

Unit 1.5: *Living in Our World*

How can we keep the world a special place?

About the Unit:

This unit is about exploring and acquiring an understanding and appreciation of the natural world. It may be used alongside work from any of the world faiths. Consideration of ways in which the world is cared for is linked to the care of other 'special places', including places of worship. It also helps to develop responses to creation stories.

Where the Unit fits:

The unit starts with the child and builds on the individual's first hand experience of their own world, promoting positive attitudes and arousing feelings of awe, wonder and mystery alongside happiness and pleasure, pain and sadness. This unit is important as children in Key Stage 1 do not revisit the 'our world' theme until Year 4.

Key Vocabulary:

environment, beauty, awe, wonder, earth, Mother Earth, One World, life, creation, plants, animals, nature, caring, responsibility, symbol, unique

Suggested Resources:

creation stories and those about the relationship of human beings with the natural world, (e.g. St Francis of Assisi, the story Muhammad (pbuh) and the Camel Driver), stories and songs relating to treatment of the world and the uniqueness of the individual, (e.g. *God Makes us Different* by Helen Caswell (Lutterworth Press), *God's Wonderful World* by Julia Platt, *What if? Our World and How It Works* by H Goddard, *One World* by Michael Foreman), appropriate audio-visual material, the environment around the school, the Earth from the air

Levels of Attainment:

Level	AT1 (Knowledge and Understanding)	AT2 (Reflection and Response)
1	Know that some places are special	Appreciate that there are special places in the world and that we need to treat them properly
2	Retell a creation story	Understand that individuals have a part to play in keeping the world a special place
3	Know that our actions will affect the world in the future	Begin to understand the effect religion has on the way people view the world/creation and how it influences the way they treat the world

Points to Note/Further Suggestions

Adopting a patch locally and keeping care of it as an ongoing project is a useful way to emphasise commitment to the continuity of nature.

This is an ideal theme for cross-faith study, since care of our environment is fundamental to many people.

There are many resources available on a One World theme, from the churches, charities and other programmes, e.g. CAFOD, Peace Child International, UNEP (United Nations Environment Programme) www.unep.org.

Links to other faiths can be made specific through the use of different creation stories and particular beliefs.

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Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection and Response	<h2>Teaching Activities</h2>
Children should have opportunities to:	Children should be able to:	Children should be able to:	
<p>PEOPLE (5) consider rules which people follow in their daily lives</p> <p>PLACES (1) explore the idea of special places</p> <p>(4) develop an understanding that special places should be treated with respect</p> <p>(5) learn to appreciate the world as a special place</p>	<p>(i) recognise right and wrong behaviour</p> <p>(a) recognise that a religious building can be special to some people</p> <p>(g) recognise how some places are cared for, showing that they are special to members of faith groups</p> <p>(i) recognise that the world is a special place</p> <p>(j) give some reasons why the world should be treated with respect and how everyone has a part to play</p>	<p>(i) reflect on the consequences of different behaviours</p> <p>(a) talk to someone else about their special place</p> <p>(g) talk about their own feelings about inconsiderate treatment of special places</p> <p>(i) think about why the world is special</p> <p>(j) realise the difficulties of caring for the world</p>	<p>Connect</p> <ul style="list-style-type: none"> • Reflect on the wonder of creation... • Look at flowers, the school garden, images of the world, different people in the world. • Appreciate the diversity of the Earth and the uniqueness within creation. • If appropriate, talk about rules which guide our lives, i.e. classroom rules. What do they mean? What happens when we don't keep the rules? Is there a consequence? Are people sad? <p>Consider and Respond</p> <ul style="list-style-type: none"> • Read a book such as <i>What if? Our World and How It Works</i>. Talk about how the world would look if we had no water, no sun, no plants, no creatures. Create a poster showing how we should look after it. • Read/tell/demonstrate (using a sand tray/ bucket) a creation story, pausing at the appropriate points to discuss the children's actions. Encourage the class/group to talk about what they would do. At the end, ask the children in turn to say one thing that they have learnt about how we should treat the world. In pairs/groups/as individuals, create 2 pictures (using a variety of media) showing how the world should be and what it could look like if we did not look after it. • Who gives us rules for looking after the world? What are they? Can you think of more? Which are the most important? • Read a book such as <i>God's Wonderful World</i>. Talk about how God wants people who believe in Him to look after the world. • In a circle ask the children to name one place that is special to them and say why it is special. • Identify special places in the local area - ask the children if different people have different special places. Can they name a special place for Christians or Muslims? Who looks after these places? How are they cared for? <p>Celebrate and Reflect</p> <ul style="list-style-type: none"> • Learn the song <i>Think of a World without any Flowers</i>. Create a picture/collage and, as you sing the song remove each from the picture. Reflect on the final picture – an empty world. • Plan together an appropriate celebration, for example a thanksgiving, of the wonder of our world. <p>Review</p> <ul style="list-style-type: none"> • Write/draw some ways to care for special places. • Write some rules to help people look after a place of worship.

Recommended teaching time: 1 hour per week over half a term.
At least one visit to each section of the *Teaching Activities* is recommended.

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