**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  Analysis  Conclusion  Dialogue  Epistemology  Ethics  Evaluate  Evaluation  Justice  Logic  Metaphysics  Mythology  Philosophy  Premise |
| 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 | Agnostic  Animate  Atheist  Hermeneutics  Monolatry  Monotheism  Theism  Theist  Theology  Pantheism  Polytheism  Religion  Soul  Spirit |
| 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 |