






<p>HALF TERM 1: Origin of Thought (Philosophical Lens).</p>		<p>Students will learn subject specific key words to describe the four main branches of philosophy and the work of key philosophical thinkers. Students will read information provided to enhance their knowledge.</p>
<p>What is Philosophy for?</p> <ul style="list-style-type: none"> There are four main branches of philosophy. Metaphysics: The study of the nature of reality, of what exists in the world, what it is like, and how it is ordered. In metaphysics philosophers ask questions like: Is there a God? What is truth? Epistemology: The study of knowledge. It looks at what we can know about the world and how we know it. Typical questions are: What is knowledge? Do we know anything at all? Ethics: The study of ethics often concerns what we ought to do and what it would be best to do. Ethicists ask questions like: What is good? What makes actions or people good? Logic: The study of what makes an answer a good one. Typical logic questions ask: How do we analyse an answer? How do we evaluate an answer? 		<p>Students will complete extended pieces of writing in 'Part 3' of every lesson. Students will complete an assessment every half term.</p>
<p>Why did philosophy start in Ancient Greece?</p> <ul style="list-style-type: none"> Ancient Greeks saw myths as being stories which explained natural phenomena, and gave examples of how people should behave. In addition, the Greeks had invented a way of running their country which gave 'ordinary' people a chance to be heard instead of kings. These factors came together to create space for people to ask deep questions about everything. Philosophy was born. Key Philosophers: Socrates, Plato and Aristotle. 		<p>Vocalising ideas and opinions Reading aloud Paired work to share ideas and opinions.</p>
<p>What was Socrates all about?</p> <ul style="list-style-type: none"> Socrates used discussion to help the people he was working with to make their ideas stronger; he saw this as helping them to 'give birth' to stronger ideas - Socratic Questioning. Socrates challenged a person's claims by asking them a series of follow-up questions which would make them think about why their argument is correct. 		<p>Homework tasks will be given every lesson. Homework will support knowledge acquisition and retention. Challenge homework tasks will be provided.</p>
<p>What was Plato all about?</p> <ul style="list-style-type: none"> Plato was concerned with making sure Ancient Athens was a place where society could be as good as possible. Plato created a 'thought experiment' called The Republic. The Republic focussed on the idea that society ought to be completely fair/just. Plato wanted to explain how some ideas, like justice, are eternal, and that we can always rely on them to be true. Plato's idea in The Republic was that everything we see around us are just copies of perfect and unchanging ideas that he called "Forms." (Platonic Forms) Plato believed that these Forms exist in a 'special world'. He said a true philosopher should focus on understanding the eternal Forms to see how the Universe and world really are. 		<p>Subjects English/Literacy: extended writing tasks requiring sentence and paragraph structures. History: examination of what life was like for the ancient Greeks and how this 'gave birth' to philosophy. Science: exploration of the Scientific Method Aristotle created. PSE: British values Classics: exploration of key philosophical thinkers from ancient Greece Maths/Numeracy: examination of key dates relating to the key philosophical thinkers and calculating how long ago they lived. Calculating marks received in lesson activities/assessments and converting them into percentages. Careers Politics Charity work Publishing Lawyer/Solicitor/Careers in Law Teaching</p>
<p>What was Aristotle all about?</p> <ul style="list-style-type: none"> Aristotle was familiar with the work of Socrates and Plato. He thought their focus was in the wrong place, and that we should ask questions about the world as it is in front of us. Aristotle created a set of methods for checking whether something was true or not, and whether it made sense or not. Aristotle's two greatest contributions to the modern world are Logic and the Scientific Method. 	<p>HALF TERM 1: Origin of Thought (Philosophical Lens). Key Terms</p>	
<p>How does philosophy work?</p> <ul style="list-style-type: none"> The job of a philosopher is to ask certain questions which help us see religion in one way. We call this the Philosophical Lens. Most of a philosopher's questions focus on proof and reality. Everything can be questioned. 	<ul style="list-style-type: none"> Analyse: Look at meaning of something and see if or how it works. Analysis: Looking at possible responses to see which could be correct. Argument: A set of statements which build to a final answer, known as a conclusion. Conclusion: A final position after reflecting on evidence. Dialogue: A discussion where two people work together to answer a question or solve a problem. Epistemology: The study of how we know things we know. Ethics: The study of right and wrong. Evaluate: Compare a set of options, and decide how important, valuable or successful they are. Evaluation: Checking through correct responses to see which is the best fit. Justice: The idea that things should be just, or fair in society. Logic: The study of truths based completely on the meanings of the terms they contain. Metaphysics: A type of Philosophy which asks questions about what the world or universe really is like. Mythology: A collection of stories belonging to a culture. Philosophy: A way of checking if knowledge works. Premise: A statement that something is/isn't true. 	
<p style="text-align: center;">ASSESSMENT</p>		













2023-24 RS CURRICULUM MAP YEAR 7

<p>HALF TERM 2: Origin of Belief (Theological Lens).</p>		<p>Students will learn subject specific key words to describe the theological concepts. Students will read information provided to their enhance knowledge.</p>
<p>Why does religion exist?</p> <ul style="list-style-type: none"> Some anthropologists say religion can give meaning and purpose to life, reinforces social unity and stability, can help with social control, promotes well-being, and may motivate people to work for positive social change. Others say religion may help keep less-fortunate people happy with their lot in life instead of fighting for change, support harmful views about gender roles, and create divisions between different groups in society. Durkheim = Durkheim predicted that religion would change to fit the needs of society, and this would stop religion from dying out. Durkheim said that the main function of religion was to help with creating social unity by letting us create bonds with each other and keeping us bonded. 		<p>Students will complete extended pieces of writing in 'Part 3' of every lesson. Students will complete an assessment every half term.</p>
<p>Are we all religious?</p> <ul style="list-style-type: none"> There were 7.8 Billion people on Earth in 2020, over 6.5 Billion of those believed in a religion. Christianity is currently the largest faith but will be replaced by Islam by around 2050 CE based on current population trends. We are looking at a world which data trends suggest will become more religious than ever. Non-religious world views: 16.4% of the world identifies as non-religious. Richard Dawkins = 7 tiers of religious belief. He thought every human is on this spectrum. Professor James Holt thought that each of us takes bits and pieces from religious and non-religious ideas to create our own unique system of beliefs. 		<p>Vocalising ideas and opinions Reading aloud Paired work to share ideas and opinions.</p>
<p>Are spirits real?</p> <ul style="list-style-type: none"> Early people would have noticed that living things do certain things that non-living things do not do. People may describe non-living things using the same language as living things, we call this anthropomorphism, but we still see those non-living things as not being alive. Religious scholars argue that anthropomorphism and animism are not to be confused as animism is the belief that non-living things can have a soul. 		<p>Homework tasks will be given every lesson. Homework will support knowledge acquisition and retention. Challenge homework tasks will be provided.</p>
<p>Can you have more than one God?</p> <ul style="list-style-type: none"> Early societies were based on very strict social orders, known as hierarchies. Early people assumed Gods would follow similar social structures to humans. A pantheon is a collection of gods who are linked by family or social order in some way. 		<p>Subjects English/Literacy: extended writing tasks requiring sentence and paragraph structures. Examination of poetry. History: examination of religion and religious practices throughout history. Sociology: examination of religion in the wider world and how data suggests it will change. Pschyology: exploration of the potential humaneed for faith. Geography: examination of religion around the world. Maths/Numeracy: examining census data. Calculating marks received in lesson activities/assessments and converting them into percentgates. PSE: British values.</p> <p>Careers Business Analyst Human Resources Officer Local Government Officer</p>
<p>Why do some people have just one God?</p> <ul style="list-style-type: none"> Monotheism was initially a controversial idea. Most Greeks believed several God's existed at once. Monolatry was more common, as it blends monotheism and polytheism. Today, Monotheism is the most common form of religious belief <p>What does Theology do?</p> <ul style="list-style-type: none"> Asks questions - help us see religion in a certain way. 'Theological Lens'. Theologians want to understand the mythology and stories that surround religions, apply philosophical tools to ideas about gods and religion, understand the connections between people and religion and want to understand how history and context shape the teachings of different religious groups. <p style="text-align: center;">ASSESSMENT</p>	<p>HALF TERM 2: Origin of Belief (Theological Lens). Key Terms</p> <ul style="list-style-type: none"> Agnostic: A person who believes we cannot know if religion is true or false. Animate: From Latin word anima, meaning 'to live'. Now used to mean 'bring to life'. Atheist: A person who believes religion is false. Hermeneutics: A way of interpreting religious texts. Monolatry: Belief that you should worship only one god, but other gods do exist. Monotheism: Belief that only one god exists. Theism: The belief that a god or gods are real. Theist: A person who believes a religion is true. Theology: The study of religion/gods. Pantheism: The belief in gods that have a society. Polytheism: The belief in many gods. Religion: A system of faith and worship. Soul: From Old English word sǣwol, meaning 'life force'. Now used to mean 'spirit within a human being'. Spirit: From Latin word spirare, meaning 'breathe'. Now used to mean 'essence, or life force'. 	



KS3 RS Curriculum Content

	AU1	AU2	SP1	SP2	SU1	SU2
9	Rules and Rebels Commandments Shariah Law The Pope Living vs Written authority- Gurus of Sikhism Martin Luther MLK MX Malala Wiesel Quang Duc 		Religion in the 21st Century Medical ethics Peace, conflict and terrorism Relationships and marriage Rise of secularism- what is Humanism? Creation and science Blasphemy LBGTQ+ 		On Wednesday's We Smash the Patriarchy Ester and Ruth Martha Nussbaum Simone De Beauvoir The Oxford 4 Harriet Martineau Mary Wollstonecraft Julian of Norwich 	
8	"Life is nasty, brutish and short." Hobbes Deontology and Teleology Plato and the form of the good The Perfectionist View The Hedonist View Evil, suffering and compassion Is death the end? Near death experience. 		The man, the myth, the legend Messiah Prophecy Who was Jesus? What do we know sociologically (census)? Son of God Trinity Risalah Isa Tawhid Shirk 		Knowing God Religious experience (William James and the God helmet Saul's conversion St Bernadette's visions) Sufism Brahma and atman – the God in us 	
7	Origin of Thought What Philosophy is for How Philosophy works Metaphysics Logic Ethics Epistemology Socrates Plato Aristotle PHILOSOPHY 	Origin of Belief Psychological need for believing What is faith? Awe and wonder Pascals wager THEOLOGY 	Evolution of Abraham  <u>Judaism</u> Covenant Becoming Abraham Jews as the chosen people Exodus – full circle from covenant <u>Christianity</u> Jesus was a Jew Monotheism and the Trinity Old and New Testament – division and interpretation <u>Islam</u> Becoming Ibrahim Who was Ishmael? Messiah to prophets		Developing Dharma <u>Hinduism</u> Philosophical branches of Dharma Rta Elements Ritual (then and now) ...and there's one (short) <u>Buddhism</u> Dharma and Dukka Can we live a detached life? Is it wrong to be happy? <u>Sikhism</u> Dharma in action – Selfless Sewa What's the point of a truth that isn't lived? Community, equality and social justice 	



KS3 RS Learning Journey Overview

Year 7



Origin of Thought



Origin of Belief



Evolution of Abraham



Developing Dharma



Year 8

"Life is nasty, brutish and short"



The man, the myth, the legend



Knowing God



Year 9

Rules and Rebels



Religion in the 21st century



"On Wednesdays we smash the patriarchy"



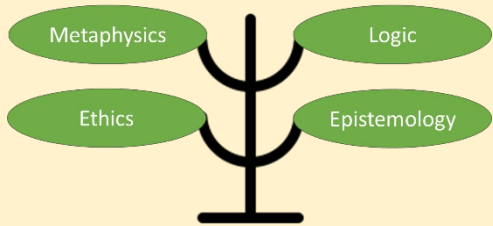
Onto GCSE



AU1. Knowledge Organiser: Origin of Thought (Philosophical Lens)

What is Philosophy for?

Philosophy is a way of checking if knowledge works. There are **four** main branches of philosophy we want to learn about:



Metaphysics: The study of the nature of reality, of what exists in the world, what it is like, and how it is ordered. In metaphysics philosophers ask questions like: **Is there a God? What is truth?**

Epistemology: The study of knowledge. It looks at what we can know about the world and how we know it. Typical questions are: **What is knowledge? Do we know anything at all? How do we know what we know?**

Ethics: The study of ethics often concerns what we ought to do and what it would be best to do. Ethicists ask questions like: **What is good? What makes actions or people good? What is right and what makes actions right?**

Logic: The study of what makes an answer a good one. Philosophers use logic to study the nature and structure of arguments. Typical logic questions ask: **How do we analyse an answer? How do we evaluate an answer?**

Why did philosophy start in Ancient Greece?

The ancient Greeks saw myths as being stories which explained natural phenomena and gave examples of how people should behave. They saw them as being true but didn't feel the need to prove them in any way. In addition, the Greeks had invented a way of running their country which gave common people a chance to be heard instead of kings.

<https://www.youtube.com/watch?v=XvUHcsZOj8> The myth of Arcane. These two factors came together to create space for common people to ask deep questions about everything. **Philosophy was born...**

Three Early Thinkers: The three most famous Greek Philosophers were Socrates, Plato and Aristotle.



Socrates was quite a grumpy old man. When he heard people talking about subjects, he would ask them lots of questions and get them to prove they were experts. He used a special type of questioning, which took each answer and then asked a deeper question about it. We call this **Socratic Questioning**. He called himself a 'gadfly' - buzzing around and nipping at people! Socrates loved seeing himself as a pain in the bum, just like the gadfly. He thought people should be honest about what they know.

Plato was concerned with making sure Ancient Athens was a place where society could be as good as possible. Plato created a 'thought experiment' called **The Republic**, where he invented a fictional state that would run using some rules, he thought would be good. The Republic focussed on the idea that society ought to be completely fair and just. Plato wanted to explain how some ideas, like justice, are eternal, and that we can always rely on them to be true. Plato's big idea in The Republic was that everything we see around us are just copies of perfect and unchanging ideas that he called "**Forms.**" These Forms are like the blueprints for everything in the world (**Platonic Forms**) The Forms are not just limited to physical objects. There are Forms for things like beauty, justice, and goodness too. These Forms are always perfect and never change. Plato believed that these Forms exist in a special world that is separate from the world we see and experience every day. It's like a perfect world that we can't see, but we can still think about and understand it through our minds <https://www.youtube.com/watch?v=TfVmW6sNux8>.

Aristotle studied under Plato, so was very familiar with the work of Socrates and Plato. Aristotle thought their focus was in the wrong place, and that we should ask questions about the world as it is in front of us. To help him do this, Aristotle created a set of methods for checking whether something was true or not, and whether it made sense or not. **Aristotle's two greatest contributions to the modern world are Logic and the Scientific Method.**



KEYWORD	DEFINITION
Analyse	Look at meaning of something and see if or how it works.
Analysis	Looking at possible responses to see which could be correct.
Argument	A set of statements which build to a final answer, known as a conclusion.
Conclusion	A final position after reflecting on evidence.
Dialogue	A discussion where two people work together to answer a question or solve a problem.
Epistemology	The study of how we know things we know.
Ethics	The study of right and wrong.
Evaluate	Compare a set of options, and decide how important, valuable or successful they are.
Evaluation	Checking through correct responses to see which is the best fit.
Justice	The idea that things should be just, or fair in society.
Logic	The study of truths based completely on the meanings of the terms they contain.
Metaphysics	A type of Philosophy which asks questions about what the world or universe really is like.
Mythology	A collection of stories belonging to a culture.
Philosophy	A way of checking if knowledge works.
Premise	A statement that something is/isn't true.

How does philosophy work? The job of a philosopher is to ask certain questions which help us see religion in one way. **We call this the Philosophical Lens.** Most questions focus on proof and reality. Philosophers are always happy to be proven wrong. Although they are looking for the right answers, nothing is taken for granted. **Everything can be questioned.** Philosophers will show their working, they do not just say something is true, **they explain why it is and how their decision was made.**

AU2. Knowledge Organiser: Origin of Belief (Theological Lens)

Why does religion exist?

Some **anthropologists** say religion can give meaning and purpose to life, reinforces social unity and stability, can help with social control, promotes well-being, and may motivate people to work for positive social change. **Others say** religion may help keep less-fortunate people happy with their lot in life instead of fighting for change, support harmful views about gender roles, and create divisions between different groups in society.

Durkheim = all religions must serve a function in society, or they would not have survived for so long. **Durkheim predicted that religion would change to fit the needs of society, and this would stop religion from dying out.** Durkheim said that the main function of religion was to help with **creating social unity by letting us create bonds with each other and keeping us bonded.**



What does Theology do?

Theologians ask certain questions which help us see religion in a certain way. We call this **"The Theological Lens"**

Most of a theologian's questions focus on the way we are to understand a religious idea or story. **Questions include;** why was the story written? Who is it aimed at? What is it trying to say? How might different people read this differently? Theologians want to understand the mythology and stories that surround religions, apply some philosophical tools to ideas about gods and religion, understand the connections between people and religion, especially in the forms of festivals and communities and want to understand how history and context shape the teachings of different religious groups. **They will consider: Context, History, Narrative, Systems.**

Are we all religious?

There were **7.8 Billion people** on Earth in 2020, over 6.5 Billion of those believed in a religion of one sort or another. The global population of non-religious has increased from 11% in 2000 CE to 16.4% in 2020 CE, but data **trend predictions** show that this will reverse over the next 30 years and be back to around 11% by 2050 CE.

Christianity is currently the largest faith but **will be replaced by Islam** by around **2050 CE based on current population trends.** If we are thinking about the future of religion, **we are looking at a world which data trends suggest will become more religious than it has ever been.**



Can you have more than one God?

Sociologists = in early religions, the gods had a similar social structure to those of humans. By studying societies that had this system of belief, they can gain evidence to support this. In the same way a society has a person in charge, then people with different levels of power and responsibility, the gods of these societies would follow this pattern.

This structure is called a pantheon.

In the Ancient Greek Pantheon, the structure was quite typical.

The Chief God would normally be at the top. (Zeus) Warrior gods were very important as they would be the ones who defended the culture and its way of life. (Ares) Farming gods were important, as the health of the crops would decide whether the culture literally lived or died. (Demeter) Crafting gods were less important, but the work of craftspeople was a kind of magic, especially metalworking. (Hephaestus) Merchants and Traders were also important but were more of a luxury than a necessity in early societies. (Hermes)

Most Greeks believed all these gods existed at once.



Are spirits real?

Early people would have noticed that living things do certain things that non-living things do not do. People may describe non-living things using the same language as living things, we call this **anthropomorphism**, but we still see those non-living things as not being alive. Religious scholars argue that anthropomorphism and animism are not to be confused as animism is the belief that non-living things can have a soul. **Who believes in spirits today?**

<https://www.youtube.com/watch?v=RgQ4eCc38dM>

KEYWORD	DEFINITION
Agnostic	A person who believes we cannot know if religion is true or false.
Animate	From Latin word anima, meaning 'to live'. Now used to mean 'bring to life'.
Atheist	A person who believes religion is false.
Hermeneutics	A way of interpreting religious texts.
Monolatry	Belief that you should worship only one god, but other gods do exist.
Monotheism	Belief that only one god exists.
Theism	The belief that a god or gods are real.
Theist	A person who believes a religion is true.
Theology	The study of religion/gods.
Pantheism	The belief in gods that have a society.
Polytheism	The belief in many gods.
Religion	A system of faith and worship.
Soul	From Old English word sǣwol, meaning 'life force'. Now used to mean 'spirit within a human being'.
Spirit	From Latin word spirare, meaning 'breathe'. Now used to mean 'essence, or life force'.

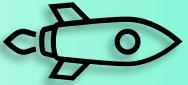
Why do some people have just one God?

In the Torah, the ancient books of Moses which are holy by Christians, Jews and Muslims, there are some passages that suggest the Jewish people were not always monotheists. **Passages** suggest that there are other gods that the Jewish people were aware of but chose, or were commanded, not to worship. Monotheism was initially a controversial idea.

Monotheism is the most common form of religious belief today.



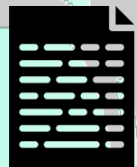
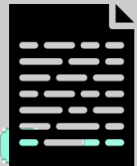
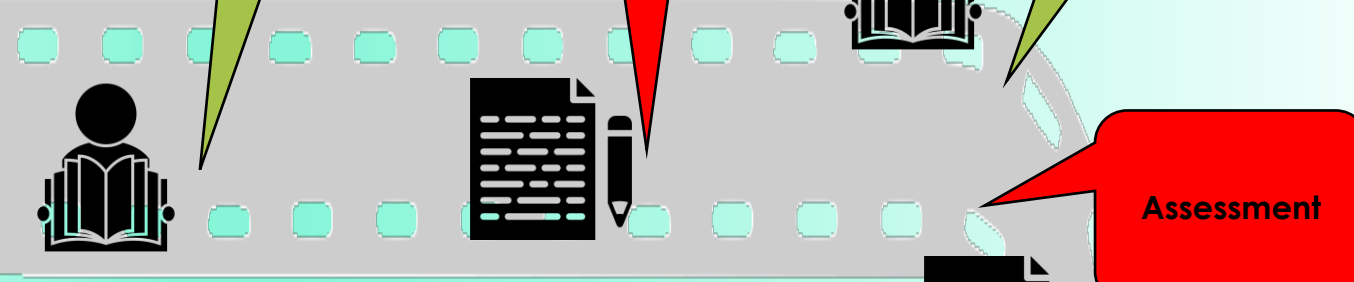
Year 7 Learning Journey



Unit 1: Origin of Thought

Assessment

Unit 2: Origin of Belief



Assessment

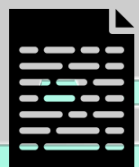
Assessment

Evolution of Abraham Continued

Unit 3: Evolution of Abraham



Assessment



Unit 4: Developing Dharma

Developing Dharma Continued

Assessment



Assessment

