

***‘Journey to the Beginning of the World’***

*Lesson Plan for Keystage 2 Upper*

*This plan and those for further year groups downloadable at www.toleranceday.org*

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| **TOPIC**: Religious tolerance, World religions, conceptual questions, critical thinking  |
| **Year Group** | Keystage 2 Upper (Years 5 & 6) |
| **Curriculum Area** | RS, SMSC (community cohesion)English – Spoken and written language |
| **Learning Objectives** | * Pupils will learn that some questions have no agreed upon answer – ie. are conceptual or philosophical
* They will learn that ‘how was the world made?’ Is a conceptual question and people have many ways of answering it
* None of the answers is ‘right’ or ‘wrong’, it’s a matter of what a person believes or what they understand
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| **Teacher Input** |  | **To Include** | **Timing** |
|  | Opener  | Games to explore types of questions*See Powerpoint* | 5 mins |
| Stimulus | 4 different answers to how the world was made - resources*Powerpoint* | 15 mins |
| Things to think about | Why is there not just one answer? How are the answers different and how are they the same?  |  |
| **Class Activities** |  |  |  |
|  | Discussion | Paired share about which your favourite answer was and why; hands up for a few students to share with the class (NB. they can like more than one, or none) | 10 mins |
|  | Discussion | Why are there different answers? Students to share their ideas with the class | 10 mins |
|  | Optional  | Discuss - what other questions are like this ie. that are important to all of us and don’t have agreed upon answers?  | 15mins |
| **Plenary** | Summing up  | Paired share – What did you learn about different types of questions? What did you learn about answer to ‘How was the World Made?’ |  |
| **Homework/****follow-on work** |  | Ask the adults at home how they think the world was made and record their response. Was their answer what you thought it would be? Is it different to your own?OR think of and record 3 more conceptual questions that interest you |  |
| **Follow-up lessons** |  | Rights and Freedoms |  |
| **Assessment** |  |  |  |