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.


Programme of study  

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<tr>
<th>Meaning &amp; purpose</th>
<th>Teaching and learning outcomes (AT1)</th>
<th>Teaching and learning outcomes (AT2)</th>
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<tbody>
<tr>
<td>explore creation stories from holy books</td>
<td>recall some creation stories from holy books of different faiths</td>
<td>reflect on a variety of creation stories</td>
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<tr>
<td>consider the ways in which the world is a special place and how faiths say it should be cared for</td>
<td>say why the world is a special place for faith members</td>
<td>say why they think the world is a special place</td>
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<td>say how religious people treat the world with respect</td>
<td>talk about ways that everyone can play their part in caring for the world</td>
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<th>Beliefs &amp; practices</th>
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<tr>
<td>explore and discuss sacred stories</td>
<td>retell a faith story</td>
<td>say what they think a faith story means for the believer</td>
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<td>know which faith a story comes from</td>
<td>say why the story is important to the faith member</td>
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<th>Prepare for learning</th>
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<td>Identify places that are special to the children in the class</td>
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<td>Think about what makes a place special</td>
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## Unit 1.2: Caring for the world

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

#### 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
Unit 1.2: Caring for the world
Key Question: How can we keep the world special?

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

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