**Curriculum Overview for Religion, Philosophy and Ethics**

**Year 7**

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| **Half Term 1: Origin of Thought (philosophical lens)****Substantive Knowledge:**The four branches of philosophy - metaphysics, ethics, logic and epistemology.The work of Socrates, Plato and Aristotle.Mythology – Ancient Greek mythology, the birth of philosophy. Socratic questioning – giving birth to stronger ideas. The Philosophical Lens – asking certain questions to make us see something in a certain way. **Disciplinary Knowledge:**Analysing data – timelines, graphs, hierarchies.Writing comparisons, descriptions and explanations in the same way a sociologist might. Literacy skills – Reading comprehension and writing. Developing and sustaining argument on extended pieces much like a philosopher.Examining sources, images and comparing and contrasting them across religions. | Books | Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class. Syllabification of key words. Pupils will analyse a variety of text sources.  |
| Speech | Analyse Argument AnalysisConclusionDialogueEpistemology EthicsEvaluateEvaluation Justice LogicMetaphysicsMythologyPhilosophyPremise  |
| Checklist RTL | Assessment at the end of the unit made up of short answer and long answer questions.Collect scores from formative assessments in the classroom – multiple choice questions, low stakes. Completion of an extended piece of writing throughout the unit. |
| Home | Homework booklet with tasks every week |
| **Half Term 2: Origin of belief (theological lens)****Substantive Knowledge:**Religion and its exitence – anthropology, Durkheim and creating social unity. Faith and Worship – looking at data trends and their suggestions about faith in the future. Richard Dawkins. Spirituality – anthropomorphism and animism. God or Gods? - hierarchies of Gods in polytheistic faiths, pantheons, and monotheism. **Disciplinary Knowledge:**Analysing data – timelines, graphs, hierarchies.Writing comparisons, descriptions and explanations in the same way a sociologist might.Literacy skills – Reading comprehension and writing.Developing and sustaining argument on extended pieces much like a philosopher.Examining sources, images and comparing and contrasting them across religions. | Books | Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class. Syllabification of key words. Pupils will analyse a variety of text sources. |
| Speech | AgnosticAnimateAtheistHermeneuticsMonolatryMonotheism TheismTheist Theology PantheismPolytheism ReligionSoulSpirit |
| Checklist RTL | Assessment at the end of the unit made up of short answer and long answer questions. Collect scores from formative assessments in the classroom – multiple choice questions, low stakes.Completion of an extended piece of writing throughout the unit. |
| Home | Homework booklet with tasks every week |