

Year 7 Theology and Philosophy

Our intent is to engage, inspire, challenge and encourage our students, equipping them with the knowledge and skills to attempt to formulate answers to life's 'Ultimate Questions'. Theology and Philosophy enables students to engage in a systematic inquiry into deep and often searching questions about their own existence and purpose, faiths and beliefs, as well as appraise the beliefs, faiths and world views of others regarding pertinent contemporary philosophical and moral issues.

In Year 7, students will be able to deepen their understanding of the fundamental theological insights encountered and taught by two of the three monotheistic Abrahamic religions - Judaism and Christianity - and make links between the beliefs, practices and value systems of these monotheistic faiths alongside humanist/atheist world views. The Theology and Philosophy Curriculum develops responsibility and respect for all aspects of diversity, whether it be social, cultural or religious/non-religious, and prepares students well for life in contemporary British society.

All theological learning is grouped in 3 units:

- Fundamental Christian Beliefs (A People of Community)
- Ancient Hebrew History (A People of Covenant Trust)
- Judaism Today (A People of Rules and Traditions)

Year 7 learning themes are focused on building up subject-specific knowledge required for Key Stage 4 and beyond, deepening the knowledge acquired in previous Key Stages as well as empowering those students who might have gaps in their knowledge. Key questions are based on Believing, Expressing, and Living.

Methods of deepening and securing knowledge:

Theology and Philosophy aims to use low-stake quizzing, various means of feedback, collaboration, and student-centred resources to close gaps that our students have from previous Key Stages and to further enrich knowledge.

Retrieval Practice	Retrieval practice is evident through starter and plenary tasks to link prior learning and current learning, as well as in retrieval knowledge organisers by way of examination preparation.
Elaboration	Table-Team challenges allow for incremental levels of knowledge to be secured and encourage enthusiastic, collaborative learners.
Language for Learning	Subject-specific vocabulary is monitored through 'Word Decoding' etymology/morphology exercises, embedding literacy and reading into every learning theme, building opportunities for extended writing and enabling students to fully explore complex theological and philosophical systems and ideas that evolve from them. Reading independent learning with associated tasks.
Concrete Examples	Concrete examples in the form of 'Language for Learning Reading Independent Learning' extend and deepen knowledge acquired within the classroom.
"Becoming the Examiner"	Post-examination exercises enable students to review their examination papers alongside sample answers and mark schemes in order to improve their examination script in green ink; and students are aware that, even if top marks have been awarded, there is always room for a furthering of knowledge.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<p>Christian Belief: A People of Community</p> <ul style="list-style-type: none"> - Introduction to Theology and Philosophy: theos (Θεός), logos (λόγος) and philia (φιλία), sophia (σοφία) - The idea of diverse community and a lived sense of belonging - The church community: The 'ekklesia' (ἐκκλησία) gathered in the 'domus Domini' - The Christian community story of the Bible: ta biblia (τὰ βιβλία) 	<p>Christian Belief: A People of Community</p> <ul style="list-style-type: none"> - Creation: The beginning of human community in 'Imago Dei' and stewardship of creation - God, 'Creatio ex nihilo', and science - Theism (Θεός), Atheism (α-Θεός), Agnosticism (αγνώσις), and the scientific theories of Big Bang and evolution - Divine community: The mystery of the Triune God: Monotheism and 'trinitas'/'trinus' <p>Retrieval</p> <ul style="list-style-type: none"> - Knowledge organiser 	<p>Hebrew History: A People of Covenant Trust</p> <ul style="list-style-type: none"> - The importance of history and origins for the Jewish People: Judaism and Jewishness - Delightful garden, the Edenic covenant and the fall of man - Shabbat as a sign of the Covenant - Evil and "no more destruction": The Noahic covenant and the Seven Laws to the sons of Noah - The Father of a Nation: The Abrahamic Covenant of Canaan 	<p>Hebrew History: A People of Covenant Trust</p> <ul style="list-style-type: none"> - An Everlasting covenant: the Abrahamic covenant of 'Brit Milah' (בְּרִית מִילָה) and Jewish circumcision initiation today - Mosaic covenant: from slavery to freedom - Passover and the Seder Meal - Mosaic covenant of Sinai: the decalogue <p>Retrieval</p> <ul style="list-style-type: none"> - Knowledge organiser 	<p>Judaism Today: A People of Rules and Traditions</p> <ul style="list-style-type: none"> - The nature of the Almighty according to the Sephardic Jewish Philosopher, Maimonides - The nature and purpose of the Shekinah - The nature and purpose of the Messiah and the Messianic Age - The Tanakh (Torah, Nev'im, and Ketuvim) the Talmud and the Midrash 	<p>Judaism Today: A People of Rules and Traditions</p> <ul style="list-style-type: none"> - The Pikuack Nefesh: beliefs on the sanctity of life - Beliefs on acts of worship and the Synagogue - Beliefs about life after death: Gan Eden and Gehinnom - Teaching on Moral principles and the Mitzvot <p>Retrieval</p> <ul style="list-style-type: none"> - Knowledge organiser
Assessment	- Mid-unit mini exam	- End-of-unit exam	- Mid-unit mini exam	- End-of-unit mini exam	- Mid-unit quiz	- End-of-unit quiz
CEIAG (<i>Careers that are linked to that topic</i>)	Teaching Professions, Medical and Caring Professions, Law and the Police Service, Community Liaison, Welfare and Social Work, Civil Service and Ministry of Defence, Journalism, Recruitment, Counselling					

Independent Learning:

Independent learning is integral to learning and it is planned to be challenging and relevant to each programme of study, with tasks used for a variety of purposes including consolidating learning, preparation for a following class, deepening the knowledge gained in learning themes, and preparation for examinations (using specific retrieval knowledge organisers). Independent Learning is shared and discussed in Table Teams in the deadline lesson, and relevant links are made to prior and future learning. Independent learning receives generous time in verbal feedback from both Table Teams and teaching staff along with strategies for improvement. Each half term, Year 7 students receive a 'Language for Learning reading Independent Learning' that covers themes in sacrifice, forgiveness and social justice ranging from martyrdom and the preferential option for the poor to terrorism and death row to street children in the cities of the world. It is crucial that independent learning is completed so that students can exhibit their knowledge and understanding as fully as possible to peers and teaching staff.