

# Edward Peake C of E VC Middle School



## Medium Term Plan

<b>Subject: RE</b>	<b>Unit: U2:2 Creation and science: conflicting or complementary?</b>	<b>Term/Duration: Summer 2</b>	<b>Year Group 6</b>		
<b>Prior Learning:</b>		<b>Key Vocabulary: creation, cosmology, evolution, universe, genre, conflicting, complementary, science, religion, religious</b>			
<b>By the end of this unit...</b>					
<p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>identify what type of text some Christians say Genesis 1 is and its purpose</li> <li>taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>make clear connections between Genesis 1 and Christian belief about God as Creator</li> <li>show understanding of why many Christians find science and faith go together</li> </ul> <p>Make Connections:</p> <ul style="list-style-type: none"> <li>identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses</li> <li>weigh up how far the Genesis creation narrative is in conflict or is complementary, with a scientific account, giving good reasons for their views</li> </ul>					
	<b>Learning Objectives</b>	<b>Content</b>	<b>Assessment</b>	<b>Resources</b>	<b>SMSC</b>
1	LO: To identify what type of text Genesis 1 is and determine its purpose	<p>Starter: Look at a range of text types and match them to the possible author and audience. (newspaper, prayer, poem, letter, history book). (You could then look back at the Bible mini topic from Year 5 and revise the different text types of the Bible and/or look in The Bible text book where there is a good description and image of the Bible as a library.)</p> <p>Activities: Read Genesis 1 (Resource Sheet 1), perhaps ask different pairs/tables to rehearse one paragraph from the sheet and then perform/read it to the class in order? Remind pupils that this text is sacred to three major world religions. Which ones? (Christianity, Judaism, Islam)</p>		<p>Text types</p> <p>Ppt</p> <p>The Bible</p> <p>Resource Sheet 1 - possibly cut into</p>	<p>Social:</p> <p>Moral:</p> <p>Spiritual:</p> <p>Cultural:</p>

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		<p>Could this text be a newspaper report? A detective Story? A poem? Can pupils give evidence for these ideas? Write 'Creation and science: conflicting or complementary' as a title and LO. Cut out the excerpt you prepared and stick in book. Say what type of text you think it is and why. Christians have different views of this text (it was written at least 2,500 years ago and within an ancient society). Some Christians are literalists and believe it is word for word true. Some say it is more of an account of what God is like and an explanation for the world in times before science was so advanced. Show ppt example of how science and the Genesis account tally up. Add to information in exercise book and give own view and reason why. You could watch some of this video too which joins religious and scientific views up. <a href="https://www.youtube.com/watch?v=rXTJqyKQamo">https://www.youtube.com/watch?v=rXTJqyKQamo</a></p> <p>Plenary: Exit ticket – write a question and/or a fact/view you have learned today.</p>		<p>paragraphs for different groups/pairs Highlighters?  Exercise books</p>	
2	<p>LO: To explore scientific views of creation (evolution and cosmology) and make connections between science and religious views</p>	<p><b>Starter:</b> Look at exit tickets and discuss as a class or answer for the children. Any facts could be revised from last week. <b>Activities:</b> What is cosmology? What is evolution? Ask the children to write a definition with a partner in their GNB. Cosmology: the science of the origin and development of the universe. Modern cosmology is dominated by the Big Bang theory, which brings together observational astronomy and particle physics. • an account or theory of the origin of the universe. Evolution: the process by which different kinds of living organism are believed to have developed from earlier forms during the history of the earth. How do we know about these scientific theories? Can we explain them further?</p>			<p>Social: Moral: Spiritual: Cultural:</p>

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		<p>Give the class Big bang worksheets and print off relevant ppt slides for them to gather information from. These could be placed on different tables or on the walls around the room.</p> <p>Watch evolution video:  <a href="https://www.youtube.com/watch?v=GhHOjC4oxh8">https://www.youtube.com/watch?v=GhHOjC4oxh8</a></p> <p>Can the children explain briefly what evolution is?</p> <p>Plenary: How might it be possible for a Christian to believe in the Big Bang or Evolution? Do you have to be a scientist to believe these theories? Why are some people more willing to believe a scientific theory (which they didn't themselves investigate or discover) rather than the Bible/Torah/Qur'an (which they didn't write)?</p>				
3	LO:To understand how many Christians find that science and faith go together	<p><b>Starter:</b></p> <p><b>Activities:</b></p> <p>Plenary:</p>				<p>Social:</p> <p>Moral:</p> <p>Spiritual:</p> <p>Cultural:</p>
4	LO:To explore how Christians view the relationship between God and themselves	<p>Starter: Show amazing images of the planet, space and creatures that live on Earth. Ask each pair to use their senses imaginatively as they look at their image. can they finish these sentence starters:</p> <p>Set 1: I see..., I hear..., I smell..., I feel..., I taste....</p> <p>Set 2: I notice..., I want to say..., I imagine..., It reminds me of..., It makes me think....</p> <p>Can they then use these lines in a bigger group (4s?) to make up a poem using their ideas?</p>				

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## Medium Term Plan

	<p>(There is a worksheet in Understanding Christianity/creation/fall to help with this.)</p> <p>Main: Read Psalm 8 to the class (there is a video of a reading and associated song using the words of the Psalm. Perhaps let the video go as far as the start of the song and then give out the worksheets to the children.) Resource sheet 7.</p> <p>Ask pupils to identify who the blue boxes describe and who the white boxes describe. (blue - God, white - humans)</p> <p>Now pick out the descriptive words and phrases in each box and underline/highlight them. Add more descriptive words and phrases around each box - synonyms of the underlined words or a paraphrase of the text.</p> <p>How does this Psalm explain the relationship between humans and God in the eyes of a Jew or Christian?</p> <p>What is humanity's status on the planet?</p> <p>Humans have control over the planet - they were made in the 'image of God'. they are 'a little lower than the angels', so they are God's representatives on Earth.</p> <p>Pupil can then choose one of the boxes and try to illustrate the text. This could be on small squares of paper to make an overall class picture of the Psalm.</p> <p>Display the images and discuss what the Psalm tells us about God and humans.</p>			
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## Medium Term Plan

5.	<p>LO: To respond to the idea that humans have great responsibility for the Earth</p>	<p>Starter: Show images of fossils and ask about them. What do they show? How do we know? How were they formed? How do they link with our topic? What is the link between science and belief? Watch the video explaining how science and belief can link.</p> <p>Main: Look at the poem by Steve Roels. (Worksheet in folder)  <a href="https://godandnature.asa3.org/poem-the-new-plant-and-animal-kingdoms-by-steve-roels.html">https://godandnature.asa3.org/poem-the-new-plant-and-animal-kingdoms-by-steve-roels.html</a></p> <p>What does it say in the poem about the future?          Does it say anything about how humans should care for the Earth?          Read the background on how the poem was written and the thinking behind it. Read the extract from Psalm 104 that he refers to and think about the message in the poem.</p> <p>How well have humans taken care of the world?          In what ways are we destroying the world?</p> <p>TASK:</p> <ol style="list-style-type: none"> <li>1. Write a prayer to ask for help in saving the Earth. Be specific about how humans are destroying the planet and what we need to do to save the planet.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. Make a top ten list of things that we could do to save the planet. Make it realistic - what can we do in our everyday lives?</li> </ol> <p>Plenary: Share the ideas and examples the pupils have written.          Can we actively go away and try any of the ideas to help our</p>			
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		planet? Can people believe in dinosaurs and God?			
6.	LO: To understand how science and religion can be complementary	<p>Starter: Last lesson, mont, term, year answers on slide Main: IN GNB write: What? Where? Why? Show image and ask pupils to write an initial response without talking to anyone. Discuss answers with a partner and then feed back to class. Now have another look at the image and list what you notice. How do we know it is a Christian place of worship?</p> <p>What do you think it is made from?</p> <p>What shapes can you see and why are they significant? In 2011 an earthquake hit Christchurch in New Zealand. This image shows the old cathedral after the quake. If you want to see what it was like - watch this: <a href="https://www.youtube.com/watch?v=aIC7JpUuDMI">https://www.youtube.com/watch?v=aIC7JpUuDMI</a> Read through the extract from Nehemiah and ask why the decision was made to build this cathedral this way. You can take a virtual tour of the cathedral here: <a href="https://www.cardboardcathedral.org.nz/pages/virtual-tour">https://www.cardboardcathedral.org.nz/pages/virtual-tour</a></p> <p>Or see how the cathedral was built: (Notice how the windows are reclaimed from the original cathedral.) <a href="https://www.youtube.com/watch?v=RoMZ2chvcdM">https://www.youtube.com/watch?v=RoMZ2chvcdM</a></p>			

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		<p>Can you design a triangular panel for the Cathedral?</p> <p>You may want to show the history of the cathedral or the earthquake and the old cathedral.</p> <p>You may want to think about renewal and 'green' aspects of the building so it appears at one with nature.</p> <p>As a class you could display your ideas to make your own 'pyramid'.</p> <p>How have science and religion been complementary in this example?</p>			
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