Who do Christians say made the world?

Year One **Learning Pathway**

UNIT **7**

Within this unit, pupils will learn about the Christian creation story. They will learn about the key events within the story and be able to retell it using key vocabulary. They will begin to understand that some Christians believe different things about creation. Pupils will begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world. Pupils will also consider how Christians may act in response to creation and why they may choose to praise God for it.

Key Vocabulary

- Creation
- World
- Belief
- Thank
- Harvest
- God
- believe
- Bible
- Genesis
- praise



Lesson 1: Who do Christians say made the world?

STEP 1: Show pupils a range of man-made items (e.g a teddy bear, a mobile phone, and a cake). Ask pupils to talk about what they think the creator of these things might be like. Discuss what skills pupils think the creator would need to make these items.

STEP 2: Take pupils outside into the playground (or outside area if you have one) encourage them to look at various parts of the natural creation e.g plants, trees, grass etc. Discuss what pupils think the creator of these things is like. Do they think that these things got there by chance, or do they think that a higher being or God would have had to of made them?

STEP 3: Explain that Christians believe that God made the world. Ask what pupils think the creator of the world might be like?

Give pupils slips of paper to write one adjective to describe the creator on.

Collect the pupils' responses together and stick onto a large sheet of sugar paper to create a class wordle.

STEP 4: Take pupils back into the classroom and ask them what they can remember about the Christian creation story. When pupils have shared their ideas, read a high-quality version of the story from the children's bible to pupils (a good version can be found in The Beginners Bible). Talk through the key events and discuss what Christians believe was made on each day of creation.

Lesson 2: What happens in Genesis?

STEP 1: Recap the last lesson with pupils. Ask which of the main events from the story they can remember. Use the text from last time and show pupils the images from the story; encourage pupils to use these to retell the story. Explain that today we are going to be looking at the text from the New International Version (NIV) of the Bible. Tell pupils that this is a translation that many adult Christians use. Use Bible Gateway (website) to download the text from Genesis 1:1-2:3. Read the text to the pupils and encourage them to note similarities and differences between the two texts (the one used today and the one used last time). Write pupils' responses on a similarities and differences table.

STEP 2: Ask pupils if they can remember what the texts say was made on each day of creation. Next to the name of each day, add a picture to represent what was made on that day (this will be used later in the lesson as a scaffold for pupils).

STEP 3: Show pupils the first part of the Big Frieze timeline that accompanies Understanding Christianity. Note that everything created is represented by a paint pot. Can the pupils look at the pots and identify things created on each of the days that they heard about in the story? Ask pupils:

What might go inside the paint pot for day number four?

Would you need more than one thing inside a paint pot for day number six?

STEP 4: Give pupils a paint pot outline and encourage them to fill their paint pot with items that were created on one of the days of creation (ensure all the days are covered throughout the class).

At the end of the lesson, bring the class back together and create a paint pot creation timeline with all the different days of creation. See whether pupils can identify where their paint pot should go.

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Lesson 3: Why do Christians look after the world?

STEP 1: Recap the creation story with pupils, encouraging them to share which key events they can remember. Ask pupils to share what they know was made on each day of creation in the Biblical account of it. Watch a video account of the creation story*. Discuss the film with pupils, touching upon: Are there clear links with the original text? Was anything left out? Why might we have to be careful when using video resources? Why do many Christians think it is always a clever idea to go back to the original text?

STEP 2: Talk about Christians believing that God made the world. Explain that some Christians believe slightly different things about how the world was made but that most Christians agree that God is responsible in some way for creating everything. Explain that in the Bible, after the world was made, God put people in charge of his creation. Ask: Do you think that this was an easy job? Why might it have felt like a big responsibility? Explain that many Christians today still feel that they should care for the world. Discuss why pupils think this is.

STEP 3: Ask: 'What do you think Christians who believe God really did make the world and everything in it might say to God'?

Give pupils sentence starters to support writing what a Christian might say such as 'Creator God, we praise you for…' or 'Thank you God for…' etc. Encourage them to create some statements that a Christian might say to thank and praise God for the world. Once they have finished writing, encourage pupils to illustrate their comments appropriately and create a class book.

*You may like to use https://youtu.be/yZ1Fd_SPC18

Lesson 4: What happens at Harvest and why?

STEP 1: Recap with pupils the key events in the creation story from the book of Genesis in the Bible; can they remember what was created on each day? Reread the story together and talk about what Christians today might like to say thank you for. Ask pupils how Christians say thank you to God for things. Focus together on prayer and sung worship. Ask: When might this happen? Explain that Christians believe that they can thank, pray to and worship God anywhere.

STEP 2: Show pupils a church set up for a Harvest celebration. Explain that Harvest is a time when Christians say thank you to God for all that they have been given and all that God has made. Explain that many Christians also share some of what they have with other people at Harvest time as a way of sharing God's gifts with others.

STEP 3: Share a Christian song with the pupils that might be sung at Harvest time*. Talk about the different foods that Christians might thank God for at harvest time. Give pupils some outlines of fruits, vegetables, and other produce.

Encourage them to write a thank you that a Christian might say to God inside the outline at harvest time.

Bring the class back together and create a harvest gift basket by sticking together the pupils' creations. Tell pupils that when the foods are brought into church, a vicar might pray for the gifts and bless them before they are given to people who need them.

STEP 4: Read Matthew 10:8 to the pupils (using a version that pupils will understand well from Bible Gateway website). Talk about the last part of this verse, 'freely you receive.' What do pupils think it means? Link to the idea that Christians believe they have received a lot from God and should generously give too. Create a list of things that pupils think Christians might like to share at harvest time.

*A suitable song might be found at: https://youtu.be/Cwri-YWb8hU

Alternatively, or as a more traditional comparison you could use, we plough the fields and scatter (this one has trickier language) www.youtube.com/watch?v=ccVEjKFkAV4

Lesson 5: How do artists show the Creation?

STEP 1: Recap with the main events in the Christian creation story by showing pupils the key events in picture form and tasking them to order and retell the story. Ask pupils how they know the story so well. Explain that in the past, not everyone could read or write so stories from the Bible were often shared through stained-glass windows, these were often found in churches. Tell pupils that these windows helped people to find out about

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stories and teachings from the Bible. Show pupils some examples of the creation story depicted in stained-glass windows.

STEP 2: Show pupils some pictures that different artists have created to show the different days of creation. Can pupils identify which days of creation these pictures are trying to depict?

STEP 3: Explain that today we are going to be designing stained-glass windows for a new church to show each of the days of creation. Which images might pupils want to use within their windows?

Give pupils a window outline and a day of the creation story to show within it.

STEP 4: Bring the class back together and encourage them to create a timeline of windows to tell the creation story. Ask and discuss: What might someone who has never heard the story learn from looking at these windows? How might looking at these windows help a Christian to focus on praising God for creation?

Lesson 6: Who do Christians say made the world?

STEP 1: Recap with pupils the days of creation. Ask: what did God do on the seventh day? Discuss why pupils think God rested on the seventh day. Explain that many Christians try to follow God's example. Ask: What might they do on the seventh day of their week? Talk about rest and relaxation and how historically shops and other businesses would be closed on a Sunday, why do pupils think this is?

STEP 2: Recap pupils' knowledge by using the sticky knowledge quiz slides.

STEP 3: Pupils to complete the cloze assessment sheet.

Learning Outcomes

- Retell the story of creation from Genesis 1:1–2.3 simply.
- Recognise that 'Creation' is the beginning of the 'big story' of the Bible.
- Say what the story tells Christians about God, Creation and the world.

- Give at least one example of what Christians do to say thank you to God for Creation.

- Think, talk and ask questions about living in an amazing world
- Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.

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