

Thorpepark Academy
Religion, Belief and Values



Year Group: 1 Term: Summer 1	Unit 1.3 Theme: What a wonderful World Concept: creation, God, sacred, peace	Religion: Christianity, Judaism, Islam Worldview: Humanism, personal views
---	---	---

Key Question: Why is the world special?

About this unit:

This unit builds on children's previous learning around 'special' places in EYFS and provides opportunities for learning outside the classroom. Explore and appreciate the natural world; listen to Jewish/Christian and other worldviews about how the world came into being; discuss traditional and contemporary creation stories and consider ways in which we can all help care for the world.

By the end of the unit, pupils will know that a most religious traditions believe that God made the world and so it is precious, they also believe that the world was created and given to humans to care for. They will be able to explain in simple terms what happened in a creation account and use and show understanding of relevant vocabulary.

Links to British Values

Democracy ✓	Rule of Law ✓	Individual Liberty ✓	Mutual Respect ✓	Tolerance of people of different faiths and beliefs ✓
-----------------------	-------------------------	--------------------------------	----------------------------	---

Links to SMSC

S ✓	M ✓	S ✓	C ✓
---------------	---------------	---------------	---------------

Hull and East Riding Agreed Syllabus

Related end of Key Stage 1 expectations pupils should be able to...

Exploring	Learning outcomes by the end
Why are creation stories important to faith members?	Recall some creation stories from different traditions identify similarities and differences between creation stories talk about the meaning of two different creation stories
How do different faiths say the world should be cared for?	Say why the world is a special place for faith members talk about ways that everyone can play their part in caring for the world

Skills

Philosophy

Recall
Talk about
Notice

Prior learning	Future learning
FS – learning about special places	Year 2 Summer term - Big Questions Year 3 Summer term - Sacred places Year 4 Summer term - Our World Year 5 Summer term – Why pilgrimage

Sticky Knowledge:**Key vocabulary**

I can talk about natural features of the world which are special to me.

Precious means something is greatly loved.

I can create something and talk about why it is important for the world.

Sacred stories come from a range of holy books. A Christian holy book is called the bible. The holy book in Islam is called the Qu'ran. The Jewish holy book is the Torah.

Christians believe that God created the world in 6 days and on the 7th day he rested.

In Islam, Muslims believe that Allah created the world by saying the word, "Be"

Humanists believe the world is a natural place and science gives us the best way to understand it. They do not believe in a God.

Christian, Jewish and Muslim all believe that a God (God/Allah) created the world. Humanists do not. They believe it was created through a big bang.

Christians and Jews believe that God created the world and Muslims believe Allah created the world therefore we should all look after the world.

I know that if we all do our small part; the world will be a better place.

environment, climate, world, universe, precious, care, stewardship, creation, world, Earth, holy books, bible, Qu'ran, Torah, Christianity, Christians, Islam, Muslims, Judaism, Jews

Resources:

See within lesson planning

LO**Lesson outline****Lesson 1**

Ask questions

LO: To explore what makes our world special

Sticky Knowledge: I can talk about natural features of the world which are special to me.

Skill: Talk about

Mini Question: Why is the world special?

Recap:

Drawing on children's prior knowledge, recall previous learning about special places.

Lesson Outline:

List reasons why children think the world is special.

Activities:

Explore a natural area, park, nature reserve or school field. Let children find things they think are wonderful; take photos to display in the classroom or in RBV floor books; encourage children to give reasons for their choices.

In classroom provide children images of images from around the world e.g., natural wonders of the world to add to discussion on what makes the world special.

Finishing Thinker: How was the world made?

Lesson 2

Ask questions

LO: To understand how our Earth is precious

Sticky Knowledge: Precious means something is greatly loved.

Skill: Talk about

Mini Question: How is the Earth precious?

Recap:

Tell your partner one natural feature of the world that is special to you and why.

Lesson Outline:

Listen to Louis Armstrong's 'What a wonderful world.'

<https://www.youtube.com/watch?v=A3yCcXgbKrE>

		<p>Discuss:</p> <p>How is the Earth precious?</p> <p>What is wonderful about it?</p> <p>Where did it come from?</p> <p>How do people treat precious things differently?</p> <p>Activities:</p> <p>Make a display in RBV floor book or an Our Wonderful World display to illustrate Louis Armstrong's song. Say how and why the Earth is wonderful. (If you create a display, please remember to photograph for Twitter/RBV floor books.)</p> <p>Give time for children to respond in a creative way to what they think is wonderful about the world; encourage them to ask questions, discuss and record these in RBV floor books.</p> <p>Challenge: How do you think the world was made?</p>
<p>Lesson 3</p> <p>Ask questions</p>	<p>LO: To understand about creation</p> <p>Sticky knowledge:</p> <p>I can create something and talk about why it is important for the world.</p> <p>Skill: Talk about</p>	<p>Mini Question: <i>What is creation?</i></p> <p>Recap: What is precious about the Earth?/ What is wonderful about the world?</p> <p>Lesson outline:</p> <p>Listen to/watch a piece of creation music; what feelings does it provoke? https://www.youtube.com/watch?app=desktop&v=nxdv2hxg1HQ</p> <p>Activity:</p> <p>If children were given the power to create something, what would it be? Children to discuss, draw and write about their creation.</p> <p>Challenge: Why is your creation important for the world?</p>
<p>Lesson 4</p> <p>Investigate and dig deeper</p>	<p>LO: To know where sacred stories come from.</p> <p>Sticky Knowledge: Sacred stories come from a range of holy books. A Christian holy book is called the bible. The holy book in Islam is called the Qu'ran. The Jewish holy book is the Torah.</p> <p>Skill: Notice</p>	<p>Mini Question: <i>Where do sacred stories come from?</i></p> <p>Recap: Tell your partner about what you created last week and why you chose it. Share some responses.</p> <p>Lesson Outline:</p> <p>Have ready a selection of holy books, such as The Bible, The Qur'an, The Torah, The Vedas ... or photographs of these.</p> <p>Explain that 'sacred' is a religious kind of 'special.' Tell them that holy books often have great stories in them – they are not just story books, but lots more as well.</p> <p>Ask children if they know any sacred stories, perhaps from the bible? Explain that even if children aren't aware, they probably have heard or recognise some stories from holy books.</p> <p>Share some simple sacred stories. E.g.</p> <p>Christian Good Samaritan story</p> <p>Parable of the Good Samaritan (animation) - KS1 Religious Education - BBC Bitesize</p> <p>Islam The Prophet and the Ants and the crying camel.</p> <p>Religious Studies KS1: The Islamic Story of The Prophet and the Ants and 'The Crying Camel' - BBC Teach</p> <p>Jewish</p>

		<p>Religious Studies KS1: The Jewish Story of Moses - BBC Teach</p> <p>Ensure children can name the sacred text that each story has come from.</p> <p>Activity:</p> <p>As a class or in groups, children to complete sorting activity to match holy book to religion and the holy story.</p> <p>Challenge: What is the same in some of these stories? What is different?</p>
<p>Lesson 5</p> <p>Investigate and dig deeper</p>	<p>LO: To know what Christians believe about creation</p> <p>Sticky Knowledge: Christians believe that God created the world in 6 days and on the 7th day he rested.</p> <p>Skill: Notice and recall</p>	<p>Mini Question: What do Christians believe about God and creation?</p> <p>Recap: What is the name of the Muslim holy book? What is the name of the Jewish holy book? What is the name of the Christian holy book?</p> <p>Lesson Outline:</p> <p>Watch a video clip about God and creation. https://www.youtube.com/watch?v=jB_Nbwc0LVo</p> <p>Or</p> <p>https://www.youtube.com/watch?v=gy1Vvnn8BY</p> <p>Teacher tells the story using Godly play. Follow script/resources/etc on following link: http://www.amvsomerset.org.uk/wp-content/uploads/2016/09/KS1-Unit-4-Lesson-5-Creation-Godly-Play.pdf</p> <p>Discuss with the children that the religion of Judaism believes in the same creation story.</p> <p>Activity:</p> <p>Children sequence then retell the creation story using.</p> <p>Finishing Thinker: What do Christians learn about God from this story?</p>
<p>Lesson 6</p> <p>Investigate and dig deeper</p>	<p>LO: To know what Muslims believe about creation</p> <p>Sticky knowledge: In Islam, Muslims believe that Allah created the world by saying the word, "Be"</p> <p>Skill: Notice and recall</p>	<p>Mini Question: What do Muslims believe about how the world was created?</p> <p>Lesson outline:</p> <p>Explain that other religions have their own creation stories. Explain that followers of the religion Islam are called Muslims. Share the Islamic creation story: https://www.youtube.com/watch?v=EP17iaAfQlg</p> <p>What do these stories teach their followers?</p> <p>Encourage children to ask questions about this version. How is it the same/different to the Christian/Jewish versions?</p> <p>Activity:</p> <p>Children sequence and then retell this creation story.</p> <p>Challenge: How is this creation story the same/different to the Christian creation story?</p> <p>Ask the children to think about and discuss what they believe happened in Earth's creation. Listen to suggestions and elicit that there are always going to be people with different opinions and beliefs, and we need to respect these – not everybody thinks the same and that is fine.</p>
<p>Lesson 7</p>	<p>LO: To know what people with a non-religious world</p>	<p>Mini Question: What is the Big-Bang theory?</p>

<p>Investigate and dig deeper</p>	<p>view believe about how the world began</p> <p>Sticky Knowledge: Humanists believe the world is a natural place and science gives us the best way to understand it. They do not believe in a God.</p> <p>Skill: Notice</p>	<p>Recap: How do Christians/Jews believe the world was created? How do Muslims believe the world was created?</p> <p>Discuss similarities/differences - how they all believe that a God (God or Allah) created the world but they differ in the time and order of events. They all believe that humans need to look after the world.</p> <p>Lesson Outline:</p> <p>Explain to the children that some people do not believe in a religion and they do not believe that a God created the world. Humanists for example believe that the world was created by an incredible scientific event known as the big bang theory.</p> <p>Lesson 6 on this ppt is a good resource to share with the children: https://www.tes.com/teaching-resource/ks1-creation-stories-6321881</p> <p>Discuss the events of the big bang and how this differs to other religious views.</p> <p>Activity:</p> <p>Children create a comic strip to retell the events or sequence events (See Twinkl for some resources.)</p> <p>Challenge: What is different about the Humanist creation story?</p>
<p>Lesson 8</p> <p>Analyze and interpret</p>	<p>LO: To compare the Christian creation story and a non-religious worldview</p> <p>Sticky Knowledge: Christian, Jewish and Muslim all believe that a God (God/Allah) created the world. Humanists do not. They believe it was created through a big bang.</p> <p>Skill: Recall</p>	<p>Mini Question: What are the similarities and difference between the Christian creation story and a non-religious worldview?</p> <p>Recap: <i>Watch creation story videos from previous weeks to recap if necessary.</i></p> <p>Lesson Outline:</p> <p>Discuss similarities and differences between the three creation stories.</p> <p>Remind the children that there are always going to be people with different opinions and beliefs, and we need to respect these – not everybody thinks the same and that is fine.</p> <p>Activity:</p> <p>Children as a class or in groups, create a Venn diagram or compare in some other way the Christian, Muslim and Humanist creation stories. Children given statements and they sort into the correct place. Add to RBV floor book.</p> <p>Challenge: Is one creation story more important than any other? Why/why not?</p>
<p>Lesson 9</p> <p>Evaluate and review</p>	<p>LO: To understand what stewardship is and why it is important</p> <p>Sticky Knowledge: Christians believe that God created the world and Muslims believe Allah created the world therefore we should all look after the world.</p> <p>Skill: Talk about</p>	<p>Mini Question: Why should we look after the world?</p> <p>Recap: Tell your partner one similarity and one difference between Christian and Muslim creation stories.</p> <p>Lesson Outline:</p> <p>Introduce the concept of 'Stewardship' – that we were created with the specific role of looking after the world in which we live.</p> <p>Have we been looking after the world?</p> <p>Is there evidence that there are organisations, some maybe religious, that are trying to look after the world?</p> <p>Share ideas together (harvest, fair trade projects, Christian Aid, Comic Relief, Oxfam, Greenpeace, WWF etc.)</p>

		<p>Mention how all religions support aid work – e.g., Hindus support Red Cross, Muslim’s support Islamic Relief, Buddhists’ support Karuna Trust etc.</p> <p>Discuss what we can learn from these religions- how to make the world better, to look after the world. What can we do? Discuss suggestions.</p> <p>Activity:</p> <p>Children create their own ‘Caring for our school environment’ poster educating others and highlighting our responsibilities in the world. Encourage the children to think of practical things that they can do as they will be using some of these to undertake next week., e.g. picking up litter, tidying/planting the flowerbeds, etc.</p> <p>Challenge: Why should Christians look after the world?</p>
<p>Lesson 10 Reflect and respond</p>	<p>LO: I understand how and why we care for the world</p> <p>Sticky knowledge: I know that if we all do our small part; the world will be a better place.</p> <p>Skill: Talk about</p>	<p>Mini Question: What different ways can everyone play their part in caring for the world?</p> <p>Recap: Why do Muslims, Christians and Jews look after the world? (They believe Allah/God created and so they as believers should respect this and look after it.)</p> <p>Lesson Outline:</p> <p>Explain to the children that today they are going to put some of their ideas into action.</p> <p>Children to go outside and help improve our school environment. E.g. planting flowers, picking up litter, etc. Take photos and post on twitter/photographs in RBV floor book.</p> <p>Challenge: Why is it important that we all do our part to look after this wonderful world? How did it make you feel doing...?</p>