

**Unit Overview: Where did we, and the universe, come from?**

**Approximate duration: 6/7 lessons**

Key Questions	Concepts	Learning Outcomes: Students should:	Possible Teaching & Learning Activities	Resources
<p>What do you/people believe about the origins of the universe and human existence?</p> <p>How do people account for their views about the origins of the universe?</p>	<p><b>Beliefs, teachings and sources</b> Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs.</p> <p><b>Expressing meaning</b> Appreciating that individuals and cultures express their beliefs and values through many different forms</p> <p><b>Meaning, purpose and truth</b> Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them.</p>	<p>Compare and contrast different answers to questions about the origin of the universe and the purpose of human existence (level 4)</p> <p>Explain that people express a range of beliefs about whether the universe shows signs of having been designed (level 5)</p> <p>Understand the strengths and weaknesses of arguments about humanity itself being evidence of design in the universe (level 5)</p> <p>Interpret and analyse accounts of origins of the universe (level 6)</p> <p>Show how religious and secular beliefs and teachings can be linked/connected together and interpreted in different ways within and between groups (level 7)</p> <p>PLT - Independent enquirers PLT - Team workers PLT - Creative thinkers</p>	<p>Students to share initial thoughts. Introduce students to the ways in which Christians, Hindus, Muslims and Atheists might answer this question.</p> <p>What accounts of origins are found in the sacred texts of Christians, Muslims and Hindus? Consult different creation stories and note similarities and differences between the accounts about the origins of the universe. Reflect on why the accounts are so important to people in different religious traditions and analyse their significance.</p> <p>What accounts of the origins of the universe do atheists hold? Create a mind-map about evolution and the Big Bang theory. Why is it that not all atheists believe in the 'Big Bang' theory?</p> <p>Students present an overview of both evolution and the Big Bang theories through a power-point presentation.</p>	<p>Christian Bible (Genesis: 1-3), Hindu scriptures (eg Rig Veda X 129) and the Qur'an (eg Surah 25:59, 7:54-56, 21: 30-33), Big Bang Theory</p>

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<p>Does the appearance of design in the world, imply a designer?</p> <p>And If there is a designer, is that designer God?</p> <p>If the designer is God, then what implications does that have for human behaviour?</p>	<p><b>Beliefs, teachings and sources</b></p> <p>Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs.</p> <p><b>Expressing meaning</b></p> <p>Appreciating that individuals and cultures express their beliefs and values through many different forms</p> <p><b>Meaning, purpose and truth</b></p> <p>Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them.</p>	<p>Speculate and assimilate thoughts about design in the world and implications of such evidence</p> <p>Suggest what meaning might be drawn from various responses to the following question: to what extent does a world that functions in a very complex way imply a creator God?</p> <p>Investigate what ultimate questions are raised for people when looking at the universe (level 4)</p> <p>Give reasons to support my own and other people’s questions and answers to whether the universe has been designed (level 5)</p> <p>Use reasoning and examples to express insights about whether the universe has been designed (level 6)</p> <p>Investigate my own and other people’s responses to whether the universe has been designed, identifying some of the connected reasons for those responses (level 7)</p> <p>Reflect on the beliefs and feelings of others in their responses to: Does the world imply God?</p> <p>PLT - Independent enquirers</p> <p>PLT - Creative thinkers</p>	<p>What questions does the existence of the universe and human beings raise for us? Students work in groups, looking at images of the universe, and of humanity. Students record their questions about the origins and purposes of human existence raised. Discuss these questions and display the responses for reference during the rest of the unit</p> <p>Is the universe designed? Who could have designed it? Students should explore, through a website, DVD or written text (see ‘Resources’), a range of different responses to these questions, including those given by members of different faiths. These answers should include the views of creationists, evolutionists, advocates of intelligent design and philosophers of religion, such as Anselm, Thomas Aquinas, Blaise Pascal and Francis Bacon.</p> <p>Discuss ‘What does it mean to be human and what responsibilities does belief in a Creator God place on believers? Students should refer to ‘sources of authority’ from Christian, Hindu, Muslim and/or atheist traditions.</p>	<p>Visual images of different aspects of creation</p>

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<p><b>What is truth?</b></p> <p><b>How can we know what is true?</b></p>	<p><b>Expressing meaning</b></p> <p>Appreciating that individuals and cultures express their beliefs and values through many different forms</p>	<p>Explore and explain questions about meaning, purpose, origins and destiny.</p> <p>Use the right specialist terms in describing and explaining the similar and different ways religious and scientific people express themselves (level 5)</p> <p>Show insight into the similar and different ways in which people express themselves and the idea of truth (level 6)</p> <p>Connect ideas of belief and understanding with religious and secular views that lie behind them (level 7)</p> <p>Reflect and evaluate on their own understanding of the term 'truth'.</p> <p>PLT - Creative thinkers</p> <p>PLT - Independent enquirers</p> <p>PLT - Effective participants</p>	<p><b>Students complete an 'I know' task:</b></p> <p>List the different meanings of 'know': knowledge as certainty, knowledge as hope, knowledge as belief, knowledge as personal encounter, etc. Through discussions, analyse how scientists and religious people use the expression 'I know', eg 'I know the universe started with a 'big bang', when they often mean 'I have a theory' or 'I believe'.</p> <p><b>How do we identify beliefs typical of different groups of people? In pairs, students should consider and categorise statements that scientists, religious and non-religious people might hold. Do any statements fit in more than one category? Which statements do students believe to be true, and why?</b></p>	

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<p>What is the relationship between religion and science for believers?</p>	<p><b>Beliefs, teachings and sources</b></p> <p>Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs.</p> <p><b>Expressing meaning</b></p> <p>Appreciating that individuals and cultures express their beliefs and values through many different forms</p> <p><b>Meaning, purpose and truth</b></p> <p>Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them.</p>	<p>Analyse accounts from scientists who are Christians, Hindus, Muslims or Atheists about the importance of religious belief (level 5)</p> <p>Identify how their own world views and assumptions can affect their understanding of religion and questions about origins of the universe and human existence (level 6)</p> <p>Express insights into their own and other’s views on the interaction between the scientific and religious and make connections (level 7)</p> <p>PLT - Independent enquirers</p> <p>PLT - Team workers</p> <p>PLT - Creative thinkers</p>	<p>What do scientists say about religion? Students should encounter the views of scientists who are Christian, Hindu, Muslim or Atheist through watching video or DVD extracts. The diverse views should be noted.</p> <p>Discuss: Is it surprising to find people who have a religious belief and who are scientists?</p> <p>Students should explore that for many religious people, core beliefs and values about the universe and human existence are derived from their understanding of creation accounts.</p> <p>What is the relationship between religion and science for believers?</p> <p>In groups, students should prepare a series of role plays or interviews on a ‘religious view’, a ‘scientific view’ and a view of a ‘religious scientist’.</p>	<p>Video or dvd extracts of scientists discussing religion</p>

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<p><b>What can we know is true?</b></p>	<p><b>Expressing meaning</b> Appreciating that individuals and cultures express their beliefs and values through many different forms</p>	<p>Explain a range of responses to the question How can we answer questions about origins? (level 5)</p> <p>Suggest possible reasons for similarities and differences between the views of creation and origins considered in this unit (level 5-7)</p> <p>Express their own views on the boundaries of human knowledge and how religion and science might contribute to our awareness of these boundaries (level 6)</p> <p>PLT - Independent enquirers</p> <p>PLT - Self-mangers</p> <p>PLT - Creative thinkers</p> <p>PLT - Effective participants</p>	<ul style="list-style-type: none"> <li>• Debate: Will humans ever really know for sure how the universe came about?</li> <li>• Students create a power-point presentation on the key question for the unit. This should be self assessed or peer assessed using the 'I can' levels.</li> </ul> <p>Pupils can self assess or peer assess their presentations</p>	<p>Assessment for learning strategies and criteria</p>

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**Learning outcomes:** Note that the following level descriptions relate to this assessment activity only

Pupils working at level 4 can:	Pupils working at level 5 can:	Pupils working at level 6 can:	Pupils working at level 7 can:	Pupils working at level 8 can:	Pupils demonstrating exceptional performance can:
<ul style="list-style-type: none"> <li>explain one view that might be held by a Christian, Hindu, Muslim or an Atheist about the origins of the universe and human beings</li> <li>describe similarities and differences between the different views of creation and origins studied in this unit</li> <li>compare their ideas about the origins of human life with the ideas studied in this unit, drawing out similarities and differences</li> <li>make links between religious sources and the answers to the fundamental questions about the beginnings of the universe and human existence.</li> </ul>	<ul style="list-style-type: none"> <li>explain different views that might be held by Christians, Hindus, Muslims and atheists about the origins of the universe and human beings</li> <li>suggest reasons for similar and different views of creation and origins, studied in this unit</li> <li>relate the idea of God as creator and/or the idea of the universe as an accident, to their own thoughts about life's meaning</li> <li>explain how religious sources are used to provide answers to fundamental questions about the beginnings of the universe and human existence by adherents to the traditions studied in this unit.</li> </ul>	<ul style="list-style-type: none"> <li>explain the reasons for the diversity of views within and between religions and beliefs about the origins of the universe and human beings</li> <li>give an informed account of how Christian, Hindu, Muslim or Atheist scientists might comment on the idea that God created the universe and explain the reasons for diversity between such views</li> <li>express their views about creation, intelligent design and evolution 'without God' in the light of their learning about religious and non-religious world views, using arguments and examples</li> <li>interpret religious sources, explaining how different groups use information from them in different ways.</li> </ul>	<p>analyse issues raised by the diversity of views within and between religions and beliefs about the origins of the universe and human beings</p> <ul style="list-style-type: none"> <li>give a coherent account of how Christian, Hindu, Muslim or atheist scientists might comment on the idea that God created the universe and analyse the reasons for the different views</li> <li>articulate personal and critical responses to their learning about religious and non-religious views about creation, intelligent design and evolution 'without God'</li> </ul> <p>research a variety of philosophical sources and use them in their answers to questions about creation and origins.</p>	<ul style="list-style-type: none"> <li>present a reasoned analysis of a range of views within and between religions about the origins of the universe and human beings and their implications for communities and society</li> <li>use historical, cultural, social and philosophical ideas to contextualise their accounts of how Christian, Hindu, Muslim or atheist scientists might comment on the idea that God created the universe</li> <li>coherently analyse a wide range of viewpoints including their own in response to their learning about religious and non-religious views about creation, intelligent design and evolution 'without God'</li> <li>research a variety of philosophical sources, and analyse them in relation to questions about creation and origins.</li> </ul>	<ul style="list-style-type: none"> <li>provide a consistent and detailed analysis of a range of views within and between religions and beliefs about the origins of the universe and human beings and their implications for diverse communities and plural societies</li> <li>evaluate the use of historical, cultural, social and philosophical ideas in accounts of how Christian, Hindu, Muslim or atheist view creation</li> </ul>