ST LAWRENCE C.E. PRIMARY SCHOOL RE LEARNING JOURNEY

UNIT: Creation TERM: Spring 1 YEAR GROUP: 6 CONCEPT: Legacy

I WONDER QUESTION			
END OF UNIT OUTCOME	**I wonder if the Christian view of creation and scientific theories are conflicting or complimentary?**		
OBJECTIVES	Identify what type of text some Christians say Genesis 1 is, and its purpose. Show understanding of why some Christians find science and faith compatible. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account		
CONCEPT: Legacy	What is the legacy that each story has left on the planet today?		
LESSON 1 QUESTION	**Creation and Science: conflicting or complementary?**		
KEY KNOWLEDGE	There are differences among Christians about how to read the story of creation. One view is that it is a historical account, true in all literal detail. People with this view believe that scientific explanations must be wrong, and the universe is actually only around 10,000 years old Another view is that it is that it connects without history but not literally. The story could be stretched so it fits better with science. For example a 'day' might represent a much longer period of time instead. Other Christians believe that the story speaks about the truths of 'humanity' -how it has been created and dependent, as imperfect but full of potential and an ongoing relationship with God. They recognise that it is a poetic story and think more about how they feel about God and creation and how they should respond to God.		
RICH TASK	**KO Exploration - Key vocabulary needed for this topic – go through and discuss** Recap on the big story and unpick the things they remember about the story from the frieze panel – annotate together and compare ideas/ things that they have noticed. Groups to sort the core concepts along the frieze. Discuss how Christians interpret the story of creation differently and how. What do they think about these different interpretations and why? Listen to some collective worship songs and discuss how God and creation is described. *Children to write their own lyrics to a new song* using some of these words.		
SUPPORT AND CHALLENGE	Support – Provide pre-selected vocabulary and phrases for use in song lyrics and annotate the frieze together as a class to support Challenge - Explain how a lyric they have used might show a belief about God		
KEY VOCABULARY	Creation Genesis Creator God Dependent Poetic Literal Historical Universe Period of time	**RESOURCES**	Frieze panels Concept cards Creation story from the Bible

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<table>
<tr><td>LESSON 2 QUESTION</td><td colspan="3">How is the creation story told from a religious perspective?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Some people see the creation story as poetic, requiring different methods of interpretation. Some see it as communicating a message about the nature of God the Creator rather than the mechanism of creation. They see it as a picture of a glorious Creator and wonderful creation, perhaps written partly to persuade other ancient nations to abandon their beliefs in many gods, but now seen as something to inspire worship and awe at God and the place of humanity within creation.

Evidence of a poetic structure includes the repeated use of phrases (‘And God said… It was good…’) and words (God, Earth, good and so on); balance (for example, how days 1–3 give the world form, and days 4–6 fill the spaces made in days 1–3). This kind of poetic structure offers a reason for there being days and plants (day 3) occurring before the sun (day 4).</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval Task – How is God and creation described in religious songs?
KO Exploration - Religious perspective of how the whole was made
Read Genesis 1:1–2:3 using an appropriate translation. Choose some suitable music to accompany this, and get pupils to draw the events as they occur, or just the impression they gain from the text, to help them listen carefully. Talk to the children about the atmosphere that is created with the music playing and what feelings could also be linked.

Ask pupils to sum up the key message of the text. What does this story mean?
How does it make them feel? Were there any surprising, interesting or puzzling moments?

This is set out as a poem. Are there any clues in the text that this is a poem? Are there repeated phrases? What do they suggest is important? Make the point that people (including Christians) disagree about the genre and purpose of Genesis, and that their views have implications for addressing the unit’s key question. Children to work in table groups to re-write a section of the poem each in their own way. Can this then be put together altogether to create a new version of the story as a class

In groups can they list some questions that could be asked about the creation story from a scientific perspective? Pupils to think about Resource sheet 3 – ways of understanding Genesis and think about what ‘Dan and Anna’ might be thinking.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support – Sentence starters for rewriting (e.g. “And God created…”), WT to draw instead of write part of their poem, mixed ability groupings
Challenge -Pupils to deliberately mirror the structure of Genesis in their rewrite</td></tr>
<tr><td>KEY VOCABULARY</td><td>Brooded prosper reproduce Abyss swarm species Varieties generate Pooled in our image Fruit-bearing godlike Separate holy Mark Charge of day Oversee heavenly</td><td>RESOURCES</td><td>Creation resource sheet 1 Genesis
Peaceful moments of collective worship music
Resource sheet 3</td></tr>
</table>

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LESSON 3 QUESTION	**What is the scientific account of cosmology?**		
KEY KNOWLEDGE	Cosmology studies how the history of the universe led to the stars, galaxies, and other features we can observe today. Cosmology is the study of the origin, development, structure, history, and future of the entire universe. It is believed by most astronomers that the universe started as an extremely hot, dense, bubble-like space. It consisted of light and energy, too small to be seen by the human eye – not that we existed back then. The heat and pressure from all of these particles squeezing against each other resulted in the Big Bang. Humanist View of Creation - he humanist view of creation is that the universe and humans started through natural science, like the Big Bang and evolution, not a god; it's a story of wonder about how amazing it is that we're here, using reason, evidence, and our amazing brains to figure it out, focusing on enjoying this one life and caring for our planet and each other.		
RICH TASK	**Retrieval Task – Creation Story – Christian perspective – duel coding to represent each of the 7 days** **KO Exploration - Cosmology key vocabulary + views** Introduce pupils to the scientific account of cosmology (the beginning of the universe). Children to draw a diagram or *cartoon strip* to represent this view of how the world originally began – annotating with key vocabulary and information (for example timelines, dates, scientific reasoning) – to conflict the religious view.		
SUPPORT AND CHALLENGE	Support – Provide a sequenced template for the cartoon strip and key vocabulary already included for pupils to match to pictures Challenge - Pupils to add scientific reasoning (e.g. evidence scientists use)		
KEY VOCABULARY	Cosmology Big Bang Universe astronomers	**RESOURCES**	Resource sheet 2 Video – BIG BANG Humanist View of Creation - Where do we come from? Humanists UK's new schools video with Alice Roberts
LESSON 4 QUESTION	**What is the theory of Evolution?**		
KEY KNOWLEDGE	Evolution is the way that living things change over time. The first person who explained how evolution happens was Charles Darwin with his scientific theory of natural selection. Charles Darwin observed that although individuals in a species shared similarities, they were not exact copies of each other; there were small differences or variations between them. He also noticed that everything in the natural world was in competition. The winners were those that had characteristics which made them better adapted for survival. For example, they were stronger, faster, cleverer or more attractive than others in their species. These living things were more likely to reproduce and pass on their useful characteristics to their offspring. Individuals that were poorly adapted were less likely to survive and their characteristics were not as likely to be inherited.		

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	Over time, the characteristics that help survival become more common and a species gradually changes. Given enough time, these small changes can add up to the extent that a new species altogether can evolve.		
RICH TASK	**Retrieval Task – Cosmology – think and link activity** **KO Exploration – Evolution section of the page** Introduce pupils to the scientific theory of and of evolution (the development of living beings). Children to read the Little People Book of Charles Darwin and jot down key notes and ideas about his theory. Get pupils to consider how this theory is different to the religious Christian beliefs. Share ideas before creating a short *iMovie* to explain who Charles Darwin was and what his theory of Evolution is.		
SUPPORT AND CHALLENGE	Support – Provide a storyboard template for the iMovie Challenge - Pupils to include key vocabulary accurately in their explanation		
KEY VOCABULARY	Charles Darwin Characteristic Evolution Natural selection Similarities Species Competition Adapted Survival	**RESOURCES**	Resource Sheet 2 What is evolution? - BBC Bitesize
LESSON 5 QUESTION	**What evidence is there that people can believe in God and Science?**		
KEY KNOWLEDGE	**In an interview with The War Cry, Dr Jennifer Wiseman, Senior Astrophysicist, was asked, 'What does your experience as a space explorer teach you about God?'** I don't believe studying the heavens scientifically will prove the existence of God. Science is not a tool for proving or disproving God. In fact, when there are things that we don't understand in nature it is very dangerous to say that this is evidence of God. However, if one does have eyes of faith, one can look at some of the things we see in the universe and infer some characteristics of God. We see unbelievable beauty in the universe — looking at images of space we see spiral galaxies that are awesome in their symmetry and brilliance. There are hundreds of billions of galaxies and hundreds of billions of stars in each galaxy. It should continue to make your jaw drop. The God that I continue to believe in has been working for an awfully long time sculpting the universe through the magnificent laws and dynamics of nature. It's absolutely awe-inspiring. **Open Letter from 13,000 priests and Vicars concerning religion and science:** While virtually all Christians take the Bible seriously… the overwhelming majority do not read the Bible literally, as they would a science textbook. Religious truth is of a different order from scientific truth. Its purpose is not to convey scientific information but to transform hearts. We the undersigned, Christian clergy from many different traditions, believe that the timeless truths of the Bible and the discoveries of modern science may comfortably coexist. We believe that the theory of evolution is a foundational scientific truth, one that has stood up to rigorous scrutiny and upon which much of human knowledge and achievement rests.		

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	We ask that science remain science and that religion remain religion, two very different, but complementary, forms of truth. In 2010 the Church of England agreed to promote a better understanding of how science and belief in God are not in conflict. Dr Peter Capon said: "Many Christians are scientists. Many people have a faith and accept the findings of modern science. Many look for the answer to life's questions in both religion and science — finding them complementary worldviews which answer different sorts of questions." 'The majority of Christians accept evolution and many scientists find that the evolutionary process and the beauty of creation inspire faith.'		
RICH TASK	**Retrieval Task – Evolution Puzzle pieces (four images – Darwin, apes, clock to represent time, finches)** **KO Quiz - recap knowledge so far – mini vocabulary linking meanings quiz** Unpick the thoughts and feelings and then *write a letter to Andrew* with any questions that they still have surrounding how both accounts could work together or complement each other and ask what he thinks too.		
SUPPORT AND CHALLENGE	Support – Provide question prompts for the letter to Andrew Challenge - Pupils to refer to both science and faith in their letter		
KEY VOCABULARY	Complimentary Conflicting Evolution Process Inspire Faith Clergy Scientific truth convey	**RESOURCES**	Witness Accounts resource sheet 4 Letters **http://www.rejesus.co.uk/site/module/faith_v_science/P4/**
LESSON 6 QUESTION	**How do people think the world was created?**		
KEY KNOWLEDGE	Revision of key knowledge from previous lessons – what conclusions did we come to after reflecting on our lesson questions? Have the heading of Christianity, Science and Both around the room and get children to discuss the for and against for each subheading in groups.		
END OF UNIT OUTCOME	**Retrieval Task – Fill in speech bubbles for Dr Wiseman – what did she believe in? What can you remember?** **KO Quiz – fill in the blanks** Revision of key knowledge – children to use post-it notes to generate ideas for each subheading – gathering evidence as a class for the different points of view. Use resource sheet 5 to discuss key ideas and concepts first to get the pupils starting to think about the different points of view. I wonder if the Christian view of creation and scientific theories are conflicting or complimentary? ***HEXAGONS TASK*** – children to write the links that they can spot when linking images which represent the Christian view, cosmology and evolution. Can they make them work as one?		
SUPPORT AND CHALLENGE	Support – Provide fewer hexagons with clear images and keywords Challenge -Pupils to link Christianity, cosmology, and evolution together. Explain how the links show complementary rather than conflicting views		
KEY VOCABULARY	Cosmology Big bang Genesis Creation	**RESOURCES**	Post it notes Large sugar paper with headings Resource sheet 5

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	God Interpretations Conflicting Complimentary Scientific Evidence		