

	<u>Summer I</u> The Creation of a Peaceful World						
Learning Outcome	FS How can we care for living things and the earth?	Y1 How do Christians believe the world was created?	Y2 What do Jewish people believe about God, creation, humanity, and the natural world?	Y3 What do Hindu people believe about creation, humanity, and the natural world?	Y4 What do Muslims believe about creation, humanity, and the natural world?	Y5 What do non-religious people believe about creation and the natural world?	Y6 What do sacred texts and other sources say about God, the world and human life?
Week 1	LO: To know that plants and animals need to be treated with care. To know that plants and animals are living things and should be treated with care and respect. Ask questions about what they find in the natural environment. Give an example of how they show care for living things.	LO: To express their own understanding, thoughts, and ideas about how the world was created. To know that there was time when the world did not exist. To ask questions about the creation of the words and share their own thoughts and ideas.	LO: To recall their knowledge of the Christian creation story. To know that Christians believe that God created the world in seven days. To explain thoughtfully their own thoughts and ideas about the creation of the world around us.	LO: To recall their knowledge of the Christian and Jewish Creation stories. To know that Christians and Jews both believe that God created the world in seven days but there are some differences within the stories. Carefully consider the two viewpoints and express their own ideas about the creation of the world.	LO: To recall their knowledge of the Christian, Jewish, and Hindu Creation stories. To know that Christians and Jews believe that God created the world and Hindus believe that Brahma created the world. To share their knowledge, thoughts, and ideas about the creation of the world.	LO: To recall their knowledge of creation from a religious viewpoint. To know that Christians and Jews believe that God created the world, Hindus believe that Brahma created the world from himself, and Muslims believe Allah is responsible for the creation of the universe. To share their knowledge, thoughts, and ideas about the creation of the world.	LO: To recall their knowledge of creation from both religious and non-religious viewpoints To know what Christians, Muslims, Jews, Hindus, and humanists believe about creation. To discuss similarities and differences between beliefs about creations. To explain thoughtfully their own ideas about creation.

Week 2	LO: To know that plants and animals live and die. To know that plants and animals are living things and that they will die. To ask and respond to questions about life and death sharing their personal experiences.	LO: To know that Christians believe God created the world. To know that Christians believe that God created the world in seven days. To ask and answer questions about the creation story	LO: To know the Jewish Creation story. To know that Jewish people also believe that God created the world in seven days. To ask and respond to questions about the story.	LO: To know what Hindus believe about how the world was created. To know that Hindus believe that Brahma created the world from himself. To create an image from the story to support recall of the Hindu beliefs about creation.	LO: To know the Muslim beliefs about creation. To know that Muslims believe that Allah is responsible for the creation of the universe. To respond to quotes from the Qur'an about how Allah was able to create the universe. To Create a class story board of how Muslims believe Allah created the universe. (Children work in groups to create an image and write a statement using knowledge gained)	LO: To explore the similarities and differences between the Christian, Hindu, and Muslim creation stories. To know the Christian, Muslim, and Hindu creation stories. To identify the similarities and differences between the three stories. (Children populate the three areas of a Venn diagram to with the similarities and differences)	LO: To explore the teachings and practice of different religions in looking after the earth and all its creatures. To know what the Bible, Torah, Vedas and Qur'an say about looking after our world and how this is shown in the daily practices of people from those religions.
Week 3	LO: To know the things plants need to grow. To know that like humans there are things that plants need to survive (warmth, light, water, and nutrients)	LO: To recall the seven days of creation and explain what happened on each day. To know what happened on each	LO: To retell the Jewish creation story in words and pictures To know the Jewish creation story	LO: To know the Hindu cycle of birth, life and death and explain their roles. To know that Hindus believe in reincarnation and	LO: To write their own creation story from a Muslim perspective To know the teachings from the Qur'an about how	LO: To explore other non-religious ideas about creation (Christian, Hindu, Humanism and Scientific) To Know the humanist view of creation is that	LO: To identify similarities and differences between religions in relation to looking after our world. Discuss the knowledge gained

	To make observations about the things they see growing around them (trees changing in different seasons) To help water the plants in their environment to help them grow. (Practical task)	of the seven days described in the creation story. To create a 'creation spinner' to support their recall of the seven days of creation and 'test' each other's knowledge. (Create a 'creation spinner' See resource folder.)	To discuss the fact that the creation stories are the same and why. To retell the Jewish creation story in words and pictures. (To create a story board with words and pictures to retell the Jewish creation story)	that when someone dies their soul can live on. Ask and respond to questions about creators, destroyers and preservers in the world around us. To create a cycle of birth, life, and death, explaining what Hindu's believe about life and death. (Hindu life-cycle diagram)	the universe was created by Allah. To write a story about how Muslims believe Allah created the Universe. (To plan and write a story)	the world evolved naturally along with other species on the planet and the scientific explanation of how the world is created is the 'big bang' theory. To ask and respond to questions about these two theories in comparison to the religious ideas around creation they have previously learnt.	in relation to justice, fairness, human rights, and the environment. Debate - which teachings and practices would we want to see in action in our school.
Week 4	LO: To know that Christians believe that God made the world and everything on it. To know the Christian Creation story. To ask and respond to questions about the story.	LO: To explain ways they take care of the world. To know that the world is a special place but we need to take care of it like we take care of ourselves. To ask and respond to questions about taking care of the world. To explain in their own words how	LO: To know what happens on Shabbat and explain its link with creation. To know that Shabbat celebrates God's creation of the universe (as on the 7th day God rested) and that on Shabbat Jewish people may not do any 'work', attend synagogue, have a special meal, spend time with	LO: To name the three Gods involved in the cycle of birth, life and death and explain their roles. To know that Vishnu preserves the world and human beings, that Brahma creates, and Shiva is the destroyer. Ask and respond to questions about creators, destroyers	LO: To explore the beliefs of life after death of people from different religious communities. (Hindu, Christian, Muslim) To know that Hindus believe in reincarnation, that Muslims believe in the afterlife and Christians believe in eternal life. To ask and respond to	LO: To illustrate the many views (both religious and non-religious) of creation. (Hindu, Christian, Jewish, Muslim, Humanism, Scientific) To know the many views of both religious and non-religious groups on how the world was created. To illustrate these views through a	LO: To apply ideas of justice and fairness to the work of Save the Children and Islamic Relief. To know the key principles of the work carried out by both Save the Children and Islamic Relief. (Research)

		they take care of the world around them. (Labelled pictures explaining what they are doing to take care of the world around them - recycling, watering garden, picking up litter, turning off lights and taps etc.)	family and community etc. To ask and respond the questions about Shabbat. To create simple fact file on Shabbat. (Create a simple fact file about Shabbat - make comparisons with what day the week starts on, day of rest etc.)	and preservers in the world around us.	questions about the religious ideas around life after death.	collage depicting the differing ideas . (Creative outcome - image depicting religious/non-religious ideas of creation.)	
Week 5	LO: To know what God did on the seven days of creation. To recall the creation story and know what God did on each of the 7 days. To apply what they know to act out the 7 days of creation. (Role Play/Drama)	LO: To know what marriage is and why people get married. To know that marriage is a legal union of two people who love each other. To ask questions and respond to images of marriage ceremonies.	LO: To know how Christians welcome new life into the world. To know that when a child is born into a Christian family, they have a baptism.	LO:	LO: To explore the beliefs of life after death of people from different non-religious communities. (Humanism) To know that humanists believe that death brings a natural end to our existence. To ask and respond to questions about their current knowledge of life after death and respond thoughtfully with their own thoughts and ideas.	LO: To explain their own ideas and beliefs about the creation of the world.	LO: To explain the similarities and differences between the work of Save the Children and Islamic Relief. To recall and discuss the work Save the Children and Islamic relief do to help the world and those living in it. To identify the similarities and differences between the work done by the two charities and thoughtfully explain their own ideas about the work these charities do.

Week 6	LO: To know why it is important to look after our world. To know that there are things that harm the environment and lots of things we can do to take care of it. To ask and respond to question of right and wrong. To suggest ways that they can help look after their environment.	LO: To be part of a Christian wedding re-enactment. To know that happens at a Christian wedding ceremony. To re-enact a Christian wedding ceremony (Practical outcome)	LO: To explain what happens at a baptism and why. To know what happens during a baptism. To ask and respond to questions about what happens at a baptism. To re-enact a baptism (Drama - re-enactment)	LO:	LO: To illustrate and describe their own beliefs about life after death. To know a range of religious and non-religious views on life after death. To thoughtfully express their own ideas around life after death. To describe and illustrate their own ideas about life after death. (To create a collage, painting or poster about their views on life after death)	LO:	LO: To reason why members of different religions and beliefs help people who are vulnerable. (Case Studies) To know and make links between religious texts/sources and why people from different religious backgrounds often help people who are in need. Discuss various case studies (self-created), identifying what motivates others to help, linking back to the religious sources studied
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