

**Year Group: Class 3**

**Unit: Unit 2B.2 - Creation/ Fall – Creation and Science: conflicting or Complementary?**

**Prior Learning**

Pupils will know that Christians believe:

- God the Creator cares for the creation, including human beings.
- As human beings are part of God's good creation, they do best when they listen to God.
- The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').

**Learning outcomes:**

By the end of this unit, pupils are expected to be able to:

- Outline the importance of Creation on the timeline of the 'big story' of the Bible.
- 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 ways in which Christians interpret it, showing awareness of different interpretations.
- 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.
- 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 complementary, with a scientific account.

**Key concepts:**

Interpretation of belief and teachings - understanding and critically responding

Exploration of practices and ways of life - including impacts on everyday life.

**Key vocabulary:**

Text type, genres, audience, evidence, historical context, literary context, Cosmology, evolution,

Appreciation of expressions of beliefs through different forms.

Evaluation of own and others' values to make informed and rational conclusions.

### Resources:

Teachers should read the full text in an up-to-date translation (*for example, New Century Version or New International Version UK*). Search online on the bible Gateway, which will give lots of translations. [www.biblegateway.com](http://www.biblegateway.com)

*The Message* translation gives a contemporary rendition, conveying the spirit of the original text with modern idioms. *The International Children's Bible* is a good text to use with pupils.

Wikipedia has an exhaustive list of scientists who were or are Christians:

[https://en.wikipedia.org/wiki/List\\_of\\_Christian\\_thinkers\\_in\\_science](https://en.wikipedia.org/wiki/List_of_Christian_thinkers_in_science)

Faraday Schools Project includes lots of resources, including short video explanations: [www.faradayschools.com/library/video-gallery/](http://www.faradayschools.com/library/video-gallery/)

Interview clips with scientists who are also Christians: a range of topics

[www.testoffaith.com/resources/subCategories.aspx?sub=true&id=13](http://www.testoffaith.com/resources/subCategories.aspx?sub=true&id=13)

Jennifer Wiseman is a good example: [www.testoffaith.com/resources/resources.aspx?resource=true&catid=13&id=156](http://www.testoffaith.com/resources/resources.aspx?resource=true&catid=13&id=156) start with her personal story clips 1 & 2 <http://bit.ly/1lv1o1G>

She also talks about how and why questions here: [www.faradayschools.com/primary/different-types-of-explanation/](http://www.faradayschools.com/primary/different-types-of-explanation/)

Prof Denis Alexander talks about interpreting Genesis 1: [www.testoffaith.com/resources/resources.aspx?id=510](http://www.testoffaith.com/resources/resources.aspx?id=510)

### Artwork

Some artwork from Genesis 1: [www.textweek.com/art/creation.htm](http://www.textweek.com/art/creation.htm)

Jewish artwork: [www.israelbiblemuseum.com/virtual/genesis/creation\\_n.htm](http://www.israelbiblemuseum.com/virtual/genesis/creation_n.htm)

Genesis window in Rondo Chapel, Tanzania: [www.minchurch.org.uk/index.php/church-groups/masasi/1018-the-rondo-chapel](http://www.minchurch.org.uk/index.php/church-groups/masasi/1018-the-rondo-chapel) ;  
Imagines of the stained glass in the Rondo Chapel [www.minchurch.org.uk/index.php/rondo-stained-glass](http://www.minchurch.org.uk/index.php/rondo-stained-glass)

*Picturing Christianity*, a pack of 24 images and activities linked to the core concepts of this project, by Lat Blaylock, available from RE Today Services

For more confidence in dealing with some of these issues, try the leaflets produced by Christians in Science  
[www.cis.org.uk/resources/thinking/](http://www.cis.org.uk/resources/thinking/)

Teaching sequence suggestion

	Learning Objectives	Suggested Teaching Activities
1	<p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p>	<p>Briefly revise work on genre with your pupils. Give them a range of text types: for example, newspaper report, letter/ email, children's fiction picture book, poem, manual for new bit of technical equipment, a prayer, a shopping list and so on. Get the pupils to match the text type to the source (who might have written it) and then give them various audiences intended for the writing; for example a younger child, etc.</p> <p>Talk about how they identified genres, and matched them to writer and audience – which clues did they look for? If you mix some up, can they say why the mixed up versions are incorrect and why? Through the process, identify with the class that writers have a purpose in writing.</p> <p>Read Genesis 1:1-2:3 to your class. Use an appropriate translation. Choose some suitable music (without words) to accompany this, and get pupils to draw the events as they occur, or just the impression they gain from the text, to help them listen carefully.</p> <p>Ask pupils to sum up the key message of the text, writing seven key words onto their sketches and a brief explanation of their ideas on the back. What does this story mean? How does it make them feel? Were there any surprising, interesting or puzzling moments?</p> <p>Go into the natural environment and/or look at images of the natural environment. Record their feelings and sensations, share their responses in class.</p>

		<p>Encourage the children to consider what difference it would make to how people treat the earth if we all reflected on it like this more regularly.</p> <p>Ask pupils if they can make a connection between this experience and how reading Genesis 1 might help to inspire Christians to care for the earth and to worship God.</p>
2	<p>Outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p>	<p>Read Genesis 1:1-2:3 to your class. Use an appropriate translation.</p> <p>Suggest to pupils that this text is a detective story or a newspaper report. Ask them to find evidence for or against this. Ask pupils to suggest what type/ genre of writing Genesis 1 is and how they know – what evidence is there? Remember that it is at least 2,500 years old: think about what life was like at the time, and whether that makes a difference.</p> <p>Recall previous learning that Christians celebrate God as Creator through harvest, but also in art and music.</p> <p>Have a look at some artistic responses to God and Creation. You might try the <i>Picturing Christianity</i> pack, or have a look at the Creation stained glass in the Rondo Chapel.</p> <p>You could listen and read the popular hymn 'O Lord my God, when I in awesome wonder, consider all the works thy hand hath made', or even the children's song, 'who is the king of the jungle'.</p> <p>Ask pupils again if they can make a connection between this experience and how reading Genesis 1 might help to inspire Christians to care for the earth and to worship God.</p>
3	<p>Identify what type of text some Christians say Genesis 1 is and its purpose.</p>	<p>Have a look at the translation 'The Message' on Resource Sheet. This is set out as a poem. Are there any clues in the text that this is</p>

	<p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p>	<p>a poem? Are there repeated phrases? What do they suggest is important? Make the point that people (including Christians) disagree about the genre and purpose of Genesis, and that their views have implications for addressing the unit's key question.</p> <p>Ask pupils to identify what they think the genre of the Genesis creation text may be, and why it was written. Offer alternatives to help them express ideas, such as: was this story written for a science textbook or for a service to worship God? Was this story written to explain to believers who we are or who God is? Was this story written to explain to believers why the world is beautiful or that God is good?</p> <p>Ask pupils to identify the main ideas they have learned about Christian beliefs about God as Creator. Ask them to summarise the key points. Use Resource Sheet 5 to help with this.</p>
4	<p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p>	<p>Introduce pupils to a scientific account of cosmology (the beginning of the universe) and of evolution (the development of living beings). Read this aloud to pupils. Remind them of what they have learned in Science. Give them three minutes to draw a simple diagram to explain either cosmology or evolution, and in pairs, explain their drawings to each other. Check for accurate explanations!</p> <p>Some people think that Genesis 1 cannot be true because the scientific account contradicts it, but that depends how you interpret Genesis. Use Resource Sheet 3 to explore these views and show their awareness of different interpretations.</p> <p>Write this statement on the board: 'Genesis explores why the universe and life exists. Science explores how the universe works the way it does.' Discuss how far pupils agree or disagree, and why. Consider if there are questions that science cannot answer.</p>

		<p>Which questions do pupils have that can be answered by science, and which cannot? Present a cardboard box with two slots cut into it as a 'Question machine': one slot labelled 'science' and one slot labelled 'religion'. Post their questions into the appropriate slots, explaining why.</p>
5	<p>Show understanding of why many Christians find science and faith go together.</p>	<p>Ask pupils to come up with as many questions as they can about the Genesis text and about the beginnings of the universe and life. Get pupils to sort their questions: are some better answered by science and some by Genesis</p> <p>Pupils need to know that there are many Christians who are scientists. Watch the interviews with Dr Jennifer Wiseman, astrophysicist. Which questions would pupils want to ask her? How do they think she interprets Genesis and why?</p> <p>Get pupils to find out about Christians who are scientists, or who are interested in science. Find out how these Christians make sense of believing in a Creator God and also doing science. How do they read Genesis 1? Support pupils to ask questions to such people about faith and science: are they compatible or in conflict?</p>
6	<p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p>	<p>Look at the unit key question: ask pupils to come up with some reasons why some people might say Creation and science are in conflict or complementary.</p> <p>Open the Question Machine and look at the questions. Sort them on a large Venn diagram – science/ religion – with an overlap.</p> <p>Get pupils to express their understanding in two ways:</p> <ol style="list-style-type: none"> <li>a) With a short written answer to the key question, with explanation, evidence and examples</li> </ol>

		b) A creative response, expressing their own views about the universe, Creation, a Creator, science, cosmology, evolution and so on.
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**Digging Deeper**

Digging Deeper outcomes and programmes of study are available for groups who are ready to deepen their understanding in this unit.

	Cross-curricular links	Specific school context
1		Forest School Reflection Time
2	<b>Art – KS2</b> – Pupils should be taught about great artists, architects and designers in history.	
3	<b>English – Spoken Language</b>  <b>English – Y6 Reading Comprehension</b> - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion	
4		
5		
6		

Assessment (linked to learning outcomes)		
Emerging	Secure	Exceeding

<p>Pupils will know that:</p> <p>God the Creator cares for the creation, including human beings.</p> <p>As human beings are part of God's good creation, they do best when they listen to God.</p> <p>The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the fall').</p>	<p>Pupils will know that:</p> <p>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <p>These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts?</p> <p>There are many scientists through history and now who are Christians.</p> <p>The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>	
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