**Year 6 R.E Curriculum – Autumn Term 1**

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| **Theme: Creation and science:conflicting or complementary?** | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | **Links across the curriculum** |
| **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 ways 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  **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 complementary, with a scientific account, giving good reasons for their views. | | | **Keyword** | Definition | **Keyword** | Definition | Speaking and listening – discussion, explaining, questioning.  English-  genres |
| Genesis | The stories that explain how the world and humanity were created. | Christianity | The belief that Jesus is the Christ, or chosen one, whom God sent to the world to save humans. |
| Cosmology | Cosmology is the study of outer space or the universe. It seeks to explain how the universe came to be, what its structure is like, and what the future may hold for it | Evolution | The process by which living things can gradually change over time. |
| Scientists | Cosmology is the study of outer space or the universe. It seeks to explain how the universe came to be, what its structure is like, and what the future may hold for it | Creation Story | Christians believe God created the world in seven days. |
| Universe | The universe is everything that exists—all matter and all energy—throughout space and time. |  |  |
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| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | |
| What do Christians learn from the creation story? (Year 3) | | | | |  | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | **Key Skills** | |
| 1. To read/watch Genesis 1:1-2:3 and talk about what the story means and what is interesting or surprising. | | * To know the Christian creation story. | | | | * Investigative skills | |
| 1. To read The Message translation and the clues it is a poem. | | * Know The Message is a translation of the original scriptures | | | | * Investigative skills | |
| 1. To explore the scientific account of cosmology (the beginning of the universe) and evolution. | | * Know the scientific explanation of how the universe was formed. | | | | * Investigative and interpretive skills | |
| 1. To understand the difference it makes if someone understands Genesis literally or poetically. | | * Know that Genesis could be described by some as a description of God and creation are like, and not how it actually happened. | | | | * Interpretive skills | |
| 1. To ask questions about the Genesis text and sort which are better explained by science or the text? | | * Know some questions are answered best by science and some by the text and know if they think they are complementary or in conflict. | | | | * Analysing skills. | |
| 1. To find out about Christians who are scientists (Jenner Wiseman) | | * Know people have belief in both their faith and science. | | | | * Empathising skills | |
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| **Themes** | **Where these are covered:** | | | | | | |
| **Make sense of belief** | * Lesson 1-2 | | | | | | |
| **Understand the impact** | * Lesson 3-4 | | | | | | |
| **Make connections** | * Lesson 5 - 6 | | | | | | |