

Year 8 PRE – Knowledge Organiser – Who is God?

Key term	Definition		
Philosophy	Thinking about big questions like what's right, what's real, and why we exist.	Philosophical Argument	An argument that tries to prove a point through reasoning and logic. It tries to convince someone that the conclusion is right by showing how they got there. It is made up of multiple premises (a logical step) which lead to a conclusion. For example: Premise 1: Munchie is a cat Premise 2: All cats have whiskers Conclusion: Munchie has whiskers
Design Argument This is the Teleological Argument.	States that the world is so amazing and well-ordered, it must have been made by a clever designer, (God). William Paley.	The Teleological Argument	- Also known as 'The Design Argument'; The argument follows that there is clear evidence that the universe was designed, as there is evidence of design, this suggest that there must be a designer, which is God. - The argument was originally proposed by Saint Thomas Aquinas and was later developed by William Paley using his Watchmaker Analogy. - The argument has received support from various philosophers, but has also been criticised by some philosophers such as David Hume
First Cause/ Unmoved Mover – this is the cosmological argument.	Everything has a beginning, so the world must have been started by something - and that something is God. Aristotle.	The Cosmological Argument	Saint Aquinas' Cosmological Argument states that everything which exists was caused by something else which already existed, this includes the universe, which must also have a cause, which must be God Al-Kindi, Al Ghazali and William Lane Craig developed the 'Kalam Cosmological Argument', which specifies that anything that begins to exist must have a cause - The argument has been criticised by scientists as The Big Bang Theory is said to offer an alternative explanation for the cause of the universe, though some philosophers argue that this discovery can be compatible with religious belief
Ontological Argument	We can imagine the greatest, most perfect being (God). Something that is real is better than something only in our imagination. So, God must be real. Anselm.	Evolution	- In the book 'On the Origin of Species', Charles Darwin suggested that all life on earth had developed (evolved) from a common ancestor (a single cell), over a long time, these cells developed into humans. This is seen as an alternate explanation to intelligent design. - There is a great deal of scientific evidence which supports the theory of evolution, such as from studying the anatomy of humans and animals. Some religious believers argue that you can believe in both God and evolution as they are compatible with each other, even when interpreting the Bible literally.
Theologian	People who study of the nature of the Divine and religious belief.	The Ontological Argument	- An argument by Saint Anselm and developed by Descartes that if we define God as being the greatest possible being, then it is impossible for God not to exist. As something existing in reality is better than something that only exists in our minds, defining God as the greatest possible being means we are admitting that God exists. - The logic of this argument was criticised by Gaunilo and Aquinas. The argument has also been criticised by Bertrand Russell and Richard Dawkins.

Aristotle - An ancient Greek Philosopher – coined the First Cause.

Anselm - A Christian philosopher – he said that God must exist because we can imagine him.

Mary Daly - A Feminist Philosopher – died in 2010. argued that traditional religion, especially Christianity, often supports male power

William Paley - world is like a watch — it's so carefully made that it must have a maker, and that maker is God. This is called the Design Argument.

Simone De Bouvoir - girls and boys should be equal and everyone should be free to choose who they want to be.

Aquinas - said that everything in the world has a cause, and there must be a First Cause that started everything — and that First Cause is God.

Knowledge Organisers

- **Vocabulary:** Key words and definitions (up to 10) to the left (the ones that you will teach explicitly, and expect students to use)
- **Layout:** Vocab on the left. Font – clear, Sans Serif. One sided, A4. visual - diagrams, models, etc., where appropriate, key terms/concepts in bold
- No unnecessary ‘decoration’ to distract from the core knowledge



Provide knowledge organisers

Provide students with short summaries, e.g., one A4 page of the key ideas, concepts, and terminology of a unit of work

- *Make them retrievable: ensure that the knowledge organiser is structured in such a way that students can easily retrieve their knowledge over and over again*
- *Keep it legible: avoid the temptation to pack too much on and keep knowledge organisers clear and legible*
- *Co-construct with colleagues: ensure that all knowledge organisers are co-constructed (or at the very minimum, checked) with colleagues to ensure consistency*
- *Keep it core: ensure that the content is core content and not branching into an overwhelming amount of additional but not crucial knowledge*