



# ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

## Ethics and Philosophy - Scheme of Learning

### Year 8 – Term 3/Topic - Where do we look for God/Does the idea of God make sense?

#### Intent – Rationale

To answer the enquiry questions:

Where do we look for God?

Does the idea of God make sense?

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> <li>Yr7 - The Buddha – the philosophical understanding of Truth and Doubt/human mind.</li> </ul>	<ul style="list-style-type: none"> <li>Yr9 GCSE work on the Nature of God and truth in both Christianity and Islam</li> <li>Yr8 – What happened to the body? – The nature of Jesus</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>Critical thinking and evaluation skills</li> </ul>	<p>Students will have the opportunity to explore, investigate and question other beliefs (BV3,4,5) They will develop their communication skills through working together, increase their confidence through presenting their work to others and develop their IT skills in creating their own Charity. (GB4 a,b and g)</p>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>Putting together arguments/evaluation of ideas</li> <li>Introduction to philosophical language</li> </ul>	<ul style="list-style-type: none"> <li>Logical arguments</li> </ul>



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## Ethics and Philosophy – Scheme of Learning

### Year 8 – Term 3

#### Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;"><b><u>Know</u></b></p> <ul style="list-style-type: none"> <li>• Different ideas key philosophers have had about the idea of God               <ul style="list-style-type: none"> <li>• How these key ideas can relate to religious believers</li> </ul> </li> </ul> <p style="text-align: center;"><b><u>Apply</u></b></p> <ul style="list-style-type: none"> <li>• Skills of evaluation they have developed throughout the year</li> </ul> <p style="text-align: center;"><b><u>Extend</u></b></p> <ul style="list-style-type: none"> <li>• Knowledge of philosophy about the idea of God and to reach their own conclusions and answer the enquiry question: Does the idea of God make sense.</li> </ul>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> <li>• Truth, doubt, Realm of the Forms, Analogy, Plato, empiricism, rationalism, certainty, trademark argument, teleological, fallacy of composition, first cause, infinite regress, logical fallacy, miracle, gospels, creationist, evolution by natural selection, Genesis, myth, theistic evolution, atheist, psychologist, wish-fulfilment hypothesis, class consciousness, false consciousness, opium of the people, oppress, revolution, ruling class, working class, apophatic theology, free will, omnibenevolent, omnipotent, omniscient, problem of evil, faith</li> </ul>	<ul style="list-style-type: none"> <li>• Task questions for each section of work</li> <li>• Socratic quizzes</li> <li>• Evaluation style questions</li> </ul>



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**Intent – Concepts – in order to answer the enquiry question:**

**Where do we look for God?/Does the idea of God make sense?**

Lesson title	Teaching activity/task	Assessment/Progress Check	Differentiation/Challenge/Extension	Homework Task	Resources
1. Truth - How did Plato think we can know the truth?	<p>Starter</p> <ul style="list-style-type: none"> <li>Think of three things we know for certain.</li> <li>Can we prove for certain that these things are true?</li> <li>How?</li> </ul> <ol style="list-style-type: none"> <li>Give information about Plato and how he saw the world – example of an apple.</li> <li>Introduce the Realm of Forms and Realm of Appearances.</li> <li>Introduce the Analogy of the Cave</li> <li>Watch video</li> <li>Answer questions on the Cave</li> <li>Introduce Aristotle and compare to Plato’s understanding – which one do they prefer? Which idea helps to establish truth?</li> </ol>	<ul style="list-style-type: none"> <li>Create storyboard/retell the analogy of the cave in 10 sentences</li> <li>Complete a set of task questions</li> </ul>	<ul style="list-style-type: none"> <li>Video to help clarify key points of the analogy of the cave.</li> <li>To compare Plato with Aristotle</li> <li>To consider how Plato and Aristotle would view Religion and Science using their ideas on how they perceive truth.</li> </ul>		<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Video explaining Plato’s analogy of the cave.</li> <li>Worksheet</li> </ul>
2. Doubt – Why did Descartes doubt everything?	<p>Starter</p> <ul style="list-style-type: none"> <li>Think of something you know is definitely true? Consider some examples.</li> <li>How can you be certain?</li> </ul> <ol style="list-style-type: none"> <li>Introduce Descartes and how he used doubt in his argument to prove existence. Answer questions.</li> <li>Go through Descartes First certainty. What does Descartes mean by the phrase ‘I think; therefore I am’?</li> <li>Introduce how Descartes thought the idea of God made it possible to know things for certain?</li> <li>Evaluate Descartes – how can he be criticised?</li> </ol>	<ul style="list-style-type: none"> <li>Create a flow diagram of Descartes’ thought journey.</li> <li>Complete questions on PowerPoint.</li> </ul>	<ul style="list-style-type: none"> <li>Document to help create flow diagram</li> <li>Introduction of key vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Worksheet</li> </ul>
3. Was God the first cause of everything?	<p>Starter</p> <ul style="list-style-type: none"> <li>What are all the causes for toasted cheese sandwich?</li> <li>Can you get back to the first cause of a toasted cheese sandwich?</li> </ul> <ol style="list-style-type: none"> <li>Introduce St Thomas Aquinas and how he used observation of the world to show that it is reasonable to believe in God.</li> <li>Go through the first cause argument. What does infinite regress mean and was Aquinas correct to say it was not logical? Could use the domino example but be careful as this is not what Aquinas is arguing.</li> <li>Introduce the Creation story found in Genesis – create storyboard.</li> <li>Does the argument prove anything – evaluate the idea – alternate views on the creation of the universe (scientific – Big Bang) – The fallacy of composition and Hume.</li> <li>Aquinas argues that everything he wrote about God was like ‘straw’ – what did he mean and do you agree?</li> </ol>	<ul style="list-style-type: none"> <li>Mindmap/bullet point/flow diagram of causes of a toasted cheese sandwich</li> <li>Have a copy of the Aquinas’ argument – with illustrations.</li> <li>Christian teaching to support this view – Creation story found in Genesis – create a storyboard.</li> <li>Table of strengths/weaknesses of Aquinas’ first cause argument</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of key vocabulary</li> <li>Evaluation of ideas</li> </ul>		<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Worksheet</li> </ul>



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<p>4. Was God the designer of the world?</p>	<p>Starter</p> <ul style="list-style-type: none"> <li>• What do all of the images have in common?</li> <li>• Could all of them have been designed?</li> </ul> <p>1. Introduce the Design Argument element to Aquinas' 5 ways.                  2. Introduce Paley's version – the watch analogy                  3. Evaluation of the argument – introduce evolution as the alternative view                  4. Complete the argument question: 'the existence of our complex universe makes it likely that there is a god.'</p>	<ul style="list-style-type: none"> <li>• Completion of starter activity questions</li> <li>• Creation of notes of Aquinas' design argument – use of example – the arrow</li> <li>• Summary of Paley's argument in no more than 5 sentences/bullet points</li> <li>• Completion of argument question.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of key vocabulary</li> <li>• Evaluation of ideas.</li> </ul>		<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Worksheet</li> </ul>
<p>5. Is God involved in the world?</p>	<p>Starter</p> <ul style="list-style-type: none"> <li>• What is meant by 'religious experience'?</li> <li>• What could be classed as a religious experience?</li> </ul> <p>1. Introduce what is meant by religious experiences and miracles.                  2. Who was David Hume and what did he argue about miracles.                  3. What is a prayer – could introduce the prayer hand. Does God answer prayers? Give some examples of the power of prayer. Complete the following: 'unanswered prayers show that God probably does not exist.'                  4. Has anybody seen God? Introduce Jesus and the four Gospels.                  5. Does the existence of Jesus provide strong evidence for God's existence?</p>	<ul style="list-style-type: none"> <li>• Completion of starter activity</li> <li>• Summary of Hume's argument against miracles</li> <li>• Completion of questions on Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of key vocabulary</li> <li>• Evaluation of ideas</li> </ul>		<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Worksheet</li> </ul>
<p>6. Can you believe in God and evolution?</p>	<p>Starter</p> <ul style="list-style-type: none"> <li>• What is evolution?</li> <li>• Human DNA and chimpanzees/chickens/bananas?</li> </ul> <p>1. Why did Darwin's theory about the origins of human life cause such a commotion – introduce Darwin's theory on the origin of species.                  2. Creationism: Genesis vs evolution?                  3. What is a yom?                  4. Is Genesis a myth?                  5. Completion of argument question: 'it is not possible for both Darwin's theory and Genesis to be true.'</p>	<ul style="list-style-type: none"> <li>• Completion of starter activity</li> <li>• Summary of Darwin's theory</li> <li>• Comparison of Genesis account and evolution – link back to previous learning on first cause argument.</li> <li>• Completion of argument question.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of key vocabulary</li> <li>• Evaluation of ideas</li> </ul>		<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Worksheet</li> </ul>
<p>7. God is all in the mind – Why did Freud think God is all in the mind?</p>	<p>Starter</p> <ul style="list-style-type: none"> <li>• Is there anything which you view with suspicion?</li> <li>• Do you accept everything you see on the news?</li> <li>• Can you think of three wishes that all humans would have? What are they?</li> </ul> <p>1. Introduce the three 'Masters of Suspicion' – Marx, Nietzsche and Freud.                  2. Who was Freud and what did he mean by the wish-fulfilment hypothesis. Compare with what you originally said in the starter. Does religion or belief in God satisfy them?                  3. Should religion be abandoned?</p>	<ul style="list-style-type: none"> <li>• Completion of questions</li> <li>• Comparison of wish-fulfilments</li> <li>• Completion of table of arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of key vocabulary</li> <li>• Evaluation of ideas</li> </ul>		<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Worksheet</li> </ul>



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	4. Evaluate Freud – was he right? Complete the table of arguments – to answer the question ‘Freud’s wish-fulfilment hypothesis is an unconvincing argument.’ Discuss.				
5. Religion is a drug – Why did Marx compare religion to a drug?	<p>Starter</p> <ul style="list-style-type: none"> <li>Is it more spiritual to be poor? – ‘love of money is the root of all evil’ and ‘it is easier for a camel to go through the eye of a needle than for a rich person to enter the Kingdom of God!’ What do these quotes mean?</li> </ul> <ol style="list-style-type: none"> <li>Introduce the background to Marx – working class and ruling class and the conditions of life.</li> <li>Why did Marx dislike religion? Introduce his description of religion as ‘the opium of the people’ – what does this mean?</li> <li>What did Marx think needed to happen in order for society to improve? Use key words in your answer – ‘false consciousness’ and ‘class consciousness’. Do you agree with him? Why?</li> <li>How were these beliefs put into action in the Soviet Union. Is this a good idea? What implications does it have on society – make reference to human rights.</li> </ol>	<ul style="list-style-type: none"> <li>Completion of questions</li> <li>Written work to include key terms correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of key vocabulary</li> <li>Evaluation of ideas and implications on society.</li> </ul>		<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Worksheet</li> </ul>
6. The idea of God – what is the nature of God and what are the problems?	<p>Starter</p> <ul style="list-style-type: none"> <li>What do the following key terms mean:             <ul style="list-style-type: none"> <li>Omnipotence</li> <li>Omniscient</li> <li>Omnibenevolent</li> </ul> </li> </ul> <ol style="list-style-type: none"> <li>Introduce the paradox of omnipotence. How might a religious person understand omnipotence?</li> <li>Can God be omniscient if humans are free? Are we really free to make choices in life?</li> <li>Why doesn’t God stop suffering? The problem of evil.</li> <li>What is apophatic theology and why do some believe in this.</li> <li>Complete the table of arguments to answer the following question: ‘The idea of God does not make sense.’ Discuss.</li> </ol>	<ul style="list-style-type: none"> <li>Completion of questions</li> <li>Completion of table of arguments</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of key vocabulary</li> <li>Evaluation of ideas on God</li> </ul>		<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Worksheet</li> </ul>
7. Faith needed to believe in God – Are the New Atheists right about faith?	<p>Starter</p> <ul style="list-style-type: none"> <li>What do the following terms mean: Atheism, Theism and Agnosticism?</li> <li>What is meant by faith and reason?</li> </ul> <ol style="list-style-type: none"> <li>Introduce what New Atheism is and examples of New Atheists. What do they all have in common?</li> <li>Can Science answer the question of God’s existence? Can we test the same way scientists do or is faith different?</li> <li>Why do the New Atheists criticise faith and are they correct in their understanding or is faith different to science and reason?</li> <li>Introduce Pascal’s wager. What is it and do you agree with him?</li> <li>Complete the table of arguments in order to answer the following question: ‘There is no good reason to believe in God.’ Discuss. Use arguments from Plato, Descartes, Freud, Marx, religious believers, Pascal, the New Atheists.</li> </ol>	<ul style="list-style-type: none"> <li>Completion of questions</li> <li>Completion of table of arguments</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of key vocabulary</li> <li>Evaluation of ideas from the topic. Answers should draw upon different philosopher’s looked at.</li> </ul>		<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Worksheet</li> </ul>

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8. Assessment	<ul style="list-style-type: none"><li>• Who broke the vase activity</li><li>• 'All the arguments concerning God's existence are persuasive.' Complete the argument question using ideas covered in the topic.</li></ul>	<ul style="list-style-type: none"><li>• Who broke the vase activity – in order to put together an argument.</li><li>• Completion of planning sheet and completion of answer to statement question.</li></ul>	<ul style="list-style-type: none"><li>• Evaluation of ideas</li></ul>		<ul style="list-style-type: none"><li>• Who broke the vase activity cards</li><li>• PowerPoint</li><li>• Info summary sheet of arguments</li><li>• Assessment task sheet</li></ul>
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