world. To understand what Christians mean by temptation.</p>			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1</p> <p>To know where the Creation story belongs in the Bible.</p> <p>To understand the order of the 'Big Story' from the Bible.</p>	<p>Enquiry: Where does Creation belong in the 'Big Story' of the Bible?</p> <p>STEP 1: Introduce the key question for the unit: What do Christians learn from the Creation Story? Recap what pupils know and remember of the story.</p> <p>STEP 2: Show the 'Big Story' timeline to pupils. Ask them where they think Creation might be. Discuss fact that it is right near the start as it is extremely near the beginning of the 'Big Story.' Explain that for Christians within the Big Story of the Bible, the only thing before creation is God, and God created the world. STEP 3: Ask pupils to mention any other stories/events they know from the Bible (list these and save the list for later in the unit). Explain that although the Bible has lots of little stories within it, for many Christians, there is one overall story of the Bible, going all the way from the start of Genesis (the first book of the Bible) – this is known as the 'Big Story' of the Bible and all the little stories from</p>	<p>What is the Big Story of the bible?</p> <p>Where does the Creation story come in the bible?</p>	<p>PowerPoint lesson 1</p> <p>Large copies of Genesis 1- Genesis 2: 3 from Bible Gateway website.</p> <p>Large sheets of newsprint</p> <p>Coloured pens</p> <p>Cloud shapes to write on.</p>

	<p>the Bible fit somewhere into this Big Story. Give pupils 5 titles 'God', 'Creation', 'Incarnation', 'Gospel', 'Salvation'. Discuss the meaning of each for a Christian. Pupils should put them in the order that many Christians see them happening in the Bible – the order of the 'Big Story' (finished order: God, Creation, Incarnation, Gospel, Salvation). Explain that there are more than 5 parts to the 'Big Story', but that we are starting with these 5.</p> <p>STEP 4: Once finished, look back at the Bible timeline from STEP 2 – pupils should see if they can locate 'God', 'Creation', 'Incarnation', 'Gospel', and 'Salvation' on it. Discuss how God is sometimes left off timelines such as this – not because Christians do not believe in God, but because many Christians see God as existing before the creation story in the Bible and being present through all the other parts of the 'Big Story.' As many Christians see that God is always everywhere and within the story, there is often no separate section for God on timelines.</p> <p>STEP 5: Have the first Creation story from Genesis in the centre of a large piece of paper (it may be best to have 1 per group). Ask: Do you know where this is found in the Bible? Explain that it is found in the very first chapter – Genesis 1.</p> <p>In small groups, annotate around the outside with anything they can see is created by God in the story (e.g day, birds etc). Save these sheets for the next lesson. Use the words in pupils' annotations to start a whole class Creation Word Cloud (pupils might like to write 1 word each onto the cloud), ready to use at the start of the next lesson.</p>		
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<p>2</p> <p>To know the main events of the Creation story.</p> <p>To understand the kind of world that Christians believe in.</p>	<p>Enquiry: What kind of world do Christians believe in? What do we mean by good?</p> <p>STEP 1: Recap the learning from last lesson. First see how quickly pupils can order the 5 words describing elements of the 'Big Story' of the Bible. Then check whether pupils can tell the 'Big Story' by asking them to give a sentence or so for each of the words in order. Remind them that all the little stories in the Bible fit somewhere into the 'Big Story.' Look together at the word cloud created last week. Pick out some of the words and ask pupils to remind you where they are from, how they link to the creation story at the start of the Bible etc. STEP 2: Use the annotated sheets from last time. Explain that this time pupils are not going to look for things God created, but for other key elements of the story. Ask pupils to read the story very slowly. In small groups, pupils should discuss what they think the 'key words' from the story might be (a useful hint might be that these words are each repeated a few times and are important to the plot – but they cannot be things that God creates). Once pupils think they have found a key word, they should highlight it wherever it appears in the text. Examples that pupils might find are God, said, day, evening, morning, good, created. With</p>	<p>What are the common words repeated in the story of creation?</p> <p>What do we mean by good?</p>	<p>PowerPoint lesson 2</p> <p>Annotations from last week.</p>

	<p>pupils, discuss the words found and why pupils think they might be important. Add these words to the class's word cloud. Some classes will benefit from having these words listed on the board and an appropriate action/sound ascribed to each – the teacher can then read the story with pupils performing the actions and sounds on the key words. STEP 3: Focus on the use of the word 'good' in the story. Ask pupils to list what parts of God's creation are noted as 'good' or 'very good' in the Biblical story. STEP 4: Put pupils in pairs and give them 30 seconds to confer about their answers to each of these questions: What do we mean by 'good'? Is 'good' to do with behaviour? What is a 'good' car or a 'good' phone? Birds eat worms, can birds be 'good'? Show a picture of leaves in Autumn and ask the question 'things die – does that mean the world isn't 'good'?' Pupils should draw on their short discussions to contribute to a whole class discussion based on the initial question of 'what do we mean by 'good'?'</p>		
<p>3</p> <p>To know that some Christians believe the story of Genesis instructs them to look after the world.</p>	<p>Enquiry: How have Christians interpreted looking after the world?</p> <p>STEP 1: Go back to the key words from STEP 2 last time. Discuss why each is important to the story. Repeat the sound/action activity from STEP 2 of lesson 2 or introduce it here as a way of revising the story.</p> <p>STEP 2: Ask pupils: Who owns the world? What might some Christians say? What might other people say? Explain that pupils are going to function as theologians and try to interpret Biblical text (if necessary, recap what 'interpret' means). Give pupils a different translation of Genesis 1:26-28 (e.g International</p>		<p>PowerPoint lesson 3</p> <p>Copy of Genesis 1:26-28 https://www.biblegateway.com/passage/?search=Genesis+1%3A26-28+&version=ICB.</p> <p>Resource sheet 2</p>

	<p>Children's Bible https://www.biblegateway.com/passage/?search=Genesis+1%3A26-28+&version=ICB). Note any difficult language used and ask pupils to work to summarise the meaning of Genesis 1:26-28. Ask: What do you think many Christians would say these instructions mean? (Optional task – could go straight onto Task 3). What do they show many Christians about how they should treat God's creation? Make the connection with Christian beliefs about God wanting humans to look after the world. Explain that plenty of Christians see the world as God's and feel that people should be like stewards or caretakers, looking after God's good earth. STEP 3: Use Understanding Christianity 2A.1 resource sheet 2 (saved in lesson 3 folder). Pupils should order the meanings of Genesis 1:26-28 from most to least likely. Ask them to justify their choices.</p>		
<p>4</p> <p>To know that some Christians believe the story of Genesis instructs them to look after the world.</p>	<p>Enquiry: How do different Christians think about and look after the environment? STEP 1: Recap: Ask pupils to order the 5 parts of the 'Big Story' they know about so far. Give them smaller stories from the Bible e.g Jesus is born, Jesus teaches the story of the Lost Son, God creates the world. Pupils should match each with the part of the 'Big Story' it corresponds to. STEP 2: Remind pupils that there are many denominations of Christianity (and that most religious worldviews have internal differences). Explain that the leader of the Catholic Church is the Pope, and that Pope Francis wrote a letter about the environment. In it, some of his main points were:</p>		<p>PowerPoint lesson 4</p> <p>Resource sheet 3</p>

	<p>-Humans should have good relationships with God, other humans, and the earth. These good relationships have been broken because of sin.</p> <p>-Some Christians have interpreted Genesis 1:26-28 wrongly, giving humans too much bad power over the environment. So now people's relationship with the environment is not good.</p> <p>Watch a film to find out more about what Pope Francis says in the letter*.</p> <p>https://www.youtube.com/watch?v=KOgF2Kgel6k</p> <p>Ask pupils to take notes on the main points and report back. STEP 3: Use the case studies from Understanding Christianity 2A.1 resource sheet 3 (see resources in lesson 4 folder) to help pupils find out about how some Christians try to function as stewards or caretakers of the world. Discuss with pupils what they can find in the case studies about what the Christians focused upon think about God and how their actions link to belief in God as creator. STEP 4: Pupils should reflect upon the examples seen of how Christians might look after the world in lesson 3 and lesson 4 STEPS 2 and 3, alongside using their own ideas. Write some more detailed instructions than those given in Genesis 1:26-28 that Christians might like to follow to keep the world 'very good'.</p>		
<p>5</p> <p>To understand what Christians mean by temptation.</p>	<p>Enquiry: What do Christians mean by 'The Fall'?</p> <p>BEFORE LESSON: Leave a covered bowl in the classroom with a sign saying, 'do not look inside.'</p> <p>Leave this bowl in the classroom for a day or so before the lesson.</p>		<p>PowerPoint lesson 5</p>

	<p>STEP 1: Recap learning so far using the sticky knowledge slides. Focus on how and why many Christians think it is important to care for the world, key features of the creation story and the Big Story of the Bible. STEP 2: Display the 5 parts of the 'Big Story' of the Bible that pupils already know in order. Add 'The Fall' and 'People of God' between 'Creation' and 'Incarnation.' STEP 3: Ask if anybody had wanted to look inside the bowl...had anybody gone as far as to look? Ask pupils how it felt when they wanted to look inside but knew they must not. Explain that the feeling of wanting/having to do something you should avoid is the feeling of being tempted. Share the story of the Fall with pupils, asking them to watch out for when Adam and Eve were tempted and gave in to the feelings of temptation. STEP 4: Explain that the part of the story where Adam and Eve eat the fruit is a part of the 'Big Story' and is known as 'The Fall'. This is because Adam and Eve sinned by doing something they knew God did not want them to do and they 'fell' from being close to God. Not only was their relationship with God damaged, but also their relationships with other people and the earth. STEP 5: Optional task Pupils should produce a newspaper article for The Eden Times about The Fall (some may work in groups/pairs for this). The best articles will include both the story of Adam and Eve and what this means for humans' relationships with God, each other, and the natural world. Pupils might like to consider adding a great headline, artwork, and quotes from key characters in the story. STEP 6: Look at the 7 parts of the 'Big Story' from STEP 2 in order. Ask pupils where the story of Adam and Eve comes.</p>		
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	Explain that People of God come between this and incarnation. So, stories that pupils know such as Noah and Moses would fit into People of God.		
6 Assessment	<p>Enquiry: What do many Christians learn from the stories of Creation and the Fall?</p> <p>STEP 1: Look at the list of Bible stories produced in Lesson 1 STEP 3 and the 7 parts of the 'Big Story' in order from last lesson. Ask pupils if they can identify which part of the 'Big Story' each of the stories on their list fit into. STEP 2: Work together through the other sticky knowledge slides. Pupils should complete the sticky knowledge assessments individually.</p> <p>STEP 3: Display the question 'What do many Christians learn from the stories of Creation and the Fall?' Give pupils the opportunity to reflect on their learning in this unit and answer it as fully as possible. Answers could be given in writing or verbally.</p>		PowerPoint lesson 6. Assessment sheet in folder