YEAR 12 PHILOSOPHY - AUTUMN

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Theme 1 (A-F)

Curriculum Intent	
Skills/Assessment objective links	**Why do we teach this to students?** Students study Philosophy of Religion, Religion and Ethics and Christianity as part of the KS5 Religious Studies content. **Why do we teach this now?** Familiar ground, building on some concepts we have studied at GCSE level, to allow an easier transition into A level. **Specification aims:** • The WJEC Eduqas A level in Religious Studies encourages learners to: • develop their interest in a rigorous study of religion and belief and relate it to the wider world • develop knowledge and understanding appropriate to a specialist study of religion • develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies • adopt an enquiring, critical and reflective approach to the study of religion • reflect on and develop their own values, opinions and attitudes in the light of their study. A level Religious Studies is designed to enable learners to develop their interest in, and enthusiasm for, a study of religion and its place in the wider world. **Assessment Objectives:** ***AO1:*** Demonstrate a knowledge and understanding of religion and belief, including: • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief. AO2 Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.
Spiritual, moral, social, and cultural development	**SMSC: Spiritual:** The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. sense of enjoyment and fascination in learning about themselves, others and the world around them. **Moral:** acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. **Cultural:** understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. **PSHE:** Tackling religious discrimination **British Values:** Individual liberty, mutual respect and tolerance of those of different faiths and beliefs. **Skills Builder:** Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork
Numeracy	
Literacy	**Vocabulary:** Examine, explain, outline, evaluate, compare **Reading:** Students are expected to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn't understand and to evaluate set texts. **Writing:** A level RPE is a literacy-based subject. Students are supported in developing their arguments to explain beliefs and theories, and scholarly approaches. Students also develop their ability to evaluate and criticize the above. **Oracy:** Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny.
Becoming future ready	Students develop: - the ability to build and interrogate arguments and how to question and evaluate - critical thinking skills and the ability to interpret information, formulate questions and solve problems - organisational and time management skills - teamworking and communication skills - writing skills, including accurate referencing and the ability to construct a reasoned argument

- empathy and the ability to understand people and their motivations
- the ability to appreciate different perspectives and take on board others' views
- the ability to work methodically and accurately
- independence of mind and the ability to think for yourself.

Adaptation

QFT/SEND Provision

Throughout this topic, quality first teaching will provide differentiation:
By Intervention: by providing different levels of supervision and support, catch up sessions if requested.
By Progressive Questioning: exploring pupils' understanding through interactive dialogue.
By Offering Optional Activities: In class or as homework, to extend learning.

Implementation Curriculum Delivery

Learning Outcomes (Knowledge)

#	Lesson Title, Lesson Objectives, Scripture:	Lesson builds upon:	This will be developed in:
1	**Introduction to philosophy and philosophical arguments** To be able to understand what philosophy entails and key terms required for the study of theme 1 (arguments for the existence of God)	N/A – Students acquire terminology required for the study of Theme 1.	Lessons 2-21 as terminology will be required in each of the lessons.
2	**Cosmological Argument – Aquinas** To understand Aquinas' first Three Ways (Cosmological Argument)	Lesson 1 – terminology is revisited.	Lessons 3,4, 9,10 and 13.
3	**Cosmological Argument – Kalam** To understand the Kalam Cosmological argument and how William Lane Craig modernised the argument.	Lesson 1 – continuing to revisit terminology. Lesson 2 – Exploring another version of the Cosmological argument.	Lessons 4, 9,10 and 13.
4	**Cosmological Argument – Essay Practice** To practice essay writing skills based on the Cosmological Argument.	Lesson 1 – continuing to revisit terminology. Lesson 2 & 3 – Applying content learnt about the Cosmological argument.	Lessons 9,10 and 13
5	**Teleological Argument – Aquinas & Paley** To understand Aquinas Fifth Way and William Paley's watchmaker analogy.	Lesson 1 – continuing to revisit terminology. Lesson 2 – Looking at another one of Aquinas' Five Ways.	Lessons 6, 7, 8, 9, 10 and 13.
6	**A01 Essay** In class timed AO1 essay on the Teleological Argument	Lesson 1 – continuing to revisit terminology. Lesson 5 – Applying content learnt about the Teleological Argument.	Lessons 7, 8, 9, 10 and 13.
7	**Teleological Argument – Tennant** To understand F.R. Tennant's anthropic and aesthetic arguments	Lesson 1 – continuing to revisit terminology. Lesson 5 - Exploring another version of the Teleological argument.	Lessons 8, 9, 10 and 13.
8	**Teleological Argument – Essay Practice** To practice essay writing skills based on the Teleological Argument.	Lesson 1 – continuing to revisit terminology. Lessons 5-7: Applying content covered on the Teleological argument.	Lessons 9, 10 and 13.
9	**Challenges to inductive arguments** To understand David Hume's challenges to inductive arguments. To also understand scientific theories which challenge inductive arguments.	Lesson 1 – continuing to revisit terminology. Lessons 2-8: Exploring challenges of all arguments covered in prior lessons.	Lessons 10 and 13.

	10	**Challenges to inductive arguments – essay practice** To practice essay writing skills based on the challenges to inductive arguments.	Lesson 1 – continuing to revisit terminology. Lessons 2-8: Exploring challenges of all arguments covered in prior lessons.	Lesson 13
	11	**Introduction – Deductive Arguments** To be able to understand key terms required for the study of deductive arguments. To also understand the difference between inductive and deductive arguments.	Lesson 1 – continuing to revisit terminology.	Lessons 12, 14, 15, 16, 17, 18 and 21
	12	**Ontological Argument – Anselm** To understand the meaning of Proslogion 2 and 3	Lesson 1 and 11 – continuing to revisit terminology.	Lessons 14, 15, 16, 17, 18 and 21
	13	**AO2 Essay** In class timed AO2 essay on the challenges to inductive arguments	Lesson 1 – continuing to revisit terminology. Lessons 2-8: Exploring challenges of all arguments covered in prior lessons.	N/A
	14	**Challenges of the Ontological Argument – Gaunilo & Hume** To understand Gaunilo's and Hume's challenges to Ontological argument	Lesson 1 and 11 – continuing to revisit terminology. Lesson 12 – Exploring challenges to the Ontological Argument.	Lessons 15, 16, 17, 18 and 21
	15	**Ontological Argument - Rene Descartes** To understand Rene Descartes analogies of triangles and mountains / valleys and its relevance to the existence of God.	Lesson 1 and 11 – continuing to revisit terminology. Lesson 12 – Exploring another version of the Ontological argument.	Lessons 16, 17, 18 and 21
	16	**Challenges of the Ontological Argument – Kant** To understand Kant's challenges to Ontological argument	Lesson 1 and 11 – continuing to revisit terminology. Lesson 12 and 15 - Exploring challenges to the Ontological Argument..	Lessons 17, 18 and 21
	17	**Ontological Argument – Norman Malcom** To understand Malcolm's Ontological argument	Lesson 1 and 11 – continuing to revisit terminology. Lesson 12 and 15– Exploring another version of the Ontological argument.	Lessons 18 and 21
	18	**Ontological Argument Essay Practice** To practice essay writing skills based on the Ontological argument.	Lesson 1 and 11 – continuing to revisit terminology. Lessons 12-17: Exploring challenges of all arguments covered in prior lessons.	Lesson 21
	19	**Knowledge Check** To complete a in class knowledge check based on content covered in Autumn term.	Lessons 1 – 18: Being assessed on content covered in Theme 1	Lesson 20.
	20	**Feedback Lesson** To provide feedback based on completed knowledge checks and to address any gaps in knowledge.	N/A – to be determined based on results of Knowledge Check	N/A
	21	**Ontological Argument Essay Practice**		

		To practice essay writing skills based on the Ontological argument.	Lesson 1 and 11 – continuing to revisit terminology. Lessons 12-17: Exploring challenges of all arguments covered in prior lessons.	N/A
Current learning to be developed in the future within:	See the table above which explains the sequencing of lessons, detailing where the learning will be developed.			
Assessment	Students will be formatively assessed with A01 and A02 questions, and Knowledge Checks. This content will be summatively assessed in the mock exams.			
Impact	Attainment and Progress – Refer to assessment results / data review documentation.			