


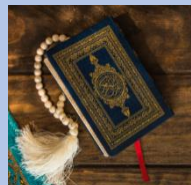
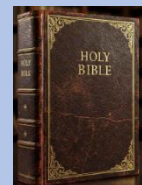












# Key Stage 1: Religion and Worldviews

# How did the world begin?

Term: Autumn 2025

| National Curriculum:<br>Religion and Worldviews                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Vocabulary |
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| <p>* All children should have the opportunity to develop socially, spiritually, morally, and culturally in 21<sup>st</sup> century Britain.</p> <p>Pupils should be taught in KS1:</p> <p>To enquire, investigate and understand about religions and beliefs.</p> <p>To question, explore, reflect upon and interpret human experience when considering the religions and beliefs studied.</p> <p>To develop religious literacy – be able to articulate knowledge and understanding of religious beliefs, practices, and secular world views.</p> <p>Thinking and Investigating- Recall features of religious, spiritual, and moral stories and other forms of religious expression. To recognise and name features of religions and beliefs.</p> <p><b>Religious Oracy</b> - Respond sensitively to the experiences and feelings of others, including those with a faith. Recognise some religious symbols and words</p> | <div></div> <div></div> <div></div> <div><div></div><div></div></div> | <div><p>What is creation?</p><div></div><div><p>creation*</p><p>creator*</p></div></div> <div><p>How do some Humanists believe the world began?</p><div></div><div><p>The Big Bang theory</p></div></div> <div><p>What do creation stories suggest to some people about God?</p><div><div><p>Christian*</p></div><div><p>Hindu*</p></div><div><p>Humanist*</p></div><div><p>Jewish*</p></div><div><p>religion*</p><p>worldview*</p></div></div></div> <div><p><b>Belief</b> Things people think are true.<br/><b>Believe</b> To think something is true.<br/><b>Create</b> To make something from new.<br/><b>Creation</b> Something which has been made.<br/><b>Creator</b> Someone who creates something new.<br/><b>Idea</b> A thought or a plan about something.<br/><b>Natural</b> Not made or created by humans.<br/><b>Proof</b> Information which shows whether something is true or not.<br/><b>Proud</b> Feeling pleased because of an achievement<br/>Christian Bible Scripture believed by many Christians to be the word of God.<br/><b>Christian</b> A person who believes the Bible to be God's word and follows the teaching and example of his son Jesus.<br/><b>Genesis</b> The first book within the Torah and the Bible where a story of creation is recorded.<br/><b>Jewish</b> A person who is born into a Jewish family or becomes part of the Jewish community.<br/><b>Religion</b> A set of beliefs and teachings a person might follow.<br/><b>Scripture Writings</b> considered to be holy or special.<br/><b>Tenak</b> Jewish scripture.<br/><b>Torah</b> The first five books of the Tenak.<br/><b>Worldview</b> The way a person sees and explains the world.<br/><b>Brahma</b> A Hindu name for God as the creator.<br/><b>Brahman</b> The Hindu name for God (Bhagavân is also used).<br/><b>Hindu</b> A person who believes in one God (Brahman) with many forms including Vishnu, Brahma and Shiva.<br/><b>Lotus</b> flower A large open flower, also called a water lily.<br/><b>Navel</b> The belly button.<br/><b>Shiva</b> A Hindu name for God as the destroyer.<br/><b>Vishnu</b> A Hindu name for God as the protector.<br/><b>Personality</b> What someone is like as a person.<br/><b>Talent</b> Something that a person is good at<br/><b>Humanist</b> A person who believes there is no god and that people should focus on living for the good of all humans.<br/><b>The Big Bang</b> How some scientists explain the beginning of the universe.<br/><b>Universe</b> Everything that exists, including the stars, planets and space.<br/><b>Wonder</b> A feeling of amazement and curiosity about someone or something.<br/><b>Express</b> To share thoughts or ideas.<br/><b>Respect</b> Treat someone well.</p></div> |            |

## Key Learning: Lesson Sequence

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| 1<br>   | <p><b>What is creation?</b><br/>Recognise things that are natural or made by humans. Use adjectives to describe a creator. Explain ideas through talking or writing. Suggest where these ideas come from</p> <p><b>Learning:</b> To identify what creation means in relation to the natural world.</p>                                                                                                              |
| 2                                                                                       | <p><b>What might some Jewish and Christian people think about creation?</b><br/>Retell a creation story in my own words. Identify how a creation story can suggest what a creator is like. Discuss what some Jewish and Christian people believe about creation.</p> <p><b>Learning:</b> To recognise that some people believe God created the world by listening to the Jewish and Christian creation stories.</p> |
| 3                                                                                       | <p><b>What do some Hindu people believe about creation?</b><br/>Correctly order the key events of a Hindu creation story. Explain how the story is similar to other creation stories. Explain how the story is different from other creation stories.</p> <p><b>Learning:</b> To recognise that there are different creation stories to explain how the world began.</p>                                            |
| 4                                                                                       | <p><b>What do creation stories suggest to some people about God?</b><br/>Recognise that stories help some believers understand what God might be like. Identify what a story might suggest about God. Use adjectives to describe a creator.</p> <p><b>Learning:</b> To express ideas about what a creator might be like based on creation stories.</p>                                                              |
| 5                                                                                       | <p><b>How do some Humanists believe the world began?</b><br/>Share something we wonder about. Understand that many Humanists think the world can be explained by science. Create something to represent how the world might have begun.</p> <p><b>Learning:</b> To know that many Humanists use science to understand how the world began.</p>                                                                      |
| 6<br> | <p><b>Where did the world come from?</b><br/>Use art to show how the world may have begun. Explain ideas through talking or writing. Discuss where these ideas come from.</p> <p><b>Learning:</b> To explore and express ideas about how the world began.</p>                                                                                                                                                       |
| 7                                                                                       | <p><b>Assessment – using SOLO Taxonomy “Hex-perts” scaffolds.</b></p> <p><b>This term, children will also explore Incarnation through our Nativity and the retelling of The First Christmas, the Harvest Festival as a Christian celebration and look at All Saints’ Day and All Souls’ Day in the context of Hallowe’en.</b></p>                                                                                   |