



Intent for the Year 7 Philosophy & Ethics Curriculum 2021-2022

By studying Philosophy & Ethics students will develop a deeper understanding of the aims values and purpose of philosophical enquiry. They will develop an understanding of the ultimate questions that existence throws upon us; questions such as What is Philosophy? What is My Purpose? Do I Have A Purpose? Where Can We Find Meaning In Life? How Can I Live My Life Well? Philosophical studies will help students to develop the awareness of different approaches to living and to become aware of the possibility that there may be more than one 'good' way to live our lives. Investigating different methods of considering philosophical responses will foster the ability to reflect upon and draw meaning from students' personal responses to philosophical questions..

Implementation:

Curriculum adaptations as a result of the pandemic:

Key Skills have been prioritised with "What is Philosophy" a vehicle for delivering and developing key philosophical skills – philosophical method and understanding logic. With an emphasis on skills, students' engagement with knowledge-rich learning has been sporadic, especially amongst boys. We responded to this by examining the key knowledge necessary to each unit and dropping out the 'enrichment' knowledge, much of which featured cultural capital. Stripping the AO1 'knowledge' down to core basics enabled us to get it across but assessment results show that this in fact came at the expense of AO2, showing understanding of what has been learned. We have used metacognitive techniques to attempt to build resilience and self-regulation among all students.

Term	Enquiry/Topic/Unit: <i>What is going to be taught?</i>	Key Outcomes: <i>What will students have achieved by completing this scheme of learning?</i>	Character Education: <i>How does this topic link to a sense of Self, Others and the World, in terms of Character Education?</i>	Assessment: <i>Will there be formative and/or summative testing? What role will interleaving play? How will this be marked?</i>	Vocabulary: <i>What are the key words for this topic/unit that students must know?</i>	Home-Learning: <i>What homework will be set and why (e.g. consolidate/extend)? How will this be marked?</i>
1a	What is Philosophy? 1. General introduction to the idea of philosophical thinking – key terms and meanings to learn. 2. Introduction to the Big Three ancient Greek philosophers – Socrates, Plato and Aristotle.	Understanding of philosophy, character and virtue. Evaluation of different philosophical ideas.	Students will show curiosity about ancient philosophers and their ideas for living. They will reflect upon their own ideas for living and make connections between the ancient and modern, showing	Within the Department we feature THREE Assessment Objectives, based on the GCSE criteria. These are sequential in that AO2 cannot be achieved without AO1, and AO3 cannot be attained without AOs 1&2; and they are:	Philosophy Virtues World View Eudaimonia.	HW is set as and when appropriate, with a minimum of one HW per topic throughout the year. It is planned to supplement and support learning just achieved, to support development of skills taught in lessons, or



	<p>3. Plato's Cave Analogy – the idea of using story to illustrate tricky concepts.</p> <p>4. Socratic thinking – working through step-by-step instructions to form an argument and be able to argue against the main point.</p> <p>5. Aristotle's Virtues – the Golden Mean – rules for good living – direct connection to character development.</p> <p>6. Hypatia – female philosopher from the 4th century – famed and hated for her platonic thinking and teaching.</p>		<p>respect for how we can still learn from the past.</p>	<p>AO1 KNOWLEDGE which is assessed by the student's ability to RECALL key information, beliefs, vocabulary etc.;</p> <p>AO2 UNDERSTANDING which is assessed by a student's ability to EXPLAIN what she KNOWS and</p> <p>AO3 EVALUATION which is assessed through a student's ability to dispassionately examine a range of opinions that may differ from their own.</p>		<p>to introduce topics for future learning. Quizzes may be set online to offer retrieval and interleaving, intended to be relevant to prior learning and focused on evaluation/ analysis. Written homeworks submitted in class are, when possible in one hour a week, peer assessed initially, teacher assessed after.</p>
<p>1b</p>	<p>What Makes Somewhere a Special Place?</p> <p>Connects to previous learning by considering places where deep thinkers reside – connecting philosophical thinking to religious thinking.</p> <p>1. Intro to special places – what makes somewhere special?</p> <p>2. The church – reasons why the church is special to Christians.</p>	<p>Understanding of what makes somewhere special, looking at holy sites and buildings and pilgrimage routes. Evaluation of specialness of different places.</p>	<p>Students will be curious about holy buildings and pilgrimage routes. They will show respect for the traditions, cultures and beliefs of others. They will show creativity in designing their own ideal living space.</p>	<p>These AOs are formally assessed in the bi-annual Assessment Windows in December and June.</p>	<p>Church Gurdwara Mosque Mandir Temple Synagogue Pilgrimage Holy/Sacred</p>	



	<p>3. Pilgrimage – the idea that people will travel to places that are special to them.</p> <p>4. The mosque – reasons why the mosque is special to Muslims.</p> <p>5. The vihara – reasons why the vihara is special to Buddhists.</p> <p>6. Skill lesson: comparison – using this half term's learning to make a comparison between two special places, the church and the mosque.</p>					
<p>2a</p>	<p>Why is Forgiveness Important?</p> <p>Connects to previous learning by continuing the study of people and how they behave.</p> <ol style="list-style-type: none"> 1. Introduction to the topic – key terms and definitions, examples of how forgiveness and redemption should work. Students' own experiences. 2. The Good Samaritan – mercy. 3. Narnia – a study of Edmund's character, from bully to hero. 4. Forgiveness in other religious traditions. 	<p>Understanding of why forgiveness and redemption are important. Evaluation of the character of Edmund from the Narnia film.</p>	<p>Students will reflect upon their own lives, especially upon times when they have been forgiven or needed to forgive, They will show compassion for forgivers and the forgiven and will show honesty when describing times they have found forgiveness difficult.</p>	<p>Verbal feedback most prominent. Elements of interleaving. 2 formal assessments (Dec, June). HWs set and self/peer assessed.</p>	<p>Forgiveness Mercy Redemption Sacrifice Justice Character</p>	



	<p>5. Restorative justice</p> <p>6. Forgiving ourselves.</p> <p>7. If required – the parable of the unmerciful servant – slot in after lesson 2.</p>					
<p>2b</p>	<p>Why is Holy Week Important to Christians?</p> <p>Connects to previous learning by continuing study of Christian traditions – Shrove Tuesday to Easter Sunday. Connects with forgiveness when studying the idea of Jesus' death and resurrection opening the way to forgiveness for Christians.</p> <ol style="list-style-type: none"> 1. Shrove Tuesday and Ash Wednesday – the beginning of Lent. 2. Palm Sunday – Jesus' triumphant arrival in Jerusalem. 3. Holy Week – Mon-Weds – particular focus on Judas, were his actions forgivable? 4. Holy Week – Thurs-Fri – Judas' betrayal of Jesus and Jesus' crucifixion. 	<p>Understanding of Christians practices relating to Holy Week. Evaluation of why Christians value Holy Week</p>	<p>Students will show curiosity about the last week of the life of Jesus, being respectful of Christian beliefs and showing compassion for Jesus and his followers. They will learn about being resilient in the face of extreme hardship.</p>	<p>Assessment 1 : takes place within the November window and assesses AOs 1, 2 & 3 in the context of Philosophical Method, significant philosophers of the past; and Special Places via holy buildings and pilgrimage routes.</p>	<p>Sacrifice Forgiveness Cross Easter Good Friday</p>	



	<p>5. Holy Week – Easter Sunday – Jesus' resurrection vanquishing death and sin for all Christians.</p> <p>6. If required – Jesus' character – what kind of a person was he – how do Christians learn from Jesus' example – could slot in after lesson 1.</p>					
<p>3a</p>	<p>Why Should We Care About the Environment?</p> <p>Connects with previous learning by considering our responses to environmental issues - religious and secular responses.</p> <ol style="list-style-type: none"> 1. Topic introduction – key terms and definitions – personal responses to environmental issues. 2. The Big Issues – closer look at some of the world's biggest environmental problems. 3. Effect of modern lifestyles on the environment and how we can counteract these effects. 	<p>Understanding of the place of humans on the planet. Evaluation of different responses to environmental issues.</p>	<p>Students will learn to be responsible for their part in preserving the environment, to show compassion for a world in strife and develop their curiosity by looking at what needs to be done to save the planet.</p>		<p>Environment Stewardship Dominion Respect</p>	



	<p>4. Climate Change – a real phenomenon or just natural processes at work?</p> <p>5. Interdependence – working together with the planet.</p> <p>6. What can we do to make things better for the future?</p>					
<p>3b</p>	<p>What Makes a Founder a Leader?</p> <p>Connects with previous learning by focusing on some philosophical ideas suggested by some of the founders of major world religions.</p> <ol style="list-style-type: none"> 1. Six major world religions and how they fit into history. 2. Hinduism – no founder but some big ideas. 3. Buddhism – who was the Buddha and what did he teach? 4. Sikhism – who was Guru Nanak and what did he teach? 5. Islam – who was Muhammad and how did Islam begin? 6. Judaism – who was Abraham and how did Judaism begin? 	<p>Understanding of how and why the big six religions came into being. Evaluation of the characters of the founders of the big six faiths.</p>	<p>Students will be curious about the founders of the major world religions, showing compassion and respect for these people when learning about the challenges they faced. Students will learn about the character of the founders and reflect upon their own character – would they make a good leader?</p>	<p>Assessment 2: takes place within the Summer window and assesses AOs 1, 2 & 3 in the context of philosophical responses to the meaning of Holy Week for Christians and attitudes towards the environment.</p>	<p>Respect Commitment Faith Covenant Religious experience</p>	



	7. Christianity – recap of Jesus and if time a look at how the Bible developed.					
<p>Impact: <i>The impact of 'What is Philosophy' will be seen in students developing a more curious outlook on life and in them developing a more philosophical attitude towards their learning – asking better questions, providing better answers. The impact of 'Special Places' will be seen in students' attitudes towards holy buildings and towards other types of special places – perhaps even seeing school as a special place to be cared about and looked after. The impact of 'Forgiveness' will be seen in students being more forgiving of the little things which annoy and upset them, creating better relationships with the peers and with staff and perhaps even being able to maturely approach the idea of forgiveness if and when something 'big' happens. The impact of 'Holy Week' will be seen in students appreciating the concept of sacrifice, maybe even seeing a place for it in their own lives. The impact of learning about the 'environment' will be seen in students taking better care of their own environment, at school and at home. The impact of learning about the 'founders' will be seen in students developing characteristics of good leaders and taking on more responsibility in their lives.</i></p> <p>Careers: <i>during the Options process careers that the knowledge and skills of the GCSE are preparation for are discussed. Health and Social Care, the Law, Police, Armed Forces, Charitable Work, Travel and Retail. During Social Justice careers in the Civil Service, Law, Police, and Charitable work (paid and voluntary) are discussed.</i></p>						