

## What can we learn about the world/ knowledge/ meaning of life from the great philosophers?

### Substantive Knowledge to test:

- The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.
- The complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato.
- The work of one or two key philosophers such as Socrates/Plato and Descartes.
- Consideration of consequences of action in relation to karma.

### Disciplinary Knowledge to test:

- ✓ Explain some of the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.
- ✓ Explain different philosophical and religious answers to questions about the world around them and the existence of the 'self' and or soul.
- ✓ Have an understanding of the Analogy of the Cave and what it says about existence and knowledge.

### Substantive Retrieval Questions:

- Who was Plato?
- Who was Socrates?
- Who was Descartes?
- What is Karma?
- How did the ancient Greeks see the idea of a soul?

### Disciplinary Retrieval Questions:

- How do Buddhists view life – when it they believe in karma and reincarnation?
- What is similar about Plato's ideas about the soul and Christianity?
- How is Plato's cave analogy likened to the life of Jesus?

### Retrieval Practice Assessment Approaches:

- The three-question approach – choose three questions to ask at the start of each RE lesson, one substantive knowledge about the current enquiry, one disciplinary question from the current enquiry and one random / bonus question of your choice for pupils to answer.
- At the end of the enquiry process in the EVALUATE stage provide a quiz for children to complete using the substantive knowledge questions.
- At the end of the enquiry process in the EXPRESS stage use the disciplinary questions to explore a deeper focus for assessing disciplinary knowledge – this could be used to form the basis of an assessment activity e.g. a debate of how moral laws support Muslims in the modern world vs leading them to be different and radical.

### The RE Age Related Expectations we will cover and be assessed against: **Philosophy**

- A. The Nature of knowledge, meaning and existence** In verbal and written work explain why people including philosophers have different ways of understanding the concept of justice. E.g. using class discussion where they might try and define a concept
- B. How and whether things make sense** Use different pieces of evidence they have explored to form a conclusion about whether they believe in God or not.
- C. Issues of right and wrong, good and bad** Explain a range of answers to the question 'is it possible for something to always be right?' showing that there are many different opinions about this.