

Beths Grammar School KS5 Religious Studies Curriculum Map

Exam board AQA

Year 12

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Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term</p>	<p>Epistemology What is knowledge? The tripartite view</p> <p>Issues with the tripartite view.</p> <p>The issues concerning the claim that J, T and B are individually necessary for knowledge will take a week.</p> <p>Responses: alternative post-Gettier analyses/ definitions of knowledge.</p>	<p>Lay the groundwork for this topic, eg key epistemological definitions such as ‘belief’, ‘knowledge’, ‘truth’, and ‘justification’ and key concepts such as ‘necessary and sufficient conditions.</p> <ul style="list-style-type: none"> • Understanding the nature and structure of arguments • Discussing the relative merits of different objections to a position • The generation of examples to demonstrate understanding. • The drawing of and supporting of appropriate conclusions. • Discussing the relative merits of different objections to a position • The generation of examples to demonstrate understanding. 	<p>Baseline assessment. Some practice definitional questions. Some practice at an ‘outline the argument’ type question, eg ‘outline the tripartite view of knowledge’.</p> <p>A homework exam style ‘outline the argument’ type question focused on one of the arguments against J+T+B being necessary for knowledge.</p> <p>Some in-class practice at generating students’ own examples to support the Gettier argument.</p> <p>Planning an essay style question in the lesson. Compare answers.</p>

	<p>Moral philosophy</p> <p>Normative ethical theories</p> <p>Utilitarianism and it's application to issues in contemporary society.</p>	<ul style="list-style-type: none"> • The drawing of and supporting of appropriate conclusions. <p>Introduction to key terms such as 'ethics,' 'morality,' and 'right/wrong.' understanding the definitions of key distinctions</p> <p>An awareness of a student's own moral compass.</p> <ul style="list-style-type: none"> • Understanding the definitions of key terms and distinctions • Scaffolding of understanding theory by applying theory to example • Attempting to calculate pleasure • Reflection on issues met by attempting to calculate pleasure. • Identifying issues and giving examples to illustrate • The drawing and supporting of appropriate conclusions • Understanding the definitions of key terms and distinctions. • Applying utilitarianism to stealing, stimulated killing, eating animals and telling lies. • Students reflect to what extent utilitarianism helps when making decisions on the real issues above. Is the most helpful theory the most ethically good? 	<p>Completing an essay style question for homework.</p> <p>Teacher questioning and participation in discussion. Justifying decisions.</p> <p>Application of theory of utility to sample scenarios.</p> <p>Participation in class discussion.</p> <p>Practice definition questions.</p> <p>Practice outline questions.</p> <p>Teacher questioning.</p> <p>Proficiency in application of measurement.</p> <p>Practice definition questions (act, rule and preference).</p> <p>Practice 12 mark questions.</p> <p>Plan an essay-style question as a class. Students to complete as homework (25 marks).</p> <p>Initial assessments.</p>
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<p>Autumn Term</p>	<p>Epistemology Perception as a source of knowledge Direct realism and it's issues</p> <p>Indirect realism and it's issues.</p> <p>Berkeley's idealism</p> <p>Moral philosophy Kantian ethics and its application to issues in contemporary society.</p>	<ul style="list-style-type: none"> • Understanding the definitions of key terms and distinctions • Understanding the nature and structure of arguments the generation of examples to demonstrate understanding. • The drawing of and supporting of appropriate conclusions • Understanding the definitions of key terms and distinctions. • The generation of examples to demonstrate understanding. • Discussing the relative merits of different objections to a position. • Drawing of and supporting appropriate conclusions. • Understanding the definitions of key terms and distinctions • Understanding the nature and structure of arguments. • The generation of examples to demonstrate understanding. • Understanding the definitions of key terms and concepts. • Using examples to illustrate understanding. 	<p>Some practice definition questions. Planning an 'outline the argument' type question as a class.</p> <p>Some practice definition questions. Planning an essay-style question as a class. Students' complete homework.</p> <p>Planning independently during lesson of an 'outline the argument' type question.</p> <p>Some practice definition questions for homework.</p> <p>Practice definition questions. Use of examples to demonstrate Kantian deontological ethics in practice.</p>
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		<ul style="list-style-type: none">• Activities focusing on appreciating the relative merits of a theory.• Discussing the relative merits of different objections to a position• Discussing the relative merits of different objections to a position.• Using examples to demonstrate understanding.• Applying Kantian ethics to stealing, stimulated killing, eating animals and telling lies.• Students reflect to what extent Kantian ethics helps when making decisions on the real issues above. Is the most helpful theory the most ethically good?	<p>Outline questions.</p> <p>Group work and collaboration on organising responses.</p> <p>12-mark exam questions.</p> <p>Students working together to generate ideas and articulate why issues arise with Kantian deontological ethics.</p> <p>Planning an essay-style question as a class (25 marks). Students to complete homework.</p>
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<p>Spring Term</p>	<p>Epistemology Berkeley's idealism continued. Issues with idealism.</p> <p>Innatism</p> <p>Moral philosophy Aristotle virtue ethics</p> <p>Issues with Aristotle's virtue ethics</p> <p>Applying virtue ethics to issues in contemporary society.</p>	<ul style="list-style-type: none"> • Discussing the relative merits of different objections to a position. • The drawing, and supporting, of appropriate conclusions. • Understanding the definitions of key terms and distinctions. • The generation of examples to demonstrate understanding. • Activities focusing on understanding the definitions of key terms and concepts. • Discussing the relative merits of different objections to a position. • The drawing and supporting of appropriate conclusions. • Applying virtue ethics to stealing, stimulated killing, eating animals and telling lies. • Students reflect to what extent virtue ethics helps when making decisions on the real issues above. Is the most helpful theory the most ethically good? • Students to consider out of the normative ethical issues they have looked at, which is the most helpful when applied to issues in contemporary society. 	<p>Planning an essay style question in the lesson. Compare answers.</p> <p>Some practice definitional questions in class and for homework.</p> <p>Practice definition questions. Teacher questioning. Participation in class discussion.</p> <p>Planning an essay-style question as a class. Students to complete as homework.</p> <p>DIRT time</p>
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<p>Spring Term</p>	<p>Epistemology Empiricist responses to innatism</p> <p>The intuition and deduction thesis</p> <p>Moral philosophy Meta-ethics introduction</p>	<ul style="list-style-type: none"> • Understanding the nature and structure of arguments. • Discussing the relative merits of different objections to a position. <ul style="list-style-type: none"> • Understanding the nature and structure of arguments. • The drawing of and supporting of appropriate conclusions. <ul style="list-style-type: none"> • Recognising the many forms of meaning through language • Formulating and articulating own ideas on how language has meaning. • The generation of examples to demonstrate understanding. 	<p>An 'outline the argument' style question to plan and write in class.</p> <p>An essay style question. Planned in class, completed homework.</p> <p>Key term low stakes practice.</p> <p>DIRT time</p>

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	<p>Moral realism (ethical language, moral realism, ethical naturalism and non-ethical naturalism).</p>	<ul style="list-style-type: none"> • Discussing the relative merits of different objections to a position. • The drawing and supporting of appropriate conclusions 	
<p>Summer Term</p>	<p>Epistemology Empiricist responses to intuition and deduction.</p> <p>The limits of knowledge</p> <p>Moral philosophy Moral anti-realism (error theory, emotivism and prescriptivism).</p>	<ul style="list-style-type: none"> • Understanding the definitions of key terms and distinctions. • Generation of examples to demonstrate understanding. • Understanding the definitions of key terms and distinctions • The generation of examples to demonstrate understanding. • Understanding the nature and structure of arguments the drawing of and supporting of appropriate conclusions. • Discussing the relative merits of different objections to a position. • The drawing and supporting of appropriate conclusions. • Consolidation of knowledge application of knowledge within an exam format. 	<p>Some practice definitional questions in class and for homework.</p> <p>Some practice definitional questions in class and for homework.</p> <p>An essay style question. Planned in class, completed homework.</p> <p>Practice definition questions.</p> <p>Practice 25-mark exam question on ethical language.</p> <p>Planning an essay-style question as a class. Students to complete for homework.</p> <p>Could also use mock exam covering whole unit.</p>

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<p>Autumn Term</p>	<p>Metaphysics of Mind</p> <p>Introduction</p> <p>Dualist theories (Substance dualism)</p> <p>Metaphysics of God</p> <p>Introduction</p>	<p>A recap of key terms from the AS course and an introduction to the A-level topics.</p> <p>Understanding the definitions of key terms and distinctions such as substance, dualism, individuality, mental and conceivability.</p> <p>Understanding the nature and structure of arguments.</p> <p>Deploy the key philosophical concepts and techniques students have learnt in Epistemology in a new context.</p> <p>Students should be able to reference their ‘philosophical toolkit’ of key concepts and techniques, built up during the Epistemology course. Examples include empiricism, rationalism, induction and premise.</p> <p>As there is a substantial body of accessible literature on the philosophy of religion, this part of the course gives</p>	<p>Initial assessment</p> <p>Practice definition questions.</p> <p>Teacher questioning.</p> <p>Participation in class discussion.</p> <p>Planning an essay-style question as a class. Students to complete as homework.</p> <p>Students to try and set their own exam-style questions for each other to answer, with supervision.</p> <p>DIRT time</p>

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<p>Autumn Term</p>	<p>Metaphysics of Mind</p> <p>Property dualism</p> <p>Issues with dualist theories</p> <p>Metaphysics of God</p> <p>Teleological/design arguments</p>	<p>Understanding of key concepts such as property, supervenient, philosophical zombies, metaphysically possible, ability, acquaintance and propositional knowledge. Discussing the relative merits of different objections to a position. The generation of examples to demonstrate understanding</p> <p>Scholars discuss the merits and objections to dualism when answering the question ‘is the mind distinct from the body?’ When answering these key questions, scholars understand key concepts such as category mistake, analogy, hypothesis, interactionist and empirical. Scholars formulate appropriate, logical conclusions when answering the question.</p> <p>Students should understand Paley’s argument – focusing on a particular understanding of purpose – parts working together for an end. They should understand that Paley himself recognised and responded to some issues with it. It is important that students understand the logical form of the argument(s).</p> <p>They should understand Swinburne’s argument – from regularity – and how it is similar to and different from Paley’s argument.</p>	<p>Practice definition questions.</p> <p>Teacher questioning.</p> <p>Participation in class discussion.</p> <p>Planning an essay-style question as a class. Students to complete as homework.</p> <p>Students to try and set their own exam-style questions for each other to answer, with supervision.</p> <p>DIRT time</p>
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		<p>Students engage in independent reading with comprehension questions focusing on Swinburne's commentary on the design argument. Challenged with additional reading of alternative design arguments so that they can identify similarities and differences. Links made with scientific evidence that might support/ refute the design argument.</p> <p>Students consider the extent to which particular objections had been anticipated by Paley and how convincing his response to them might be.</p> <p>For Hume, the emphasis is on empiricist basis of his objections.</p> <p>Hume:</p> <ol style="list-style-type: none">1. proportional effect to cause2. uniqueness of the universe3. infinite regression4. multiple deities5. comparison to machine6. chance7. signs of disorder. <p>Students to consider Kant- is the designer God?</p> <ul style="list-style-type: none">• The drawing of and supporting of appropriate conclusions.• The generation of examples to demonstrate understanding.	<p>Outline questions.</p> <p>Peer assessment of short essays applying a single objection to the design argument in detail. Revising and improving the work in the light of feedback.</p>
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	<p>Metaphysics of God</p> <p>Ontological arguments</p>	<p>Students develop an understanding of how the argument has been formulated, objections raised and then reformulated to respond to those objections.</p> <p>Students analyse Davies, <i>'An Introduction to the Philosophy of Religion'</i> chapter 4 for detail on each of the arguments, alongside an overview of the debate.</p> <p>The texts themselves are challenging, which provides a useful opportunity for students to develop their skills in the use of secondary literature.</p> <p>Students analyse Anselm, then Gaunilo's objections. Students consider how far each of Gaunilo's objections really does impact on Anselm's argument – distinguishing between crucial and less crucial arguments. This supports students when evaluating the extent to which Anselm's version can (or cannot) survive Gaunilo's attack.</p> <p>A similar approach is taken to Descartes and Malcolm's versions – with appeal to Hume and Kant. Students consider how arguments have been refined in light of objections and criticisms and what the merits and objections are.</p>	<p>DIRT time</p> <ul style="list-style-type: none"> • Definition questions. • Outline questions. <p>Essay questions.</p> <p>Trial exams</p>
<p>Spring Term</p>	<p>Metaphysics of Mind</p> <p>Eliminative materialism</p>	<p>Students understand the radical distinction between eliminative materialism and reductive materialism. Students understand key terms such as folk-psychology, certainty, hypothesis, materialism and self-refuting and their distinctions.</p>	<p>Practice definition questions.</p> <p>Teacher questioning.</p> <p>Participation in class discussion.</p>

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	Metaphysics of God The problem of evil	Revisit and build on some of the issues raised in the consideration of the concept of God. Students understand the distinctions between different kinds of evil –physical and moral – so different approaches might be needed for each. Students understand that the problem of evil can be considered in both incompatibility formulations (showing that God logically cannot exist), or evidential formulations (showing that it is very unlikely that God exists). Students explain precisely how the strategies for addressing the problem work.	Planning an essay-style question as a class. Students to complete as homework. Students to try and set their own exam-style questions for each other to answer, with supervision Debate on God and evil

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	Revision	<p>Hick – religious statements can be verified eschatologically.</p> <p>Hare – religious utterances do not make assertions – they express bliks (the lunatic example). discussing the relative merits of different solutions to an issue.</p> <p>For each of the arguments above students will;</p> <ul style="list-style-type: none">• Discuss the implications of particular philosophical positions• Understand the definitions of key terms and distinctions• Generate examples to demonstrate understanding <p>Recall starters and tasks using mini whiteboards. Blurting mind maps for recall. Exam walkthroughs. Marking models to recognise areas of success and improvement. Practice questions and paragraphs for A and B style questions focusing on BAA approach. Revision booklets.</p>	
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Summer Term	Students on study leave		
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