

Autumn 1

Lostwithiel Primary School

Year 6

Unit U2.2 - Creation and Science:  
conflicting or complementary? (Creation)

RE Knowledge Organiser

**Prior Learning:**

- Unit 1.2 - Who do Christians say made the world? Unit L2.1 - What do Christians learn from the creation story?

**Key RE learning Outcomes for this unit:**

- Identify what type of text some Christians say Genesis 1 is, and its purpose
- Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations
- Make clear connections between Genesis 1 and Christian belief about God as Creator
- Show understanding of why many Christians find science and faith go together
- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.

**Key RE Vocabulary -**

Creation	The action or process of bringing something into existence
Genesis	The first book of the Old Testament - an account of the creation of the world.
Theological truth	The creation story contains religious truth about the nature of God
Symbolic	Serving as a symbol
Theological argument	An argument for the existence of God based on design in the world

**General Terms and Cross Curricular Vocabulary**

Big Bang	The rapid expansion of matter, thought to be the beginning of the universe
Cosmology	The science of the origin and development of the universe
Evolution	The process by which living organisms are believed to develop
Literal truth	Taking words in their most basic sense

**Areas of Reflection**

**Cross Curricular Links**

- Explore the meaning of 'creation'. Read and discuss **Genesis 1:1-2:3**. What does the story mean? Sequence of creation? How is it interpreted by Christians? Surprising, interesting or puzzling moments?
- Explore the meaning of 'literal'. Read and discuss - **The Message translation**. What clues are there to show that this is a poem? What effect does that have on the meaning? People (including Christians) disagree about the genre, purpose and meaning of Genesis. Some consider it a literal account, others, a description of what God and creation are like rather than how creation actually happened.
- Explore the **scientific** account of **cosmology** (the beginning of the universe) and **evolution** (the development of living beings). In recent years, some scientists have criticised the Genesis narrative of creation. Theories such as the Big Bang and evolution are thought to show that the universe and the creatures in it were created without the intervention of God. Scientists believe they have lots of evidence for these theories. They think that creation narratives in religions like Christianity are therefore unreliable.
- Discuss the difference it makes if someone interprets Genesis literally or poetically, when considering connections between Genesis and science. (Literal readings - conflict with science; poetic - not necessarily.)
- Reflect on why some might say science and belief in creation are in conflict or complementary.
- Find out about Christians who are also scientists (e.g. astrophysicist **Jennifer Wiseman**. How do they reconcile their faith with their professional work? How do they make sense of believing in God and science?

Science - \*links with evolution and inheritance unit (Spring term)

English - participation in discussion, reasoning with examples, speaking and listening

5Ps - Respect for others, participation, pride in self and others

Linked documents: Class Overview, RE Whole School Progression document and Class Medium Term Planning/ Cornwall Agreed Syllabus