

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: R.E.

YEAR: B

TERM: Summer 2

YEAR GROUPS: 5/6

KEY QUESTION: Creation and science: conflicting or complementary?

PREVIOUS KNOWLEDGE We would expect most children to already know about:

- That many Christians believe in God the Creator who cares for all creation. (LKS2)
- That many Christians believe that humans should listen to God. (LKS2)
- That the Bible shows Christians how God wants them to behave. (LKS2)
- This year, children have explored the differences/similarities between Humanism and Christianity.

End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- outline the events from Genesis 1:1–2:3. **KQ1**
- know that people have different beliefs surrounding creation. **KQ2**
- with support, sort key ideas surrounding science and religion. **KQ3**
- use my senses to explore images of the world. **KQ4**
- know that Psalm 8 is about the greatness of God. **KQ5**

*Most children will show that they have reached the **expected** level because they can:*

- understand that Genesis 1 is interpreted by Christians differently. **KQ1**
- upon researching, can explain how Christians can also be scientists. **KQ2**
- sort key ideas surrounding science and religion and use technical vocabulary (atheist/agnostic) to show who the views may be held by. **KQ3**
- write a poem and use it to reflect on a statement surrounding the creation of the world. **KQ4**
- illustrate extracts from Psalm 8 in order to communicate the overall meaning of the text and identify what Psalm tells Christians about God and humans. **KQ5**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- with a clear understanding of literal and metaphorical interpretation of Genesis, as well as of cosmology and evolution, articulate my views surrounding the purpose of Genesis 1. **KQ1**
- pose thoughtful questions that will illicit deep responses from Christian scientists in order to extend my awareness of the world. **KQ2**
- sort key ideas surrounding science and religion and use my reasoning to explain justify where I have positioned them. **KQ3**
- use my poem in order to reflect on a statement surrounding the creation of the world and consider questions that science can just not answer. **KQ4**
- reflect on how Psalm 8 might relate to questions of religion and science. **KQ5**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Explanation of varying interpretations of Genesis 1.
- Poetry writing
- Sorting key ideas about science and creation.
- Reflection on statements concerning creation and /or science.
- To pose thoughtful questions to illicit deep responses concerning the creation of the world.
- Psalm 8 reflections.

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

- Video clips
- Poems and poetry writing
- Bible extracts
- Interview a Christian scientist
- Photography
- Illustrations

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

- Spiritual - Discuss beliefs about Creation in Christianity; chance for children to reflect on their own views.
- Moral - Understand that there are different beliefs even within a religion and show respect for the opinions of others; promoting a safe space for children to reflect and explore answers to the questions posed.
- English: poetry writing

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	use technical vocabulary with confidence.
Works hard	explain how Genesis 1 can be interpreted differently by Christians.
Concentrates	illustrate extracts from Psalm 8.
Self-motivates	ensure reasoning skills show depth of thought and understanding.
Imagines	consider different perspectives help by atheists, agnostics and Christians.
Improves	respond thoughtfully to 'pink for think' marking.
Understands others	when working as a group, ensure everyone's ideas are considered.
Doesn't give up	complete set work to the best of my ability, striving to achieve any challenges/extension work.