RE– Year 1 – SUMMER Term

Unit 1.3: What a wonderful world

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| Prior Learning | | |
| EYFS Objectives Covered  Y1 Unit Belonging Unit 1.1  Christmas  Y1 Unit Worship Unit 1.2  Easter  Recall previous learning about special places. This unit builds on children’s previous learning around ‘special’ places in EYFS and provides opportunities for learning outside the classroom. Explore and appreciate the natural world; listen to Jewish/Christian and other worldviews about how the world came into being; discuss traditional and contemporary creation stories and consider ways in which we can all help care for the world. By the end of the unit, pupils will know that a most religious traditions believe that god made the world and so it is precious, they also believe that the world was created and given to humans to care for. They will be able to explain in simple terms what happened in a creation account and use and show understanding of relevant vocabulary. | | |
| Key vocabulary for this unit | | |
| **What a wonderful world**  environment, climate, world, universe, precious, care, creation, God, sacred, peace | |  |
| Learning Sequence | | |
| **Why are creation stories**  **important to faith**  **members?** | * To recall some creation stories from different traditions * To identify similarities and differences between creation stories * To talk about the meaning of two different creation stories | |
| **How do different faiths say**  **the world should be cared**  **for?** | * To say why the world is a special place for faith members * To talk about ways that everyone can play their part in caring for the world | |
| **How is the Earth precious; what is wonderful about it; where did it come from?** | * listening to Louis Armstrong’s ‘What a wonderful world’; talk about what pupils think makes our world wonderful * exploring a natural area, park or nature reserve, let pupils find things they think are wonderful, encourage them to give reasons for their choices * giving time for children to respond in a creative way to what they think is wonderful about the world; encourage them to ask questions and record these for discussion | |
| **How do people treat precious things differently?** | * making a display/discovery table of wonderful things, say how and why they are wonderful | |
| **Where do sacred stories come from?** | * the Christian / Jewish creation story; stimulate responses and encourage pupils to ask questions about it | |
| **What do Christians believe about God and creation? What do you think Christians learn from this story?** | * unpacking the concept of creation, looking at familiar objects and considering how they are made, if they have a purpose; what attributes their maker might have | |
| **What stories do other religions tell about the creation of the world? What do these stories teach their followers?** | * the Hindu or Islamic creation account; encourage pupils to ask questions about it * poems, prayers and hymns about creation and the way they describe the world * where stories linked to creation may be found, including in artworks, music, dance and drama | |
| **Why should we look after the Earth?** | * Children to discuss the importance of our world and why we need to look after it | |
| **Learning Questions** | * Identify learning questions: Why is the world special? * How is the Earth precious; what is wonderful about it; where did it come from? * How do people treat precious things differently? * Where do sacred stories come from? * What do Christians believe about God and creation? What do you think Christians learn from this story? * What stories do other religions tell about the creation of the world? What do these stories teach their followers? * Why should we look after the Earth? | |
| **Enquiry** | * Listening to Louis Armstrong’s ‘What a wonderful world’; talk about what pupils think makes our world wonderful and encourage them to give reasons for their choices * To give time for children to respond in a creative way to what they think is wonderful about the world; encourage them to ask questions and record these for discussion * Look at the Hindu creation account; encourage pupils to ask questions about it. | |
| Assessment milestones | | |
| **Skills:**   * To recall some creation stories from different traditions * To say why the world is a special place for faith members * To retell and suggest meanings for some religious and moral stories and say how they influence   people today | | **Knowledge:**   * To identify similarities and differences between creation stories * To talk about the meaning of two different creation stories * To talk about ways that everyone can play their part in caring for the world * To consider and make responses to big questions from different worldviews |