

Component 6: Comparing Creation Stories

What we will know after this sequence:

- Pupils can identify the types of creation stories.
- Pupils can identify similarities and differences between creation stories.
- Pupils will be able to compare, explain and discuss different creation stories.

Vocabulary: Creation stories, creation myths, religious, cultural, similarities, differences, features, type.

How will this feed into my next learning: Children use the key features of all creation stories to write a creation myth of their own.

SEND: Sentence stem questions provided to support their final piece of writing about different creation stories.



Component 4: Sikhism

What we will know after this sequence:

- Pupils will be able to classify creation stories.
- Pupils can explain that Sikh's describe creation.
- Pupils can demonstrate understanding of Sikh beliefs about creation.

Vocabulary: God, Universe, Sun, Moon, Stars, Earth, humans, water, oceans, gas, life, light, mountains, trees, fruit.

How will this feed into my next learning: Children could research the Guru's who wrote about creation in the Guru Granth Sahib.

SEND: Working in a small group with a Ta and others.



Component 5: Types of Creation Stories

What we will know after this sequence:

- Pupils can classify different types of creation stories.
- Pupils can identify the key parts of a creation story.
- Pupils can compare and sequence different types of creation stories.

Vocabulary: Creation stories, creation myths, ex-nihilo, chaos, world parent, emergence, earth diver.

How will this feed into my next learning:

SEND: Children are provided with vocab mats to support.



Component 3: Hinduism

What we will know after this sequence:

- Pupils will be able to retell the Hindu creation story.
- Pupils can sequence and retell the Hindu creation story.
- Pupils can compare the Hindu creation story with the creation stories of the Abrahamic religions.

Vocabulary: Cobra, Vishnu, Nothingness, Om, lotus flower, navel, Brahma, world, heavens, earth, sky, flora, fauna, animals.

How will this feed into my next learning: Children select either the Judeo-Christian or Islamic creation story and write a paragraph of similarities and differences between the chosen story and the Hindu creation story.

SEND: Sentence stem questions to support children.



Component 2: Comparing Creation Stories

What we will know after this sequence:

- Pupils will be able to compare the creation stories of the religions.
- Pupils will be able to retell the Judeo-Christian story of creation.
- Pupils will be able to explain what an Abrahamic religion is.

Vocabulary: animals, man, heavens, angels, God, seven days, earth.
How will this feed into my next learning: Children will be able to state why humans and animals are not allowed to be depicted according to Islam.

SEND: Vocabulary taught in a pre-teach group.



Component 1: Judaism and Christianity

We should know: That in our world there are many different types of religious beliefs and we need to learn about all religions and respect other peoples' beliefs.

What we will know after this sequence:

- Pupils can compare and contrast the Judeo-Christian and Islamic creation stories.
- Pupils can understand why Jews and Christians have the same Creation Story.
- Pupils can sequence the Judeo-Christian Story of Creation.

Vocabulary: heaven, sun, moon, stars, birds, sea creatures, creation.

How will this feed into my next learning: Pupils will be able to explain what they have learnt about the two religions.

SEND: Pupils will be shown interesting video clips to hook them into the new RE unit.

