

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

**Subject:** KS1 Year B RE and World Views – Christianity God

**Key Question** (to be used all year): How do we respond to the things that really matter?

**Focus Question** (for this investigation): Does how we treat the world matter?

### PoS aims from Lancashire SACRE:

- *Key features = Creation, care for the planet, harvest*

In this unit, pupils will look at Christian beliefs about God as creator and sustainer, and consider how these beliefs might influence Christian attitudes towards the planet. They should be able to retell the creation account in Genesis 1. Discussions might extend thinking by considering different ways that this story might be interpreted (as literal truth or as a myth containing religious messages). They will explore how Christians might express their beliefs and values through acts of stewardship and/or through harvest festivities.

Pupils should also discuss their own ideas and values in regards to the importance of caring for the planet. They should consider this as a human value, not just a religious one. This is an opportunity to discuss their own concerns about environmental issues and what they can do to make a difference.

### Prior Learning (what pupils already know and can do)

In Year A, children will have learnt that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet and how Muslims show respect to God when caring for the world.

Children will also be familiar with the Christian belief of God as creator.

In EYFS, children learnt to retell a simple version of stories to explain Christian and Muslim ideas about creation and the natural world.

### Long-term Learning (what pupils MUST know and remember) END GOALS

- To simply retell the Genesis 1 story of creation
- To know that many Christians think it is important to look after the world because they believe they are 'stewards' of God's creation.
- To recognise that many Christians donate food, and worship and thank God for harvest. They might thank God through song (singing can praise God, bring people together, connect with people emotionally and the words can teach about the Bible and Christian beliefs)
- To recognise that some Christian charities work to conserve the Earth and protect the environment (include Christian Aid and CAFOD)

### Disciplinary knowledge (on-going for the year)

- Retell and suggest meanings for religious stories and/or beliefs
- Use some religious words and phrases when talking about beliefs and values
- Identify and describe how religion is expressed in different ways
- Suggest the symbolic meaning of imagery and actions
- Identify things that influence a person's sense of identity and belonging
- Ask relevant questions
- Talk about their own identity and value

### Key Vocabulary

- Christianity, God, creation, Genesis 1, Bible, worship, Harvest, creator, sustainer, stewardship, hymn, charity

### Session 1: What really matters in life?

Children discuss and ask questions about why humans feel they have a responsibility to look after the natural world.

#### Suggested activities

- Introduce this year's question/theme – How do we respond to what really matters? Discuss this briefly by asking the children 'What really matters?'
- Look at images of **natural beauty** – discuss how the world can be a source of awe and wonder and how many people can wonder how such a beautiful world came into being
- Discuss why the world should matter to all humans – do you have to follow a religion to care about the world?
- Raise questions about **human behaviour** – why don't people focus more on caring for the world. Why do some people not seem to care?

**Vocabulary:** *natural beauty, human behaviour*

### Session 2: How do Christians believe that world was created?

Children learn the Creation story in Genesis and understand that Christians believe that God is the creator.

#### Core knowledge

- To simply retell the Genesis 1 story of creation

#### Suggested Activities

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- Explain that Genesis is the first book of the Bible (the Christian's book of guidance) and contains the core beliefs on how Christians believe the world was created.
- Listen to a children's version of Genesis 1 e.g. <http://www.dltk-bible.com/genesis/chapter1-cv.htm> or [https://www.youtube.com/watch?v=yZ1Fd\\_SPC18](https://www.youtube.com/watch?v=yZ1Fd_SPC18)
- Simply retell the story in their own way e.g. a picture sort, frieze frames, presentation
- Explain that Christians believe that God is the **creator**

**Vocabulary: creation, creator, Genesis**

### Session 3: Why do Christians believe it is important to look after the world?

To learn that Christians believe they should look after the world because God created it.

#### Core Knowledge

- To understand that Christians think it is important to look after the world because they believe they are 'stewards' of God's creation.
- To know that Christians believe that humans have a responsibility towards the environment. Christians have a duty to do what they can to ensure they are environmentally responsible.
- To recognise that Christians worship and thank God for harvest through the form of song.

#### Suggested Activities

- In response to the creation story, talk about why Christians might believe that they should look after the world.
- Discuss the idea of '**stewardship**' (the job of taking care of something)
- Look at the words of Christian **hymns** that might be sung at Harvest (eg. 'All Things Bright and Beautiful'). Identify the beliefs and values contained in these words. How do these poems contribute to the idea of **stewardship** in Christianity?
- Christians **worship** through singing **hymns** because singing can bring people together, it can connect with people emotionally and the words can teach about the Bible and Christian beliefs

**Vocabulary: stewardship, hymn, worship, harvest**

### Session 4: What do some Christian charities do to thank God for the creation of the world?

Children learn that Christian groups and charities work together to protect the environment.

#### Core Knowledge

To recognise that some Christian charities work to conserve the Earth and protect the environment.

#### Suggested Activities

- Research Christian groups and **charities** that work to conserve the world's resources and protect the environment. These could be linked to a local church or an organisation such as CAFOD, Christian Aid or A Rocha <https://globaldimension.org.uk/resource/cafod-climate-environment-resources-primary/>
- Christian Aid supports sustainable development and have **Harvest** Appeals, which the children can research and complete activities on <https://www.christianaid.org.uk/appeals/key-appeals/harvest-appeal>
- Discuss how these groups show that the world matters to them and show stewardship to the Earth

**Vocabulary: charity, harvest, stewardship**

### Session 5: How do Christians show thanks to God at Harvest time?

Children learn how and why Christians show thanks to God at Harvest time

#### Core knowledge

- To know that during harvest time Christians thank God for all the food which has been safely harvested. They also thank God for everything which has helped the food to grow.
- To know that at harvest, Christians share and donate food to others as part of their thanks to God

#### Suggested Activities

- Look at pictures of crops being **harvested**. Talk about what has happened in order to make the crops grow and become something that is good to eat. Talk about why people are grateful for food and ways in which people might show their gratitude.
- Explore Harvest as a time when Christians thank God for all the good things in creation and try to share the good aspects of creation (especially food) with other – link this to the idea of God being '**sustainer**' by asking what sustain means (to strengthen or support physically or mentally).

**Vocabulary: harvest, sustainer**

### Session 6: Does how we treat the world really matter?

- Reflect on the learning from this unit and ask - How would a Christian respond to the question 'Does how we treat the world matter?' – refer back to the idea of stewardship, charity work, harvest and creation

#### Suggested Activities

- **Self-reflection** - Talk about their own hopes and concerns for the natural world. Discuss how individual actions can make a difference (eg. reduce, reuse, recycle)
- Create a class pledge of things they will do to show that the world matters to them

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- **Non-religion** - Briefly discuss that people who are not followers of a religion can also be very concerned with how we treat the world. For example, Humanists believe that they have one life to live and they focus on being happy but also believe that they have a duty to others and to this planet

**Vocabulary: Humanists, creation, non-religion**

#### **Future learning this content supports:**

Children will consider Genesis 1 later on in their studies in UKS2, exploring the idea of literal and metaphorical truth in the story of 'The Fall' where Adam and Eve disobey God and commit the first sin.