



ART	D&T	Geography	History	ICT	MFL	MUSIC	PE & SPORT	PSHE/SMSC	RE X	SCIENCE
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Key Question	What do Christians learn about the creation story?			
Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
1	<p>L.O. To imagine the Christian creation</p> <p>I must explain where Christians can find their creation story in the bible</p> <p>I should explain why the story is important to Christians</p> <p>I could compare the story to the song</p>	<p>Input</p> <p>Read Genesis 1: 1-25 – explain that this story is both a Christian and Jewish story.</p> <p>Activity</p> <p>Chn listen to What a Wonderful World by Louis Armstrong, noting some of the lyrics.</p> <p>Teach chn to become very still, quiet and receptive to all things around them. Then teach chn to ignore all outside distractions and to become serene and receptive to thoughts. Concentrate on breathing.</p> <p>Now chn imagine, with eyes closed, building scenes in their heads as God created the world, step by step, from darkness.</p> <p>Plenary</p> <p>Children discuss the key question.</p>	<p>The Bible</p> <p>Louis Armstrong</p> <p>‘What a Wonderful World.’</p>	<p>The Creation of Adam - Michelangelo.</p>
2	<p><u>L.O. To create something ‘very good’ about the earth that Christians believe God made</u></p> <p>I must explain what Christians believe God made</p> <p>I should explain why they believe what God made was good</p>	<p>Input</p> <p>Read Genesis 1: 26-31 – humans were given control over what God had made and was pleased, it was good – what have you made that was good? Look together at a translation of the Bible from the original text.</p> <p>How good and clever is creation/the natural world? What do Christians think God must be like from this story?</p> <p>Activity</p> <p>Pupils share a time when they have created something they thought was good or really liked, for example, a story/picture/design/model/poem. Talk</p>	<p>The Bible</p>	<p>The Creation of Adam - Michelangelo.</p>

	<p>I could compare the feelings Christians have about creation to something I have created and explain why I felt good</p>	<p>about how people look after the ‘wow’ objects humans created. Explain how many Christians believe that God cares for his own creation, including humans. Children create ‘good’ models of the earth that God made – are they pleased with it?</p> <p style="text-align: center;">Plenary</p> <p>Children discuss the key question</p>		
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3	<p><u>L.O. To Understand what God's guidance means to Christians</u></p> <p>I must explain how God guides Christians I should explain where this can be seen in the creation story I could compare this to the 10 commandments</p>	<p style="text-align: center;">Input</p> <p>God is a creator and guide - blindfold children and ask them to follow chalked maze in playground both with and without instructions – which was easier? Swap to Lego creations with/without instructions if weather is bad. Ask them to make their way through the maze. How does she/he feel? Then give the pupil a guide to help and lead. How does she/he feel now? Did the pupil feel happier with or without the guide?</p> <p style="text-align: center;">Activity</p> <p>Draw comparison between this and how Christians let their Creator be their guide through life; they do best when they listen to God. Ask pupils to recall how the Bible helps Christians. (It guides them through life, helping them to understand life and how to live it.) How does the Bible guide Christians?</p> <p style="text-align: center;">Plenary</p> <p>Discuss - Exodus 20: 1-17 – ten commandments – how do these guide Christians?</p>	The Bible	Rembrandt Moses Breaking the Tablets of the Law
4	<p><u>L.O. To understand what God's instructions mean to Christians</u></p>	<p style="text-align: center;">Input</p>	The Bible	The Garden of Eden Wenzel Peter

	<p>I must explain what happens in the story I should explain why this is important to Christians I could compare this story to the creation story</p>	<p>Ask pupils: what instructions does God give to humans for treating the Earth as God's good creation? Read Genesis 1:28–30. Ask pupils what they think it means.</p> <p style="text-align: center;">Activity</p> <p>Children act out the story showing how it guides Christians. Children perform to the class.</p> <p style="text-align: center;">Plenary</p> <p>Children discuss how this story links to the creation story and the guidance they give Christians</p>		
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5	<p><u>L.O. To understand why the story of Adam and Eve is important to Christian creation</u></p> <p>I must explain what happens in the story I should explain why it is important to Christians I could explain how this story guides Christians</p>	<p style="text-align: center;">Input</p> <p>Share the story of Adam and Eve (Genesis 2:15–17 and Genesis 3) with pupils in a dramatic and engaging way. 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 pupils' ideas and responses to the story. If there is a 'hidden meaning' or a message in the story, what would it be? Tell them they are going to explore what. Christians think about the meaning of the story.</p> <p style="text-align: center;">Activity</p> <p>Ask pupils to work out where in the story Adam and Eve are tempted, are disobedient, pass the blame, and even try to hide from God. Link this to pupils' own experiences of being tempted and disobedient. Make the point that Adam and Eve went further than just being tempted — they gave in to temptation!</p> <p>Pupils take the roles of the man, woman and snake. For God, leave an empty chair, but have a pupil offering to be God's spokesperson to answer questions. Ask pupils to come up with questions for each</p>	The Bible	The Fall of Man Titian

		<p>character, then use these for hot-seating, where pupils in role try to answer the questions from their understanding of the story.</p> <p style="text-align: center;">Plenary</p> <p>What do you think about Adam and Eve’s behaviour? Was it wrong? See if pupils can offer some different ideas: get them to start sentences with ‘on the one hand ... on the other hand...’. Pupils may be fairly judgemental that Adam and Eve did something they had been told not to do, and blamed each other. If they seem judgemental, inquire whether or not they know of anyone who has ever acted disobediently, or blamed another person — the likelihood is that most of the class will know of people who have acted in these ways. Explain that the part of the story where Adam and Eve eat the fruit is known as ‘the Fall’ and is important for much Christian belief. 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 is to produce the front page for the Eden Times newspaper. You should choose a suitable picture and headline, say what happened, and include a quotation from God, Adam, Eve and the snake. Good answers will explain the idea of ‘the Fall’ — that this spoiled the friendship between humans and God and that humans cannot get close to God again without God’s help. Remember the unit’s key question — what do Christians learn from the creation story?</p>		
6	<p>L.O. To write a new version of the 10 Commandments.</p> <p>I must explain what the 10 commandments are I should explain why they are important to Christians I could explain how they can be seen in the world today</p>	<p style="text-align: center;">Input:</p> <p>Recap previous lesson about the Ten Commandments. Do children still think that these are relevant today? Discuss: What commandments would you add / write for now and why?</p> <p style="text-align: center;">Activity:</p> <p>Children write a set of commandments for the 21st century.</p> <p style="text-align: center;">Plenary:</p> <p>Share commandments. Did anyone have the same> Does anyone disagree?</p>	<p>Scroll to write commandments on.</p>	