

## Unit 1.2: Caring for the world

## Key Question: How can we keep the world special?

### About this unit

This unit builds on children's previous learning in EYFS around 'special' places and may lead into work around Easter (see Easter suggestions) Explore and appreciate the natural world, using any of the world faiths as a context; using traditional and contemporary creation stories, consider ways in which we can all help care for the world.

*Resources: variety of creation stories from different cultures - What A Wonderful World, two books by Pat Alexander and Tim Hopgood (local children's author from York) [www.wildlifetrusts.org](http://www.wildlifetrusts.org) [www.arochoa.org](http://www.arochoa.org) [www.christianaid.org.uk](http://www.christianaid.org.uk) [www.peacechild.org](http://www.peacechild.org)*

Programme of study	Teaching and learning outcomes (AT1)	Teaching and learning outcomes (AT2)
<p><b>Meaning &amp; purpose</b> explore creation stories from holy books</p> <p>consider the ways in which the world is a special place and how faiths say it should be cared for</p>	<p>recall some creation stories from holy books of different faiths</p> <p>say why the world is a special place for faith members</p> <p>say how religious people treat the world with respect</p>	<p>reflect on a variety of creation stories</p> <p>say why they think the world is a special place</p> <p>talk about ways that everyone can play their part in caring for the world</p>
<p><b>Beliefs &amp; practices</b> explore and discuss sacred stories</p>	<p>retell a faith story</p> <p>know which faith a story comes from</p>	<p>say what they think a faith story means for the believer</p> <p>say why the story is important to the faith member</p>
<p><b>Prepare for learning</b></p> <p>Identify places that are special to the children in the class Think about what makes a place special</p>		

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### Engage the learner

Describe own special place to a partner, talk about why it is special

Go for a walk around the school, outside and/or inside, talk about what makes places in school special for people

### Identify learning questions

What does 'precious' mean?

What is precious to me and to others?

How do people treat precious things differently?

Where do sacred stories come from?

Why are faith stories important to believers?

How is Earth precious; where did it come from?

### Provide new information

Listen to the creation story from the Judeo-Christian tradition

Look at art linked to the creation story

Listen to the creation story from another faith tradition

Listen to poems, prayers and hymns about creation and talk about the way they describe the world

Explore creation by going outdoors - new beginnings, the preciousness of life, looking after creation

Look at diversity in the natural world and uniqueness in creation and think about how to demonstrate appreciation of this

Discover where faith stories linked to creation can be found and how these books are cared for by faith members

Find out why the creation story is important to believers, be aware of diversity of belief among Christians about the literal truth of the creation story in *Genesis 1*

### Search for meaning

Look closely at photographs and artwork; do we always look after the Earth?

Grow seeds and think about the care they need in order to grow

Make links between how children care for their own special places and how we care for the world

Look at similarities and differences between how they care for their special place and how faith members say the world should be cared for

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### Share new understanding

Present a creation story as:

- drama
- picture sequence
- art gallery
- class book
- collage
- PowerPoint

Ensure you show awareness of some faith sensitivity about depiction of humans, particularly in Islam

Sing *Think of a World without any Flowers* and talk about its message

### Reflect on learning

Uniqueness of creation; valuing all life on earth

Feelings when we see new life

Read books such as:

- *God's Wonderful World* by Charlotte Stowell
- *How the World Works* by Christian Dorion and Beverley Young
- *Wow! said the Owl* by Tim Hopgood
- *What a Wonderful World* by Tim Hopgood plus song by Louis Armstrong, and same title by Pat Alexander – p.124 Zilya's Secret Plan

## THIS UNIT WILL CONTRIBUTE TO THE ACHIEVEMENT OF THESE END OF KEY STAGE STATEMENTS

Highlighted text indicates how this unit contributes to overall End of Key Stage attainment

AT1	AT2
<b>Retell some religious and moral stories from sacred writings, specified in the key content, recognising the traditions from which they come</b>	<b>Suggest meanings of some religious and moral stories</b> <i>specified in the key content</i>