

THE NATURAL WORLD Key Stage 1



<p>What this unit contains</p>	<p>This unit involves pupils in investigating patterns, rhythms in nature, change, growth and the cycle of life. It provides an opportunity to experience awe and wonder as pupils reflect on attitudes to life, living things and the world. Through this unit pupils are introduced to the belief that for people of many faiths, and specifically for Jews, Christians and Muslims, a Creator, God, designed the world.</p> <p>Christian beliefs about God as a Creator, responsibility for living things on the planet as a response to this belief, harvest thanksgivings and St Francis as an example of living a life in response to these beliefs.</p> <p>Islamic beliefs about Allah as creator of all things and people as the custodians of the earth.</p>																												
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This unit should be taught at the start of term 1 in Year 1. It introduces pupils to beliefs in Judaism, Christianity and Islam, incorporating content from the appropriate sections of the syllabus.</p> <p>Throughout the unit pupils should be encouraged to notice change in the world around them – in the weather, in plant life around the school, in themselves and in seeds / bulbs that you can grow in class. If possible they should be encouraged to care for creatures, for example feeding fish or birds.</p>																												
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Explore and respond to Christian images of creation from works of art from different periods. For example Michelangelo's images of the Creator and His creation in the Sistine chapel. ➤ Find out more about those who leave society to live in a religious community. ➤ Discuss elements of the natural world which may at first seem unappealing and consider their place in the greater scheme of things (snakes, spiders, slugs in the garden). 																												
<p>Vocabulary</p> <table border="0"> <tr> <td>create</td> <td>Christianity</td> <td>mysterious</td> <td>unique</td> </tr> <tr> <td>Creator</td> <td>Judaism</td> <td>earth</td> <td>special</td> </tr> <tr> <td>God</td> <td>Muslim</td> <td>sea</td> <td>shell</td> </tr> <tr> <td>Allah</td> <td>Islam</td> <td>sky</td> <td>feather</td> </tr> <tr> <td>dead</td> <td>make</td> <td>animal</td> <td>stone</td> </tr> <tr> <td>alive</td> <td>living</td> <td>bird</td> <td>egg</td> </tr> <tr> <td>Christian</td> <td>beautiful</td> <td>Saint Francis</td> <td></td> </tr> </table>	create	Christianity	mysterious	unique	Creator	Judaism	earth	special	God	Muslim	sea	shell	Allah	Islam	sky	feather	dead	make	animal	stone	alive	living	bird	egg	Christian	beautiful	Saint Francis		<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Ultimate questions about the origin of life on the planet and beliefs about a Creator who cannot be seen. ➤ Ways to care for the planet. ➤ The work of a school council and how pupils can be active members of the school community through this.
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The Natural World Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that the world contains many beautiful natural things, all of which are unique; ➤ consider that life is special and transient; ➤ consider beliefs about origins; 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p><i>Before the lesson prepare a collection of items from different natural environments, e.g. water, land, air. Have items derived from the natural world e.g. oil, wool, feathers, eggshells, stones, shells, seedpods, leaves, plants.</i></p> <p>Talk to the class about one object. How many different words can they suggest to describe the item? Do they know what it is and where it comes from? Introduce them to the idea that although there may be many similar items in the world, each one is unique.</p> <p>Distribute items so each pupil has one. Look closely at it and think of words to describe. Ask them: Is it dead or alive? Was it ever alive? Did anything ever live on or in it? What does it feel like? Smell like? Who made this object? Who made the first example of this object?</p> <p>Talk about the fact that some people in the world believe that everything was made by a Creator (maker) God.</p> <p>Using a range of art materials let pupils draw or paint their special item. Label pictures.</p> <p>Plenary Ask the class where the birds are that grew the feathers or the creatures that lived in the shells? Share outcomes of the lesson and display.</p>	<p>Resources Items for natural world display. Art materials – pastels, chinks, paints and a range of brushes, Paper of different colours, grades and sizes.</p> <p>See Page 9 for a list of books which can be used throughout this unit</p> <p><i>Throughout the unit pupils should be encouraged to notice change in the world around them – in the weather, in plant life around the school, in themselves and in seeds / bulbs that you can grow in class. If possible they should be encouraged to care for creatures, for example feeding fish or birds.</i></p>



THE NATURAL WORLD Key Stage 1

The Natural World Session 2

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Jews and Christians believe that God created the world; ➤ know that Jews and Christians believe that people have a responsibility to care for God's creation; ➤ consider the need to care for the planet today; ➤ know about conservation projects to support wildlife or the natural environment. ➤ 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Watch a video or read a version of the Christian / Jewish creation story. As a class sequence the steps of creation and focus on the repetition of 'it was good'. Talk about the responsibilities given to Adam and Eve in caring for the garden and naming the animals. How might they have felt?</p> <p>Show pupils images of creatures from around the world – can they recognise them? Do they know their names? Reflect on the way that Adam and Eve had so many names to choose. Do pupils know where in the world animals live?</p> <p>Explain that some creatures are finding it hard to live and people are trying to help them to survive. Show pupils information about a conservation charity and link to human responsibilities as carers for the world. How might Adam and Eve feel about this project?</p> <p>This lesson could link to local conservation work or the need for it in and around the school grounds. Groups of pupils could formulate rules for caring for part of the school grounds. The class could then decide which rules are the best and make a class list and some posters to encourage others to keep the rules.</p> <p>Take this work to the school council as a proposition for the school to consider following.</p>	<p>Resources Video: Creation Stories – Quest Channel 4 Christian creation story. e.g. The Creation by James Weldon Johnson – Holiday House isbn 0 82341207 5</p> <p>Images of creatures from around the world including large, small, nocturnal, reptiles, mammals, fish, birds. Include some animals that are 'endangered'. Charity information about saving endangered creatures, e.g. whales, dolphins, orang-utans, tigers.</p> <p><i>For a list of useful websites see Page 9</i></p> <p><i>Throughout the unit pupils should be encouraged to notice change in the world around them – in the weather, in plant life around the school, in themselves and in seeds / bulbs that you can grow in class. If possible they should care for creatures, for example feeding fish or birds.</i></p> <p>Pupils could support the local environment and become involved in the work of the school council.</p>

THE NATURAL WORLD Key Stage 1



The Natural World Session 3

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Christians celebrate harvest festivals to thank God for His creation; ➤ know that at harvest Christians remember that we are dependent on the weather and nature for the food and drink needed to survive; ➤ know that Christians often use the harvest as a way to share food with those less fortunate than themselves. 	<p>√</p>	<p>√</p>	<p>Either:</p> <ol style="list-style-type: none"> 1. Invite a local Christian into the class to talk about harvest in their church - why and how it is celebrated. 2. Visit the local church to see it decorated for harvest and discuss how harvest is a time when Christians thank God and share with others. 3. Read a harvest story and consider what contributes to the plants growing and how at harvest Christians thank God for ensuring the harvest is good. 4. Make a harvest loaf with the class in the shape of ears of corn. Explain to pupils how the ingredients have been dependent on nature and explain that at harvest Christians thank God for the way He provides for their needs. <p>After the lesson either organise a charitable collection or link the school's harvest celebration to donations for local charities for the less fortunate.</p> <p>You might parallel this focus on Christian harvest with the Islamic alms of Ushr associated with harvest for the year.</p>	<p>Resources Waltham Forest Christian Kitchen (based at the YMCA) WF night shelter St Joseph's hospice Muswell Hill Soup Kitchen 'The tiny seed' by Eric Carle Ears & the secret song' by Meryl Doney (Lion)</p> <p><i>Throughout the unit pupils should be encouraged to notice change in the world around them – in the weather, in plant life around the school, in themselves and in seeds / bulbs that you can grow in class. If possible they should be encouraged to care for creatures, for example feeding fish or birds.</i></p>

THE NATURAL WORLD Key Stage 1



The Natural World Session 4

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Saint Francis is a Christian example of caring for and protecting living things; ➤ know St Francis' canticle to the sun from 'The Circle of Days'; ➤ consider ways that they can think of and help others. 		<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Talk about how sometimes people's beliefs make them choose to live in particular ways. Ask pupils for any examples they may know such as following food rules, celebrating festivals, working for charities.</p> <p>Read pupils the story of the life of St Francis, an example of someone who tried to follow Jesus' God's teachings. Explain that the title 'Saint' is given to some Christians who have lived particularly special lives.</p> <p>Discuss why Francis gave up his rich clothes and lifestyle to live simply. How hard might that have been for him and his friends?</p> <p>Read the 'Circle of Days' and talk about what it tells about Francis' beliefs about the natural world.</p> <p>Discuss how the story and Francis' words show that Francis was determined that he would follow Jesus' teachings and be peace – loving, kind and thoughtful to everyone and every creature.</p> <p>Make a class list of times when people have behaved kindly or when others have been kind and thoughtful to them. Initiate class 'kindness stickers' to give to members of the class to wear for a day if they have been particularly thoughtful or kind to others.</p>	<p>Resources</p> <p>Stories about St Francis, e.g. from Re-tell stories volume 5 – Lewisham Education</p> <p>St Francis by Wildsmith, Oxford</p> <p>Lives & Times St Francis (big book) Heinemann</p> <p>The Circle of Days Pictures of Franciscan friars Pictures of animals</p> <p><i>Throughout the unit pupils should be encouraged to notice change in the world around them – in the weather, in plant life around the school, in themselves and in seeds / bulbs that you can grow in class. If possible they should be encouraged to care for creatures, for example feeding fish or birds.</i></p>

THE NATURAL WORLD Key Stage 1



The Natural World Session 5

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Muslims believe Allah is the Creator of all things; ➤ know that Muslims respect and appreciate everything that Allah created and believe that people are the custodians of the earth; ➤ know that Muslims do not draw human beings or creatures. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p></p> <p></p> <p></p> <p></p> <p>√</p>	<p>Show pupils the Muslim star and crescent symbol and explain that in this lesson they are going to find out about what Muslims believe about where everything in the world came from.</p> <p>Watch the part of the first Islam programme from the Pathways of Belief video that explains about Muslim beliefs about creation. Afterwards draw out the new vocabulary that pupils have encountered and clarify their understanding.</p> <p>Show pupils the beautiful images inspired by nature that can be found in the Muslim world. Explain that many Muslims believe that humans should not be drawn or reproduced but that respect is shown to Allah's creation and it is celebrated in many decorative ways.</p> <p>Explain that Muslims thank Allah for his wonderful creation. Show pupils the prayer mat and explain that this is used to pray on and kneel on during prayer,</p> <p>Assessment task Either draw flowers or plants from around the class / school or do bark or leaf rubbings and use these to make small paper prayer mats that show how much Muslims recall Allah's creation and thank Him in their prayers. Label to explain what Muslims believe about creation and display outcomes.</p>	<p>For Assessment Levels please see next page</p>	<p>Resources For recommended resources for this session see Page 9</p> <p><i>Throughout the unit pupils should be encouraged to notice change in the world around them – in the weather, in plant life around the school, in themselves and in seeds / bulbs that you can grow in class. If possible they should be encouraged to care for creatures, for example feeding fish or birds.</i></p> <p>N.B. The use of the Muslim symbol in this lesson is to make clear to pupils that during this lesson they are learning about a different faith from that featured in the previous lesson. This is also a symbol of the natural world. Though the crescent and star is believed to pre-date Islam as a symbol its significance is probably associated with Hilal – the sighting of the new moon that marks the beginning of the new Islamic Month.</p>

THE NATURAL WORLD Key Stage 1



The Natural World Session 5 Continued

Assessment Levels

Level 1

Attainment target 1

Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recognise symbols, and other verbal and visual forms of religious expression.

Attainment target 2

Pupils talk about what is of value and concern to themselves and to others.

Level 2

Attainment target 1

Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils suggest meanings for religious symbols. They identify how religion is expressed in different ways.

Attainment target 2

Pupils respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer.

THE NATURAL WORLD Key Stage 1



The Natural World Session 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ reflect on attitudes to life, living things and the world; ➤ identify living things in the environment that they can care for and protect; ➤ recognise their roles and responsibilities in caring for the world. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Consider how pupils feel when they have made something that they are proud of. How do they feel if someone spoils or damages it?</p> <p>Design an area of the school that can be either part of the natural world or can incorporate part of the natural world and can be used for quiet reflection. This could be perhaps about how special the world is or that can be used as a memory garden or a place where people can go if they want to think about something. This could link to Islamic beliefs about the garden of Paradise.</p> <p>If making a garden area is not possible you might develop some tubs or window boxes or even set up a bird table to help the local birds.</p> <p>Make up a code of conduct for that area. How could it best be shared with others / kept in a good state?</p> <p>Link to Jewish , Christian & Muslim beliefs.</p> <p>Take proposals to the school council.</p>	<p>Resources Materials for design project.</p> <p>http://www.reep.org/</p> <p><i>Throughout the unit pupils should be encouraged to notice change in the world around them – in the weather, in plant life around the school, in themselves and in seeds / bulbs that you can grow in class. If possible they should be encouraged to care for creatures, for example feeding fish or birds.</i></p>

THE NATURAL WORLD Key Stage 1



Resources for this Unit

Books that may be useful throughout the unit

Barton M, Why Do People Harm Animals? Franklin Watts 0-863-13774-1

Brand J (ed,.) The Green Umbrella, A & C Black 0-713-63390-5

Butterworth N & Inkpen M, Wonderful Earth! Hunt & Thorpe 1-856-08005-6

Foreman M, One World, Andersen Press 0-862-64289-2

Harrant W & Opgenoort Isn't it a Beautiful Meadow, OUP 0-192-79815-4

Hoggarth P, Roar: Animal Rights Handbook for Kids, Bloomsbury 0-747-52686-9

Jacobs U, Earth Calendar, A & C Black 0-713-62747-6

Lewin H & Kopper L A, Flower in the Forest, Hamish Hamilton 0-241-12215-5

Mendoza G, Were you a wild duck where would you go? Stewart, Tabori & Chang 1-556-70136-5

Animals in Islam by Al-Hafiz B.A. Masri (this may not be easy to get but excerpts can be viewed at : <http://www.themodernreligion.com/misc/an/an1.htm>)

Session 2

Websites

The Jewish National Fund: <http://www.jnf.org/site/PageServer>

World Jewish Aid: <http://www.worldjewishaid.org.uk/>

Make poverty history coalition: <http://www.makepovertyhistory.org/extras/outsidetheuk.shtml>

www.soulsurvivor.com

Session 5

Muslim symbol – star and crescent

Prayer mats and images from the Muslim world of patterns and designs showing calligraphy and plant life

Flowers, leaves.

Art materials

Video: Pathways of Belief – Islam programme 1