

# Topic Title: Christianity – Creation

Year 2 Autumn 1



## Background for Teachers:

Taken from *Understanding Christianity*:

The story of Creation opens the Bible. For Christians, it sets out the relationship between God, the universe and all life. It reveals God as powerful (able to create a whole universe from nothing), creative (the beauty and diversity of the created world), orderly (the careful structure of the events of creation), and concerned with the role and value of life (Creation is prepared for life, with human life as the pinnacle, made in God's image).

The passage is vivid, energetic and memorable. It is likely to have been passed on orally through generations, and probably edited into its written form around the eighth century BCE. The passage says a great deal about the kind of God Christians (and Jewish people) believe in, and many Christians would say it was written to glorify this God, reminding believers of their dependence on God for everything.

In Years 1 and 2, teaching should explore the narrative account, how much it reveals about what God is like, and what it reveals about the place of humans in the world. Controversies about the relationship between this account and science will be explored further up the school.

Christians may use the opening chapter of the Bible in church and in their private prayers. They use it to remind themselves about what God is like, and when they think about the wonders of the world we live in. They might be inspired to be creative, or to care for the Earth and its creatures, or to study the world in order to understand it better.

## Previously On ... (Links to Prior Learning):

What do the children already know about the story of creation – and about what the story tells Christians about God, Creation and the world? What do Christians believe about the creation of the universe? Why do Christians believe that humans should care for the world? 'Previously On ...' sticker in exercise books.

## Enquiry Question:

Who made the world?

## Disciplinary Focus:

Theology

## Big Questions:

Who do Christians believe made the world?

What might Christians learn about God from the story of Creation?

Why day of the story of Creation is most important to Christians? Why?

Why did God create a day of rest?

What might Christians learn from the day of rest in the story of Creation?

If God is Creator, what rules might he give for how to look after the world?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	<p><b>LO:</b> to retell the story of creation from Genesis.</p> <p><i>Making Sense of the Text</i>  <i>Understanding the Impact</i>  <i>Making Connections</i></p>	<p><b>Starter:</b> ‘Previously On ...’ – see previous page.  Ask the children to run around outside, then to stop and watch the clouds. Once you’re back in the classroom, ask them each to draw a box in the middle of the paper. Play some ‘busy’ music and ask them to scribble furiously around the outside of the box, then play some more relaxed music and ask them to draw ‘rest and calm’ in the box.  How did the children feel during each of these activities? When did they feel more free? Independent? Creative? What would happen if they had run around outside or scribbled furiously without stopping?</p> <p><b>Input:</b> Retell the creation story. What can the children remember about what happened on which days? About what this tells us about Christian (and Jewish) beliefs about God?</p> <p>Show the children some art inspired by Creation days 1 to 5 (some examples are given in Resources). What does this art show about how Christians feel about Creation?</p>	<p><b>Task:</b> Children to paint what they think the artist would paint for Day 6 and complete a thought bubble justifying their thinking.  <i>I imagine the artist’s painting for Day 6 to look like this because ...</i> could be provided as a sentence starter.</p>	<p><b>Plenary:</b>  ‘Gallery Walk’ – children to walk around the classroom to look at the other pictures. What similarities do they notice? What differences? Whose painting shows the excitement of creation best?</p>

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Lesson 2	<p><b>LO:</b> understand that humans should care for the world because it belongs to God.</p> <p><i>Making Sense of the Text</i>  <i>Understanding the Impact</i>  <i>Making Connections</i></p>	<p><b>Starter:</b> Recap ‘Big Question’:  <b>Q- Who do Christians believe made the world?</b>            What can the children remember about what happened on each day? This might take the form of a sequencing challenge, either as a whole class or in pairs.</p> <p><b>Input:</b> Recap how the week of creation ends with God resting – God rests on the seventh day, not because he is tired, but because resting is such a great thing to do. Recall the ‘busy-busy’ challenge from last lesson – what would it be like to be ‘busy-busy’ all the time?</p> <p>Why might God have told people to rest one day a week? Explain that it’s a way of looking after them so that they don’t get worn out. It’s a way God cares for Creation. Look at the words God uses in Genesis 1:28 – he tells humans to fill the earth, subdue it, and rule over the creatures. Christians believe that as humans, we have a special responsibility to look after God’s world!</p> <p>Ask the children to make something and then break it – perhaps a playdough animal that they then must squash or a drawing that they then must scribble over. How do they feel about this vandalism? Why does a creator want their creation looked after?</p> <p>Make the link with Christian ideas about the world as God’s creation. What might make God happy about the world today? What might make God sad? How might God feel to look at a world covered in litter, for example?</p>	<p><b>Task:</b> Children to draw and label two worlds – one world that would make God happy and one world that would make God sad.</p> <p>Further Challenge: Children to respond to the following sentence starters:  <i>God would be happy about the world today because ...</i>  <i>God would be sad about the world today because ...</i></p>	<p><b>Plenary:</b>  <b>Q- What else do you now know about what Christians learn from the creation story?</b></p>

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Lesson 3	<p><b>LO:</b> to give examples of what Christians do to look after the world for God.</p> <p>Making Sense of the Text Understanding the Impact Making Connections</p>	<p><b>Starter:</b> ‘Rally Robin’ – ask what might make God happy about the world, children to have some independent thinking time and then ‘rally robin’ in pairs, alternating in sharing responses.</p> <p><b>Input:</b> Remind children of the key question: Who made the world? Christians believe that God did and they show this in the way they thank God and try to look after Earth. What kinds of things can Christians and others do to look after the world?</p> <p>Explore A Rocha and Eco Churches:  <a href="https://ecochurch.arocha.org.uk/">https://ecochurch.arocha.org.uk/</a>  An award scheme for churches who want to demonstrate that the gospel is good news for God’s earth. What kind of things do these churches do to show care for God’s world in their worship and teaching?</p> <ul style="list-style-type: none"> <li>• How do they look after their buildings and land?</li> <li>• How do they engage with their local community?</li> <li>• How do they engage with the personal lifestyles of their congregation?</li> </ul> <p>How important are these actions? Do you have to do big things to make a difference or can small things help?</p>	<p><b>Task:</b> Children to design their own Eco Church and consider what actions they would take to show care for God’s world. How would they show care for God’s world in their worship? Their teaching? How would they look after their buildings and land? How would they engage their local community and congregation?</p>	<p><b>Plenary:</b> Make the link with the day of rest as one way that God looks after humans – so humans should look after the world.</p>

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Lesson 4	<p><b>LO:</b> to link the idea of looking after God's creation with the day of rest.</p>	<p><b>Starter:</b> Which is the children's favourite day of the story of creation and why? Which day do the children think is the most important to Christians and why?</p> <p><b>Input:</b> This input could take place outside. Ask the children to find a space and put on a timer for one minute. Ask them to run, either around outside or on the spot inside, until the timer stops, then give them twenty seconds to rest. Repeat with hopping for one minute, then give them ten seconds to rest. Repeat with star jumps for one minute. How do they feel at the end? How did they feel about having twenty seconds to rest and then ten seconds? Why do they think it is important to rest? What would it be like to be busy all the time?</p> <p>Recall how the week of creation ends with God resting – and how God told people to rest one day a week. Remind children of our enquiry question – who made the world? Christians believe that God did and they show this in the way they thank God and try to look after the Earth. The day of rest is one way God looks after humans, so humans should look after the world.</p> <p><b>Q-</b> What might Christians learn from the day of rest in the story of creation?</p>	<p><b>Task:</b> All children to have an outline of the number 7 and draw and/or write inside all that they have learnt about the day of rest and the significance of this day for Christians.</p> <p>For example: God rested, God cares for us, God loves us, resting is great, relax, calm, quiet, reflect.</p> <p>Further Challenge: GPC: Why did God create a day of rest?</p>	<p><b>Plenary:</b> What could the children do to show someone they care about them? How could they help them have a rest?</p>

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Lesson 5	<p><b>LO:</b> to understand how humans should care for the world because it belongs to God.</p>	<p><b>Starter:</b> What have the children done to show someone that they care about them since last lesson?! Why do Christians believe that it is important to rest?</p> <p><b>Input:</b> Refer back to the unique relationship that God has with human beings – and to how humans should care for the world because it belongs to God, because God is the Creator.</p> <p>If God is the Creator, what rules might he give for how to look after the world? Ask five children to share their ideas, list these on the board and invite other children to choose their ‘top’ rule from the selection. Why do they think this rule is closest to the rules that God would give?</p>	<p><b>Task:</b> Children to make a list of rules that they think God might give for how to look after the world.</p> <p>GPC: how good would these rules be if there was no Creator? Would they still make a difference to the world?</p>	<p><b>Plenary:</b> If everyone followed these rules, not just Christians, what difference would it make to the world?</p>

## Lesson 6: celebration of knowledge and skills gained (opportunities for assessment):

- Children to either work collaboratively or independently to create a display or individual brainstorm, collages or illustrations of *'The best things about the world are...'*. These should be made up of colourful drawings or photos and words. If the children create their own, invite them each to contribute one idea to a whole-class display.
- The best thing about the world is ... holding a snowflake in my hand; laughing with my friends; finding pictures in the clouds; listening to music; being warm inside on a cold day; swimming; jelly; the sea ...
- A more heavily scaffolded starting point might be, 'My favourite ... food, animal, place, view, weather is ...' but try to make sure that it is to do with the natural world.
- How do 'the best things about the world' link to the enquiry question about who made the world? And to thankfulness to God?

Who made the world? (Digging Deeper)	
Some children will ...	<ul style="list-style-type: none"> <li>• Retell the story of creation from Genesis 1:1-2.3 using pictures or a story bag.</li> <li>• Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</li> <li>• Give an example of what a Christian might learn about God, Creation and the world from the story of creation.</li> <li>• Give an example of what Christians do to say thank you to God for the Creation.</li> </ul>
Most children will ...	<ul style="list-style-type: none"> <li>• Retell the story of creation from Genesis 1:1-2.3, making a link with the Christian belief that the Earth and everything in it are important to God.</li> <li>• Talk about links between Christian belief that the world belongs to God and the human responsibility to look after the world.</li> <li>• Give examples of what Christians do to look after the world for God.</li> <li>• Make connections between Christian responses to the idea of a Creator and how we encounter and experience the world.</li> </ul>
Some children will ...	<ul style="list-style-type: none"> <li>• Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' and talk about the Bible as a source of authority for Christians.</li> <li>• Identify links between the Christian belief that Christians do their best when they listen to God and human beings being part of God's good creation.</li> <li>• Show an awareness of what Christians believe about God and about what kind of God he must be.</li> <li>• Recognise the ways in which Christian belief in God the Creator impacts on daily life and on how they view the world.</li> </ul>