

Philosophy and Ethics Curriculum Overview – September 2024 onwards – Year Seven through to Year Eleven

Year Seven:

End point	Key knowledge	Key skills	Key vocabulary X3 (Freyer models etc)	Reading and Oracy	Numeracy	Common misconceptions
<p>Year Seven Term One:</p> <p>Why are identity and community important?</p> <p>Why do we need laws?</p> <p>Skills:</p> <p>Understanding of concepts, explaining and connecting knowledge</p>	<p>What is the difference between personal and social identity?</p> <p>What is a community?</p> <p>What makes good leadership?</p> <p>What are laws and why do we need them?</p>	<p>Understanding of concepts, explaining and connecting knowledge</p> <p>Persuasive writing</p>	<p>Personal identity</p> <p>Social identity</p> <p>Community</p> <p>Leadership</p> <p>Persuasive</p> <p>Laws</p> <p>Rules</p>	<p>Use of high 5 reading strategy in every lesson with materials that students must pick out key information and respond to.</p> <p>Dual coding</p> <p>Class discussions</p> <p>Talk for learning</p> <p>Use of Freyer models for key words</p>		<p>Difference between personal and social identity often confused</p>
<p>Year Seven Term Two:</p> <p>What are the 6 main religions in the world?</p> <p>What do you know about these religions?</p> <p>Skills focus:</p> <p>Understanding of</p>	<p>What are the main 6 world religions?</p> <p>Describe some of the different beliefs and practices of different religions.</p>	<p>Understanding of concepts, explaining and connecting knowledge</p> <p>Debating</p>	<p>Christianity</p> <p>Sikhism</p> <p>Buddhism</p> <p>Judaism</p> <p>Hinduism</p> <p>Islam</p> <p>Theist</p> <p>Atheist</p>	<p>Use of high 5 reading strategy in every lesson with materials that students must pick out key information and respond to.</p> <p>Dual coding</p> <p>Class discussions</p> <p>Talk for learning</p> <p>Use of Freyer models for</p>		<p>Misconceptions about the different religions.</p> <p>For example key names and figures in different religions</p>

concepts, explaining and connecting knowledge				key words		
Year Seven Term Three: Skills focus:						
Year Seven Term Four: Skills focus:						
Year Seven Term Five: Skills focus:						
Year Seven Term Six: Skills focus:						

--	--	--	--	--	--	--

Year Eight:

<p>Year Eight Term One:</p> <p>What is Islam?</p> <p>Learning about key features of Islam and the faith.</p> <p>Skills focus:</p> <p>Use of AO1 and AO2 skills throughout the scheme</p>	<p>What is Islam?</p> <p>Why is the Mosque important to Muslims?</p> <p>Why are the five pillars important to Muslims?</p> <p>Why is the Qur'an so important to Muslims?</p> <p>Why are holy festivals so important to Muslims?</p>	<p>AO1 - Demonstrate knowledge and understanding of religion and belief.</p> <p>AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>Islam</p> <p>Muslim</p> <p>Muhammad ﷺ</p> <p>Prophet</p> <p>Mecca</p> <p>Mosque</p> <p>Shahadah</p> <p>Zalah</p>	<p>Use of high 5 reading strategy in every lesson with materials that students must pick out key information and respond to.</p> <p>Dual coding</p> <p>Class discussions</p> <p>Talk for learning</p> <p>Use of Freyer models for key words</p>		<p>Talk about common misconceptions that people have about muslims particularly with links to Terrorism.</p>
<p>Year Eight Term Two:</p> <p>Learning about human rights and social justice</p> <p>How do the big 6 religions view these ideas?</p> <p>Skills focus:</p> <p>AO1 - Use of AO1 and AO2 skills throughout the scheme</p>	<p>What do we mean by Human Rights?</p> <p>What do we mean by social justice?</p> <p>What does Prejudice mean?</p> <p>How do religions view prejudice?</p>	<p>AO1 - Demonstrate knowledge and understanding of religion and belief.</p> <p>AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>Human Rights</p> <p>United nations</p> <p>Religious freedoms</p> <p>Social Justice</p> <p>Equality</p> <p>Equity</p> <p>Prejudice</p> <p>Discrimination</p>	<p>Use of high 5 reading strategy in every lesson with materials that students must pick out key information and respond to.</p> <p>Dual coding</p> <p>Class discussions</p> <p>Talk for learning</p> <p>Use of Freyer models for key words</p>		<p>Difference between equality and equity</p>

Year Eight Term Three: Skills focus:						
Year Eight Term Four: Skills focus:						
Year Eight Term Five: Skills focus:						
Year Eight Term Six: Year Eight Term						

Six:						
Skills focus:						

Year Nine:

<p>Year Nine Term One:</p> <p>Learning about morality, evil and suffering.</p> <p>Key aims as to why people are punished for Crimes</p> <p>Skills focus:</p> <p>Use of AO1 skills and Evaluation throughout the scheme</p>	<p>What is the morality of life?</p> <p>Why is there evil and suffering in the world?</p> <p>Are Crimes linked to Evil?</p> <p>What are the aims of punishment?</p>	<p>AO1 - Demonstrate knowledge and understanding of religion and belief.</p> <p>To be able to evaluate information and come to your own conclusion</p>	<p>Morality</p> <p>Quality of life</p> <p>Intrinsic</p> <p>Evil</p> <p>Natural and Human Evil</p> <p>Crime</p> <p>Retribution</p> <p>Deterrence</p> <p>Reformation</p>	<p>Use of high 5 reading strategy in every lesson with materials that students must pick out key information and respond to.</p> <p>Dual coding</p> <p>Class discussions</p> <p>Talk for learning</p> <p>Use of Freyer models for key words</p>		<p>Misconception – key differences between retribution, deterrence and reformation</p> <p>Recognising that most punishments are a combination of at least two of the above</p>
<p>Year Nine Term Two:</p> <p>Technology – Beauty or Beast?</p> <p>Gene Technology</p> <p>Artificial</p>	<p>How Ethical is Gene Technology?</p> <p>Are Designer Babies Ethical?</p> <p>What is Artificial Intelligence?</p> <p>How has AI influenced</p>	<p>AO1 - Demonstrate knowledge and understanding of religion and belief.</p> <p>AO2 - Analyse and evaluate aspects of religion and belief, including their</p>	<p>Ethics</p> <p>Ethical</p> <p>Gene Technology</p> <p>DNA</p> <p>Designer Babies</p>	<p>Use of high 5 reading strategy in every lesson with materials that students must pick out key information and respond to.</p> <p>Dual coding</p>		<p>Misconception between Ethics and Ethical.</p> <p>Misconception that Designer babies do not live after their purpose</p> <p>Misconception that AI is only used for evil</p>

<p>Intelligence</p> <p>Skills focus:</p> <p>Use of AO1 and AO2 skills throughout the scheme</p>	<p>elections?</p>	<p>significance and influence.</p>	<p>Artificial Intelligence</p> <p>Deep Fakes</p> <p>Elections</p>	<p>Class discussions</p> <p>Talk for learning</p> <p>Use of Freyer models for key words</p>		<p>purposes</p>
<p>Year Nine Term Three:</p> <p>Skills focus:</p>						
<p>Year Nine Term Four:</p> <p>Skills focus:</p>						
<p>Year Nine Term Five:</p> <p>Skills focus:</p>						
<p>Year Nine Term Six:</p>						

Year Ten

Year Ten Term One						
Year Ten Term Two						
Year Ten Term Three						
Year Ten Term Four						
Year Ten Term Five						

Year Ten Term Six						

Year Eleven

Year Eleven Term One						
Year Eleven Term Two						
Year Eleven Term Three						
Year Eleven Term Four						

Year Eleven Term Five Revision (time permitting)						
---	--	--	--	--	--	--