

Topic Title: Christianity - Creation

Year 3 Autumn 1



Background for Teachers:

Taken from *Understanding Christianity*.

Genesis (the first book of the Bible) begins with the Hebrew word *bereshit*, which is often translated as 'in the beginning'. This is the very start of the Creation story, which is placed at the very start of the Bible.

For many Christians, this story may be about the beginning of the world, but it is also about the start of the relationship between God and God's creation. Much of this extended story focuses on God's relationship with people.

It does not take very long before a rift in the relationship emerges (see Genesis 3). Adam and Eve eat from the tree of the knowledge of good and evil – the one thing that God has commanded them not to do. Many Christians talk about this as being the moment when sin enters the world – or 'the Fall'. Of course, there is much to be discussed here – why does God allow humans to bring sin into the world? Why was the tree put in the same place as Adam and Eve themselves? Why does Eve seem to think she must not even touch the tree? These are just some of the questions that this story throws up.

However, a theme running through the story is that of individual choice. Adam and Eve chose to disobey God. Then they neither apologised nor took responsibility for their actions. Adam blaming Eve and Eve blaming the serpent.

Whilst the story seems to tell of a time when two human beings did something wrong and were punished, most Christians would say that it is really doing more than this. It also indicates what all human beings are like – being tempted to do things their own way rather than following the good guidance of a good Creator God, and often ending up doing the wrong thing. It also offers an explanation for why the world is not always 'very good' – humans have spoiled things.

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

What do the children already know about who Christians believe made the world?

Enquiry Question:

What do Christians learn from the Creation story?

Disciplinary Focus:

Theology

Big Questions:

If God is Creator, what kind of God must Christians believe him to be?

How might God have felt when he finished creating the world?

What do Christians do because they believe God is creator?

How does the Bible help Christians?

What instructions does God give to humans for treating Earth as God's creation?

How and why are Christians 'stewards of the world' for God?

| LEARNING OBJECTIVE | | WHOLE CLASS INTRODUCTION / FOCUS | DIFFERENTIATED ACTIVITIES | PLENARY |
|--------------------|---|--|--|--|
| Lesson 1 | <p>LO: to make links between Genesis 1 and what Christians believe about God.</p> <p><i>Making Sense of the Text</i> <i>Understanding the Impact</i> <i>Making Connections</i></p> | <p>Starter: Spend the start of this lesson outside – this could be in the reflections garden, on the field or at Forest School, if a Forest School Leader is available. Ask the children to shut their eyes and listen to ‘nature’s symphony’ – what can they hear? Ensure that the children are helped to focus on what they find wonderful about the world. In pairs, ask the children to take a photograph of something from nature that they feel has the ‘wow factor’. Discuss their choices and use photographs to start a display.</p> <p>Input: Ask the children to close their eyes and listen to Louis Armstrong’s ‘<i>What a Wonderful World</i>’, then tell the Jewish and Christian creation story from Genesis 1:1-25. You might introduce it using guided visualisation (see Resource Sheet 1).</p> <p>What do the children think is wonderful about the world? Encourage them to justify their thinking in light of both the initial activity and the creation story.</p> <p>What must this God be like? If God is Creator, what kind of God must Christians believe God to be?</p> | <p>Task: Children to write ‘power of three’ sentences about God using the following sentence scaffold: <i>If God is Creator, Christians must believe him to be ____, ____ and ____.</i> They could extend then extend their sentence using ‘because’ to justify.</p> <p>Further challenge: <i>When God had finished creating the world, I think he felt ____ because ____.</i></p> | <p>Plenary: Introduce ‘Big Question’ – what do Christians learn from the Creation story? Record initial ideas.</p> |

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| Lesson 2 | <p>LO: to describe what Christians do because they believe God is creator.</p> <p><i>Making Sense of the Text</i> <i>Understanding the Impact</i> <i>Making Connections</i></p> | <p>Starter: Ask the children to share a time when they have created something that they thought was good, that they really liked or that they were really proud of. How did they care for their own ‘very good’ creation? How did they want others to treat it?</p> <p>Input: Look together at a translation of the Bible from the original text (for example, the <i>International Children’s Bible</i> – see Resources). Ask the children 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 or very good – and ensure that humans are one feature in the discussion.</p> <p>How good and clever is creation? The natural world? Invite children to share any extra ideas and add this to the list describing what Christians think God must be like from this story.</p> <p>Explain that God cares for his own creation, including humans. What might make God happy about the world today? What might make God sad? What instructions might God give to humans to make sure the world stays ‘very good’?</p> | <p>Task: Children to write instructions that God might give to humans to make sure that the world stays ‘very good’.</p> <p>Further Challenge: children to colour-code their instructions – which are humans following most closely today? Least closely?</p> | <p>Plenary: What do Christians do because they believe God is creator? Q- What else do you now know about what Christians learn from the creation story?</p> |

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| Lesson 3 | <p>LO: to describe what Christians do because they believe God is Creator.</p> <p>Making Sense of the Text Understanding the Impact Making Connections</p> | <p>Starter: Give the children some kind of model to make or puzzle to complete with no instructions. What problems do they encounter? Discuss how it would be much better to have some instructions from the 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> <p>Input: Set up a maze in the classroom. Blindfold a child – ask him or her to make their way through the maze. How does he or she feel? The give the child a guide to help and lead. How does she or he feel now? Happier with or without the guide? Draw comparison between this and how Christians let their Creator be their guide through life; they do their best when they listen to God. How does the Bible help Christians?</p> <p>What instructions does God give to humans for treating the Earth as God’s good creation? Read Genesis 1: 28-30. What do the children think this means? How might Christians interpret this?</p> | <p>Task: Children to use Resource Sheet 2, which offers some possibilities about the meaning of Genesis 1: 28-30. Decide which are the most likely and which are the least likely meanings and justify their decision.</p> | <p>Plenary: What more do you now know about what Christians do because they believe God is Creator? Q- What else do you now know about what Christians learn from the creation story?</p> |

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| Lesson 4 | <p>LO: to explain how and why Christians are ‘stewards’ of the world for God.</p> <p>Making Sense of the Text Understanding the Impact Making Connections</p> | <p>Starter: Show the children a picture of an overgrown garden. What would someone need to do to look after it. Annotate with the children’s suggestions.</p> <p>Input: Explain how 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> <ul style="list-style-type: none"> • The monks and nuns at Mucknall Abbey in Worcestershire try to set an example of caring for Creation. • A new movement of Forest Churches tries to reconnect with Creation. • Ruth Valerio is an example of a Christian who tries to love God and his Creation. • There is a Christian conservation movement called A Rocha, which has a ‘Living Lightly’ campaign. <p>Explain that there are many ways in which people can be God’s stewards and that this extends beyond looking after nature. How do the children think we can be stewards – or caretakers of the world? Build on the children’s ideas to explore how people can give their time, money and talents to look after everyone and everything. What examples are there of when the whole class have given of their time, money and talents? Perhaps for a school-run charity event?</p> | <p>Task: Children to recall times when they have given their time and talents – and perhaps money – to look after others and look after things. This might include looking after nature, too.</p> <p>Further Challenge: What else could they do be a steward or caretaker of the world? Children to set themselves a ‘world steward’ challenge.</p> | <p>Plenary: Create a class list of ‘world steward’ challenges – what you will do as a class to help look after God’s world.</p> |

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| Lesson 5 | <p>LO: to suggest what might be important in the Creation story for Christians living today.</p> <p>Making Sense of the Text Understanding the Impact Making Connections</p> | <p>Starter: What do Christians learn from the Creation story? Children to each record a single word or phrase of no more than six words on a Post-It note to summarise the most important thing that Christians learn.</p> <p>Input: Show the following areas that people could learn about from the Christian creation story:</p> <ul style="list-style-type: none"> • Humans • God • Animals • Nature • God designed the world • The world is 'very good' • God created the world from nothing • Humans are responsible for the earth • The world is amazing <p>Divide the children into groups of three or four and assign each group one of these areas – what can be learned about this area from the creation story? This could be brainstormed using large sheets of sugar paper. One child from each group to summarise their group's ideas.</p> | <p>Task: Which two areas do the children think are the most important two for Christians and why? Alternatively, they could rank all nine areas according to importance and explain their ranking.</p> | <p>Plenary: Remind the children that not everyone is Christian or believes the world was created by God. Why else should we look after the world and each other? This could be a GPC.</p> |

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

- Children to each decide upon things that they could try to do over half term to help make the world 'very good'. Create a 'class charter' made up of one contribution from each child – how many of things can they achieve as a class?
- Which of these things do the children think would be considered the most important in the eyes of God and by Christians? Are the children able to link this to the idea that humans should treat the Earth as God's good creation?
- Children to write a paragraph to summarise what they now understand about what Christians learn from the creation story.

What do Christians learn from the creation story? (Core Learning)

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| Some children will ... | <ul style="list-style-type: none"> • 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. • Talk about links between Christian belief that the world belongs to God and the human responsibility to look after the world. • Give examples of what Christians do to look after the world for God. • Make connections between Christian responses to the idea of a Creator and how we encounter and experience the world. |
| Most children will ... | <ul style="list-style-type: none"> • 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. • 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. • Show an awareness of what Christians believe about God and about what kind of God he must be. • Recognise the ways in which Christian belief in God the Creator impacts on daily life and on how they view the world. |
| Some children will ... | <ul style="list-style-type: none"> • Place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story' and identify how events during the story of Adam and Eve influence Christian belief about human nature and how to act. • Identify the key Christian belief that the Bible tells a story about how humans spoiled their friendship with God, which means that humans cannot get close to God without God's help. • Identify some different ways in which Christians believe the Bible shows that God <i>wants</i> to help people to be close to him. • Identify some different ways in which Christians might pray to God to say sorry, forgive and ask for forgiveness and make clear links between this and the Christian belief that accepting responsibility will help them grow closer to God. |

