

Year 9 mid term plans

Mastery Assessment Model

- **Do Now/Exit tickets/Low stakes quizzes:** differentiated by class - self/peer assessed knowledge quiz/activities based on previous content and SS at start and end of selected lessons. Completed in ex. books. Frequency defined by teacher – feeds into mastery/key assessments to build knowledge retention.
- **Mastery Assessment:** non-formal pieces of reflective writing which consolidate learning/skills (should not feel like a “test”). Completed in exercise books with DIRT/tiered challenge. **Challenge Zone activities** to assess mastery skills, describe explain, evaluate, enquire, communicate, contextualise
- **Key assessment** – Selection of multi choice and GCSE style questions to consolidate learning/ develop key skills (Walkie talkie to allow skills development and access). Completed on paper assessments and stuck into exercise books or followed with DIRT/tiered challenge. Self-reflection and DIRT
- **Rationale:** This year is designed to gain more developed understanding of prior knowledge and a more comprehensive grounding of knowledge and skills. Students will continue to build skills of philosophical questioning and critical thinking at an even deeper level alongside continuing to advance their knowledge of key religious and non religious world views. They will achieve this by studying key units such as ‘What is knowledge?’ and ‘What is mind?’ These units will allow students to consider a wider range of philosophical theories developing a more robust approach to knowledge and critical thinking required to be successful at GCSE and A level.
- **College Values:** **High expectations** through critical thinking and evaluation plus **knowledge** of self and others. **Character-** building resilience though working with challenging and ambitious content.

Autumn (12 lessons)

Is Human life important? 1. + 2. Why does evil happen? – Why these topics? Why now?

1. This unit is designed to allow students to revisit key ethical concepts delivered at the end of year 8 through the medium of a selection of targeted examples. Dealing with prejudice and discrimination specifically students will be exploring these concepts through topics such as sexism, racism and homophobia. This will deep their understanding of prejudice and discrimination and broaden their knowledge of what can be counted as prejudice and discrimination.
2. This unit is an ethical unit designed to allow students to build on ideas about prejudice and discrimination learned in previous topics really getting to the heart of why evil happens. This will be learned through the example of the Holocaust as an example of evil. Understanding the root causes of evil and looking at solutions to avoid these thing reoccurring. This unit ties in with holocaust memorial day (values) and the history curriculum.

Time	Big Qu	Key Mastery Knowledge/Big Ideas	Key Mastery Skills	Low Stakes	Assessment for Mastery
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Autumn 1 5 lessons	Is Human life important?	Big Idea: Tolerance and equality - Intro lesson X1 - What are forced marriages? X1 - FGM X1 (Citizenship)X1 - What are the ethics of finance and sweat shops? X1 - Religious attitudes towards Crime and Punishment X1 Key Assessment X1 DIRT X1 Print mastery overview for front of ex. book. Teaching materials for KO1 in Teams assessment folder	- Communicate - Describe - Explain - Evaluate - Critical thinking	DO NOW: EXIT TICKETS Mastery retrieval KO1 <u>(week 1-6)</u>	Key assessment 1. KO1 (set alongside course content with SS task – use mastery criteria) DIRT – focus on communication explanation and evaluation with graded questions to enable access to all students and mastery criteria
PK	KO1: This refers to the specific language and skills of studying Philosophy. You will look at the key vocabulary and the assessment points across Key Stage Three. Key words: Prejudice, discrimination, sexism, racism, homophobia, tolerance, equality. Sweatshop, corporate responsibility, social responsibility, Forces marriage, FGM.				
Autumn 2 6 lessons	Why does evil happen?	Big Idea: Tolerance and equality - Natural evil/moral X1 Lynx Christian youth organisation on evil and suffering X1 - Problem of evil - Augustinian Theodicy - Soul making - The Holocaust – an example of evil - Auschwitz – an in depth look at an example of evil2 Teaching materials for KA2 in Teams assessment folder	Key Skill: Describe explain Communication, application, evaluation	DO NOW: Exit ticket KO 2 <u>(week 6-12)</u>	Mastery assessment assessment 1 (mirror exam questions and skills) Answer a selection of knowledge based questions and <i>Write an account of the reasons for the holocaust.</i> (EDMA) DIRT – KA2 Use feedback sheet in KA2 Teams folder and mastery criteria

PK	KO2: In this topic You will continue to explore and revisit ideas such as prejudice and discrimination revisit ideas about tolerance and equality and develop knowledge of the problem of evil / responses to the problem of evil which will be transferable to GCSE next year. Key words: , Prejudice, discrimination, agape, problem of evil, original sin, soul making, holocaust, theodicy, Auschwitz, genocide				

Seminar Study – Autumn Half Term 1 **KO 1, 2**

Baseline

Mastery Assessment 1

Seminar Study – Autumn Half Term 2 **KO2**

Key Assessment 1

Spring (12 lessons)

3.How do we make moral decisions? + 4. What do we really know?- Why this unit? Why now?

3. This unit is designed to build on learning from ethical units but introduce more scholarly focus skills with moral philosophy including key philosophical theories tackled at A level such as utilitarianism, situation ethics, deontological ethics and virtue ethics. This unit will encourage students to deepen critical thinking and analytical skills and broadening knowledge of moral philosophy and key thinkers.

4. This unit is designed to encourage students to develop knowledge of key skills in philosophical thinking by asking challenging questions including new knowledge of epistemology and timeless arguments. They will develop an understanding of the debates on what knowledge is via key philosophical questions such as what can we know though perception? What can we know about reality? What can we know about what is beyond existence?

Both units will inspire students to continue with P and E into Ks4 and 5 and encourage age appropriate challenge and ambition.

Time	Big Question	Key Mastery Knowledge/Big Ideas	Key Mastery Skills	Low Stakes	Assessment for mastery
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Spring 1 6 lessons	How do we make moral decisions?	Big Idea: traditional beliefs and values - What is Ethics?X1 - Situation EthicsX1 - UtilitarianismX1 - Duty based ethics X1 - Virtue ethics X1 - Applied ethics Racism X1	Key Skill: Enquire/communication, describe explain, evaluate	DO Now: Mastery assesment Exit tickets <u>(week 1-6)</u>	Mastery assesment 2 Knowledge Quiz to assess PK and address Gaps
PK	KO3: In this topic you will explore morality and key moral theories, you will then apply the knowledge of moral theories to Racism, the environment and LGBTQ. It will also require you to revisit learning on Key PK prejudice and discrimination, tolerance and equality. Key words: Homophobia, Racism, sexism, equality, human rights, prejudice, discrimination, utilitarianism, deontological ethics, virtue ethics, situation ethics				
Spring 2 6 lessons	What do we really know?	Big idea: self and others - Applied ethics environment X1 - Applied Ethics LGBTQ X1 KA2 Assessment X1 Big Idea: Self and others - Can we trust our senses? X1 + Assessment DIRT Feedback - What do we know about reality? (Plato's cave) X1 - What is beyond existence? X1	Key Skills: Describe, explain, evaluate, enquire, apply.	DO NOW KO4 Exit ticket <u>(week 6-12)</u>	Key Assessment 2 ✓ KO3 <i>Multi choice question sheet and written answer question sheet</i> DIRT – KA2 with mastery criteria.
PK	KO4: In this topic you will explore what it means to know something. What is knowledge and how do we get it? You will use key skills you have developed such as critical thinking and evaluation to decide what we really have knowledge about. You will consider perception as a source of knowledge, what we can know about reality, what we can know beyond our existence. The knowledge you gain in this unit will be transferrable to GCSE and A level. Key words: idealism, direct realism, indirect realism, plato's cave, 4th dimension,				

Summer (12 lessons)

4. –What is mind? 5. Why are families and relationships important? Why this unit? Why now?

4 . This unit is designed to challenge established thinking of what the mind is, it should allow students to apply the critical thinking skills they have developed over the course of KS3 and inspire resilience when accessing ambitious material. Student will be given a taster of what to expect at GCSE and A level moving forward. Students should have opportunity to access ambitious material to improve confidence and raise aspirations across the school

5. This unit allows students to engage with material from the GCSE course. It is an early start for those students who have opted to select GCSE philosophy and ethics and an opportunity for those who are not to be introduced to some important views about families and relationships feeding into their work in values and SMSC. These lessons should help students to see the value in healthy relationships and marriage raising life aspirations as well as academic aspirations. (also appropriate for year 9).

Time	Big Question	Key Mastery Knowledge/Big Ideas	Key Mastery Skills	Low Stakes	Assessment for mastery
Summer 1 6 lessons	What is mind?	Big Idea: Self and others ○ Intro to Mind X1 ○ Materialism X1 ○ Dualism X1 ○ Artificial intelligence X1 ○ Other minds X1 ○ Writing a philosophy essay X1 ○ KA3 Philosophy Essay X1	Key skill: Enquire, explain, analyse and evaluate, critical thinking	DO NOW: KO5 <u>(week 1-6)</u>	Mastery Assessment 3: <i>Evaluation written response opportunity</i> (EDMA) 'My teacher is a robot' DIRT – MA3 Use feedback sheet with mastery criteria,

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