

Pioneer Federation
Medium term plan
Cycle 2, Term 5
RE – Year 5/6



Subject: RE			
Key Concept/ Theme: U2.2 Creation and science: conflicting or complementary?			
Prior Learning links: 1.2 Who do Christians say made the world? Understanding Christianity - CREATION L2.1 What do Christians learn from the Creation story? Understanding Christianity – CREATION/FALL			
Vocabulary: creation, scientist, cosmologist, universe, evolution, theory, hypothesis,			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH Overlap with Church teaching, collective worship and visits to church	SMV Overlap with Church teaching, collective worship and visits to church	PM
1.	<p>Deeper learning question (1 per lesson): Recall key concepts: look at previous learning in past years.</p> <p>Prior learning reconnection (year group, cycle & term): What do we already know – complete the front page with space to share prior learning. Add definition of cover sheet to vocab sheet.</p> <p>LO: let's learn where Creation fit into the Big Story of the Bible?</p> <p>Activity: In Floor book – look at big question – what do we already know. Retrieval knowledge</p> <p>Read Genesis 1:1-23. Talk about the story and the meaning, discuss anything surprising or interesting or puzzling. In floor books create the headings most surprising, most puzzling and most interesting. Children to give feedback in creative ways.</p>		
2.	<p>Deeper learning question: what are the evolution theories and how do they link with the Bible?</p> <p>Reconnection: recap on Gensis chapter 1</p> <p>LO: Let's learn how the story of creation link to the Big Bang and Evolution theories?</p>		

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	<p>Activity: What do you know about the Big Bang Theory? Discuss</p> <p>What do you know about the theory of evolution? Discuss</p> <p>Explore the scientific account of cosmology and evolution. Summarise them in a diagram. write one question that you would like to ask about the beginnings of the universe or life or the Genesis text.</p>
3	<p>Deeper learning question: Can I express why Christians and Scientist may have conflicting opinions?</p> <p>Reconnection: what is the scientific account of cosmology? And evolution – recap from floor book</p> <p>LO: Let’s learn how Christians respond to scientific theories?</p> <p>Activity: Look at paintings and discuss your findings.</p> <p>Find out about Christians who are scientist. How do they reconcile their faith with their work? View the 3 different accounts about science from religious people. Write a paragraph to explain the meaning of these.</p>
4	<p>Deeper learning question: How do scientist use religious texts to support their faith?</p> <p>Reconnection: recap on the 3 different accounts of science from religious people</p> <p>LO: Let’s learn how Christians view Science and Religion?</p> <p>Activity: In groups of 3...You have a piece of flipchart paper and some statements.</p> <p>Draw a continuum line like this one. Write the two headings at each end of the line.</p> <p>Next cut out the individual statements that you have and glue them onto the line where you think they should go.</p> <p>There are no definite answers for this but you need to be able to explain your reasons for where you've placed them on the line.</p> <p>Where did you put them? Why?</p> <p><u>Your Task</u></p> <p>Draw a line down the middle of your page with a ruler.</p> <p>Write the headings at the top and bottom.</p>

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	<p>Copy out each statement next to where you think it should go on the line. You might have changed your mind after our discussion and want to put it higher or lower - that's fine!</p> <p>Now choose three of the statements and explain why you placed them where you did on the continuum.</p> <p>Use a colour key...</p>
5	<p>Deeper learning question: How do Psalms link to the golden threads – what does this tell us? Reconnection: What do scientists believe humans evolved from?</p> <p>LO: Let's learn how Christians worship God as the creator?</p> <p>Activity: Psalms are five books in the Old Testament of the Bible that contain poems and prayers that are meant to be sung, e.g. to celebrate and thank God. There are 150 Psalms divided into 5 books. King David wrote many of them. King David was a shepherd boy who became Israel's third and most important king. He's the most frequently mentioned human in the Old Testament. Today, David is most famous for being the boy who defeated the giant Goliath with a slingshot. Psalm 8 is about the greatness of God, and the privileged role given to humans by God. It is a response to the creation story in Genesis. Let's listen to Psalm 8 being sung and read along with the text in front of you. We will then answer the questions together.</p> <p>How do the Psalms link to the Golden Threads?</p> <p>Your Task. Draw a mindmap in your books to show how Christians might put the things in Psalm 8 into practice. How might they worship their creator?</p> <p>Let's discuss those below, and I will write some of your own ideas on the board.</p>
6	<p>Deeper learning question: Reconnection: What are humans <u>not</u> in charge of according to Psalm 8?</p> <p>LO: Let's learn Creation and science: conflicting or complementary?</p> <p>Activity: Rather than seeing scientific accounts and Genesis as being in conflict, there are many Christians who see them as complementary. One simple explanation offered by many Christians is that science addresses <i>how</i> questions about the universe, its origins and mechanisms, whereas religion — in this case, Christian belief in a Creator — addresses <i>why</i> questions: why is there a universe at all? Why do humans matter?</p> <p>Could some of the 'miracles' mentioned in the Bible be explained scientifically (mudslide/parting of the red sea)? Could God have created the Big Bang?</p>

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Could the 'seven days' of creation in Genesis have been 7 symbolic stages that actually lasted billions of years?
Why is there no mention of dinosaurs in the Bible if they came before humans?
How do people believe in God without physical proof? Nobody has seen him...
There are many Christians who are scientists, in the fields of cosmology, biology and other sciences, and find no contradiction between their faith and their science. They see the God of Genesis as giving humans the freedom to explore creation and humanity's place within it.
Religious Truth - this is accepted on faith alone
Scientific Truth - this is accepted on presentation of evidence. However, it is still very hard to prove scientific truth e.g. we believe gravity exists from the evidence, but it cannot be 100% proven to exist.

Task: I will divide you into three groups. – evidence in floor books

Group 1 Literalists - you believe that religion alone explains the creation of the universe. You believe in God as the supreme creator and don't believe in Evolution or the Big Bang Theory.

Group 2 - Atheists - you believe that only science can explain the creation of the universe. You don't believe in God at all. You think the Big Bang Theory created the universe without any help from God.

Group 3 - You are somewhere in between. You think it is a mix of science and religion behind the creation of the universe.

Reflection/quiz: Using everything we have learnt this unit, write a paragraph answering this question, explaining the different beliefs in detail.

Get a balance of religious and scientific views.

Refer to Genesis and the Big Bang Theory.

End Points:

Make sense of belief:

- Identify what type of text some Christians say Genesis 1 is, and its purpose
- Taking account of the context suggest what Genesis 1 might mean and compare their ideas with way in which Christians interpret it , showing awareness of different interpretations

Understand the impact:

- Make clear connections between Genesis 1 and Christian belief about God as creator
- Show understanding of why many Christians find science and faith go together

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Make connections:

- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses
- Weigh up how far the Genesis 1 creation narrative is in conflict or is it complementary, with scientific account, giving good reasons for their views.

Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**

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