



ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

Ethics and Philosophy KS3

Year 7 – Term 1 &2 /Unit 1/Topic: What impact does religion have on the world

Enquiry question: What impact does religion have on the world?

Golden Threads: God/Community/Salvation

Disciplinary knowledge: Theology/Social Science

Intent – Rationale

Students have come from a variety of Primary schools and as a consequence have a diverse and inconsistent knowledge of EP and religion. This is designed to bring students together and have the same knowledge and understanding of fundamental religious beliefs, goals and actions. It allows students to have the same experience of religion and the basic knowledge and ideas necessary to move forward. It also challenges/questions stereotypes students may have brought with them and allows them to have an open dialogue about prior learning and any misconceptions or strong beliefs held.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Primary school variety of religious education delivery. Many follow the Lincolnshire Agreed Syllabus – focus religions are Christianity, Hindu Dharma and Islam</p>	<ul style="list-style-type: none"> This is the first topic for KS3 Ethics and philosophy and will provide the foundation knowledge for the rest of KS3 and 4 knowledge. In the first instance it feeds into ‘What is Ethics’ covering morality, ethical decisions and ideas. The ‘Justice’ topic that follows picks up on the religious ideals and sociological and cultural diversity of our global community. Finally, it feeds in to ‘Hindu Dharma’ as it explores cultural ideas and expectations which students will be able to link to this initial topic.
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"> Geography English PD – tolerance, diversity, respect, empathy History 	<ul style="list-style-type: none"> Students have an opportunity to learn about themselves and others (SP2). To understand and appreciate the viewpoints of others and understand where these derive from (M3). Respect and tolerance of other faiths and beliefs, developing and demonstrating skills and attitudes allowing them to contribute fully and participate in British life. (SO3) Understand a range of different cultures within modern Britain. (C2) Within this unit students will have opportunity to explore, investigate and question world religions and challenge stereotypes. (BV 3, 4, 5) Students will have opportunity to discuss, question and challenge ideologies. (GB4 a & b)
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"> Key words Longer written answers Spelling 	<ul style="list-style-type: none"> Venn diagrams Statistics and data used



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Ethics and Philosophy KS3 Scheme of Learning

Year 7 – Term 1 &2 /Unit 1/Topic: What impact does religion have on the world

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

Students will be able to identify differing factors that influence religions and their behaviours and characteristics – including worship, celebration, rites of passage and celebrations. They will be able to see from a range of perspectives how religion can shape life and challenge ideals. Students will know why symbolism is important in religion and the depth of this knowledge within the symbol. They will also be able to recognise how religion has developed and changed on a basic level and connect the similarities between the world religions. They will know key teachings and understand basic ritualistic behaviours. They will also have knowledge of where Christian morality has come from and its purpose.

Apply

Students will have opportunity to apply knowledge of different perspectives through varying questions about religion. Debate the relevance of religion today and challenge varying views. Longer style written responses will be used to apply knowledge as well as baseline test.

Extend

Evaluating the views of themselves and others using religious evidence in order to substantiate and develop claims.
Analyse the impact the views held will have on individuals, communities and establish conclusions to reflect this process.

What subject specific language will be used and developed in this topic?

- 7 dimensions
- Totems
- Animism
- Sociological
- Dharmachakra
- Khanda
- Aum
- Crucifix
- Philosophy
- Theology

What opportunities are available for assessing the progress of students?

- Baseline test
- Longer written responses.



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Intent – Concepts

Lesson title	Teaching activity/task	Assessment/Progress Check	Differentiation/Challenge/Extension	Homework Task	Resources
What impact does religion have on the world?	Watch video – Nobody stands nowhere. Give students the lens worksheet and list different factors and influences for each lens. Discuss each lens before students write into them. Plenary – try to link the lenses to each other.	Teacher can assess progress through completion of sheets and connections at the end of the lesson.	This can be achieved through leaving the sheets blank for the M/A and pre-populating ideas/words/examples for the L/A. <i>Linking the ideas at the end is challenging. Students may need exemplar to help identify how this is to be done.</i>		Worksheet - glasses Video Nobody Stands Nowhere - Theos Think Tank - Understanding faith. Enriching society. 4 different sets of glasses (optional) PPT
Development of religion.	Starter – show images of Totems and ask students to share any knowledge they have of them. Teacher exposition of the role and meaning of Totems. Show students image of Ayers rocks and ask similar questions – who, what where, when, why? Link to Development of religion and the odea that religion has been around for a long time. Think, pair, share activity with environmental questions at the beginning of time. Explain animism and ask students to take notes from the board. Go back to Totems – make their own – what does it say about them and how they have developed? Plenary – give me 5.	Questioning and Totem exercise.	Think pair share – pair students up with stronger partner. For the note taking underline on the board which bits the students are to write down – or give out copy and ask students to underline the key information. Totem exercise- outcome. <i>Animism note taking will vary for each ability. Questions for the beginning of time.</i> <i>Totem activity can be extended from drawing their own annotate and explain ideas. They could also link to previous lesson of cultural sociological ideals.</i>	Finish Totem activity	PPT
Where in the world?	Starter – put map up on the board and ask students to guess where the 6 major religions began. Get students to look in their hmwk diaries to support this activity. Ask for volunteers to mark on the board. Ask students to use the information provided to complete the table of religious data.	Completed table	M/A = blank table L/A = pre filled table or F in B sheet. <i>Clues activity on slide 5 is challenge some may come up with their own images for the reasons of spread of religion.</i> <i>Some students may suggest own reasons for spread. Before plenary activity students could guesstimate the stats about religious growth and decline.</i>		PPT World facts table and Text book page 4



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	Link the clues on slide 5 to recognise how religions have spread around the world. Plenary – give students the world facts – ask what shocks, surprises etc.				
Connections	<p>Starter – ask students to respond to their group question, pass it on and respond to answers, then to add own questions.</p> <p>Complete the 7 dimensions after discussion with as much detail as possible.</p> <p>Complete Venn diagram with textbook pages to help.</p> <p>Feedback answers. Try and link the venn diagram information to the 7 dimensions and give an example.</p> <p>Plenary – show students the world religions ‘golden rule’, ask them to link it to the dimensions.</p>	7 dimension sheet will show students progress as well as venn diagram. It will allow the teacher to gauge understanding.	<p>Starter activity – outcome and peer support. 7 Dimensions task for M/A can be discussed with pairs completed and then added to after feedback. L/A may need annotated on the board as they go through discussion.</p> <p>Venn diagram task is mainly outcome but can be differentiated with teacher providing the key information and students are to put it into the correct space.</p> <p>7 dimension task and Venn diagram are both stretching activities.</p> <p>Plenary can be given before the end of the lesson for those who have already completed the task.</p>	Complete any left over work.	<p>Questions – starter</p> <p>7 Dimension sheet</p> <p>Textbook information p.6</p> <p>PPT</p>
Symbolism	<p>Starter – play logo quiz. Link to the understanding of how powerful symbols are.</p> <p>Complete the matching activity task of religions, symbols and their meanings.</p> <p>Complete the table about other symbolism in religion.</p> <p>Feedback should allow students to complete the table as much as possible.</p> <p>Plenary – pose the question ‘do symbols help religious people achieve their goals.’ Students can answer through hot seating, whiteboards, no hands up etc.</p>	<p>Matching sheet</p> <p>Plenary question</p>	<p>L/A could be provided with information for the table and place in right space.</p> <p>Completion of symbolism table – this will also allow teacher to see what prior knowledge there is.</p> <p>Written response to the plenary question.</p>	Written response to plenary question.	<p>Matching activity</p> <p>Logo quiz</p> <p>PPT</p>
Teaching and Authority	Starter – question students about the most expensive book in the world. What makes it expensive? Students are to divide their page into 6 boxes and using the info from the	Box activity.	<p>L/A can be given a restricted information sheet to help.</p> <p>Comparison of the holy books and ideas of the afterlife.</p>		Textbook p 18-19



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	<p>text book complete a key fact sheet about the teaching and authority in the 6 major world religions.</p> <p>Plenary – compare the western books and the eastern ideas.</p>		<p>Students to link teaching and authority to the 7 dimensions previously discussed.</p>		
Worship, practices and celebrations	<p>Interactive lesson – students will have opportunity to taste food, look at artefacts and experience rituals like pilgrimage. Groups of students to have a box of artefacts for each religion feedback what they have. Taste food, complete pilgrimage as memory map or outside.</p>		<p>Outcome</p>		<p>Food – sweets, challah, pretzels. Hajj picture / plan for outdoor pilgrimage. Artefact boxes.</p>
Morality	<p>Starter – show short you tube video about morality. Write a definition of morality using the boxes.</p> <p>Ask students to give ways we know things are right and wrong. Discuss rules with students and there purpose. Give out sheets of 10 commandments. Ask students to reflect what was wrong in society for these rules to be put in place and how the world would be today if we kept all these rules.</p> <p>Plenary – which are the easiest, best, hardest to keep? Explain why. Consider if the rules would be different if they lived somewhere else in the world?</p>	<p>Worksheet completion Questioning.</p>	<p>Outcome.</p> <p>Ideas of what the world was like before and after will vary. More challenging to justify the reasons why you think this.</p> <p>Last plenary question links to lesson 1.</p> <p>What rules would they introduce based on the world we live in today?</p>		<p>Youtube link 10 commandment worksheet</p>
Why religion is important in the world.	<p>Starter – pose the question is religion still important in the world today?</p> <p>Ask students to respond to statements given and justify there views. This can be done moving around the room or outside. Place opposite arguments down- where would they move to now? Any ?</p>	<p>Progress though verbal feedback.</p>	<p>Outcome.</p> <p>Challenge comes through level of ideas and questioning.</p> <p>Written response to plenary question.</p>	<p>Written response to plenary question. Revise for test.</p>	<p>Speech bubble statements. PPT</p>

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	Using the images on PPT screen explain why or how religion still is important in the world today. T or F quiz Plenary statement – Religion is still relevant in the world today. (exit ticket, hands up, etc)				
Test	Baseline test.	Peer marking and teacher marking	Outcome		Baseline test