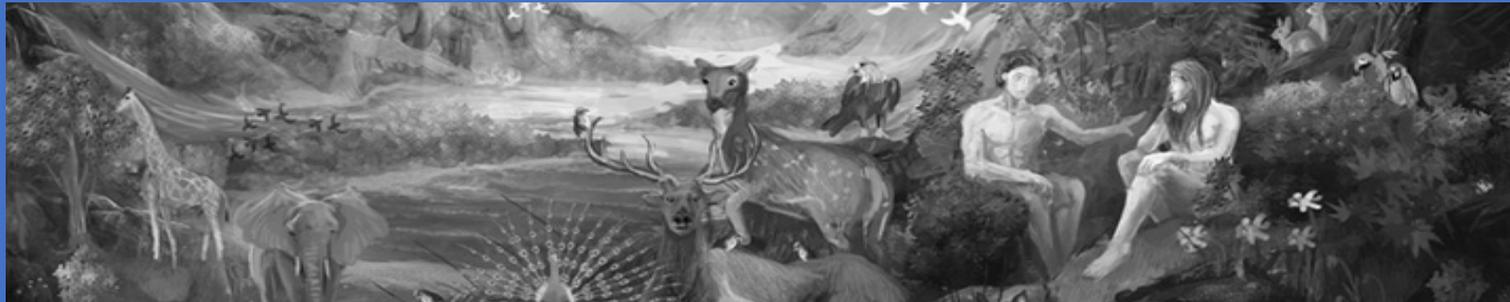


Topic Title: Christianity - Creation

Year 4 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):

Recap prior learning about creation. Use a timeline of the Bible (the Frieze, for example) and ask the children where Creation and God should be placed within the 'Big Story' of the Bible. What has already happened at this point in the 'Big Story'? What do the children know about what happens next? Record using 'Previously On ...' sticker.

Enquiry Question:

What do Christians learn from the Creation Story?

Disciplinary Focus:

Theology

Big Questions:

- How has the Creation Story shaped Christian beliefs?
- What do Christians learn from the Creation Story?
- How wrong was Adam and Eve's behaviour?
- Why is the part of the creation story where Adam and Eve give into temptation called 'The Fall'? Why is this important for much Christian belief?
- Which of the Ten Commandments is the most important?
- What might Christians do if they cannot love and obey God as much as they would like?
- Where does the Christian belief that it is important to say sorry when you have done something wrong come from?
- What does the parable of the Lost Son show about Christian beliefs about forgiveness and the importance of apologising?

LEARNING OBJECTIVE	WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
<p style="text-align: center; transform: rotate(-90deg);">Lesson 1</p> <p>LO: to place the concepts of God and Creation and the Fall on a timeline of the Bible's 'Big Story'.</p> <p><i>Making Sense of the Text</i> <i>Understanding the Impact</i> <i>Making Connections</i></p>	<p>Before the start of the lesson, leave some chocolates in the middle of each table – do not make reference to these!</p> <p>Starter: 'Previously On ...' – recap prior learning about creation. Use a timeline of the Bible (the Frieze, for example) and ask the children where Creation and God should be placed within the 'Big Story' of the Bible. What has already happened at this point in the 'Big Story'? What happens next? Record using 'Previously On ...' sticker.</p> <p>Input: Look at how Creation moves into the Fall on the frieze, sharing the story of Adam and Eve (Genesis 2:15-17 and Genesis 3). Ensure that the tree, God's command, Adam, Eve, the serpent, eating of the fruit hiding from God and the punishment are all included. Talk about the children's ideas and responses to the story. If there is a 'hidden meaning' or message in the story, what would it be? Explain that we are going to explore what Christians think about the meaning of the story?</p> <p>Where in the story are Adam and Eve tempted? Disobedient? Where do they pass the blame? Try to hide from God? Link this to the children's own experiences of being tempted and disobedient – and the chocolates! Were they tempted?! Make the point that Adam and Eve went further than being tempted – they gave into temptation.</p>	<p>Task: Choose children to take on the roles of Adam, Eve and the snake – and leave an empty chair for God but ask a child to be God's spokesperson to answer questions. Ask the children to work in pairs to come up with a question for each role, to be recorded in their exercise books.</p> <p>Use hot-seating – invite pairs of children to ask questions of the different roles, who will try to answer the questions using their understanding of the story. These roles could be taken on by More Able children.</p>	<p>Plenary: Children to apply their understanding from the hot-seating to answer their questions in green pen.</p>

LEARNING OBJECTIVE	WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
<p style="text-align: center;">Lesson 2</p> <p>LO: to explore what Christians learn from Adam and Eve's behaviour.</p> <p><i>Making Sense of the Text</i> <i>Understanding the Impact</i> <i>Making Connections</i></p>	<p>Starter: 'Sticky Note Summaries' – children to work in pairs to summarise the story of Adam and Eve on a Post-It note. Circulate and identify some different summaries to share – which do the children think is most accurate? Why?</p> <p>Input: Introduce the objective and explain that today, we will be focusing on what Christians learn from Adam and Eve giving into temptation and eat the fruit – the part of the Creation Story known as 'The Fall'.</p> <p>Think, pair, share – what do the children think about Adam and Eve's behaviour? Was it wrong? Create a continuum across the front of the classroom with one end representing 'right' and one end representing 'wrong'. Invite children to position themselves along the continuum, depending on how wrong they think Adam and Eve's behaviour was.</p> <p>Show the following sentence scaffold on the board: <i>On the one hand ..., on the other hand ...</i> What different ideas are the children able to offer? Do the children know of anyone who has ever acted disobediently or blamed another person? How does this influence their ideas?</p> <p>Why do the children think this part of the creation story is called 'The Fall'? Build on children's ideas to establish that by being disobedient, Adam and Eve 'fell' from being close to God. This also damaged the relationship between people and God, people and each other, and people and the natural world.</p>	<p>Task: Children to produce the front page for <i>The Eden Times</i> newspaper, either individually or in pairs. They should choose a suitable picture and headline, say what happened and include a quote from God, Adam, Eve and the snake.</p> <p>Further Challenge: explain the idea of the 'Fall' within the front page – that this spoiled friendship between humans and God and that humans cannot get close to God again without God's help.</p>	<p>Plenary: Return to this unit's enquiry question – what else do the children now know about what Christians learn from the creation story?</p>

LEARNING OBJECTIVE	WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
<p style="text-align: center;">Lesson 3</p> <p>LO: to understand how the Bible shows that God <i>wants</i> to help people be close to him.</p> <p>Making Sense of the Text Understanding the Impact Making Connections</p>	<p>Starter: Even though God punishes Adam and Eve, he does provide them with what they need to survive outside the Garden of Eden – true or false? Build on the children’s responses to agree that God does provide them with what they need; for example, clothes. This reflects the Christian belief that God still cares for people and wants to bring people back to being close to him.</p> <p>Input: Explain that one way God brings people back to being close to him is through giving them guidelines for living – the Ten Commandments (see Resource Sheet 4). What must people have been doing if God needed to give them these rules?</p> <p>Place each commandment at a different point in the room alongside an eleventh spot saying ‘My Own Commandment’. Ask the children to stand next to the one that they consider the most important a) to the people of God to whom the rules were given and b) to Christians today. Why? Give the children opportunities to change their minds if they wish during the discussion. Then add a twelfth spot saying, ‘All of them’. Does this change the positioning of any children? Why? Discuss how hard it would be for Christians to keep all of the commandments.</p>	<p>Task: Children to write their own commandment, then rank this and the Ten Commandments from most to least important and justify their decision.</p> <p>Further Challenge: What might Christians do if they don’t keep all of the commandments and cannot love and obey God as much as they would like?</p>	<p>Plenary: Why did God give people the Ten Commandments – and how do Christians interpret these today?</p>

LEARNING OBJECTIVE	WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
<p data-bbox="114 523 143 639">Lesson 4</p> <p data-bbox="174 411 465 635">LO: to describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.</p> <p data-bbox="174 679 465 762">Making Sense of the Text Understanding the Impact Making Connections</p>	<p data-bbox="504 225 1344 488">Starter: Tell a story in which the main character behaves badly. For each act of bad behaviour, put a puff of air into a balloon – keep going until it’s almost ready to pop. When the character admits his/her wrongdoings and says sorry at the end, let the air out, showing the belief that God can forgive and people can have a fresh start again. This can happen even when people keep on falling short.</p> <p data-bbox="504 531 1279 639">Input: Q- Where does the Christian belief that it is important to say sorry when you have done something wrong come from?</p> <p data-bbox="504 647 1344 951">Explain that Christians belief that it is important to accept responsibility rather than pass the blame, as Adam and Eve tried to do. In what ways might a Christian show that they are accepting responsibility? Some Christians might say prayers to God to show how sorry they are, or take part in a sacrament called confession/reconciliation/penance, which is a special time to say they are sorry to God and pray for forgiveness.</p>	<p data-bbox="1366 376 1892 523">Task: Give the children information about what Christians do to say sorry (see Resource Sheets 5A and 5B for information).</p> <p data-bbox="1366 571 1904 718">Children to describe three ways Christians might say sorry and three reasons why they believe this will help them grow closer to God.</p>	<p data-bbox="1973 376 2163 791">Plenary: Why might Christians pray to God, say sorry, forgive and ask for forgiveness? This could be completed as a GPC.</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 5	<p>LO: to describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.</p> <p>Making Sense of the Text Understanding the Impact Making Connections</p>	<p>Starter: Retell the first part of the Parable of the Lost Son in Luke 15: 11-17. Ask the children to put themselves in the role of the son and write on speech bubbles what they are going to say to the father on their return.</p> <p>Input: Read to the end of the parable and focus on the son's words – he apologises and asks to be a servant. The father is so delighted to welcome the son home! Q- What does this show about Christian beliefs about forgiveness and the importance of apologising? Explore how the father must have been waiting for his son's return, and how this might show how keen God is to welcome people back to him.</p> <p>Explore the link between Genesis 3 and the Parable of the Lost Son (see Resource Sheet 6). What if the Lost Son met up with Adam and Eve? What would they say to each other? Why?</p>	<p>Task: Children to explore the link between Genesis 3 and the Parable of the Lost Son using the sentence scaffolds from Resource Sheet 6, to be shown on the board.</p> <p>Further Challenge: children could draw the Lost Son meeting up with Adam and Eve with speech bubbles showing what they would say to each other.</p>	<p>Plenary: 'It is good to be forgiven' – always, sometimes or never?</p>

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

- Reflect on the enquiry question ‘*What do Christians learn from the Creation story?*’. In light of their learning, discuss what the children think people today can learn from the stories of Creation and Adam and Eve. This could be presented as a double-page spread or a retelling of these stories annotated with what people today can learn.
- Further challenge: what might people other than Christians or Jewish people learn from these stories?

What do Christians learn from the creation story? (Digging Deeper)	
Some 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.
Most 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.
Some children will ...	<ul style="list-style-type: none"> • Describe the importance of Creation on the timeline of the ‘Big Story’ of the Bible and how this links to Christian belief about the purpose of Genesis 1. • Give examples of what Genesis 1 might mean, taking account of the context, and compare ideas with ways in which Christians interpret it, showing awareness of different interpretations. • Make clear connections between the Christian belief in God as Creator and Genesis 1. • Identify some ways in which many Christians find science and faith go together.