

Year 12 Philosophy Curriculum Overview

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills	Philosophical reasoning, clarity of definition Investigation, Interpretation, Reflection, Empathy, Analysis, Application	As previously + Constructing formal argument, considering counter-arguments, Revision skills	As previously + Developing strong argumentative essay structure with clarity of intent	As previously + Building weighting of arguments and identifying critical arguments into essays	As previously + Precision and accuracy in shorter answers. Fuller reasoning in essays. Revision skills	As previously + Research and presentation skills
Knowledge	History of ideas, Intro to Descartes and problem of knowledge, Intro to Ethics and Utilitarianism	Definition of knowledge Perception Kantian / Deontological Ethics, Practical ethics	Idealism Innatism and responses Virtue Ethics	Rationalism and Empiricism Meta-Ethics, realism, naturalism etc.	Scepticism Anti-realist approaches to ethics	Intro to Metaphysics of Mind, brain and consciousness Intro to Metaphysics of God – nature and concept of God
Alive and British Values	Ongoing development of questioning, research, communication, resilience and the valuing of truth and of faith, alongside developing a sense of justice and respect and of British values such as democracy, freedom and the rule of law, particularly in topics such as Utilitarianism and discussions of Plato and totalitarianism and generally in cultivating respect for religious diversity, toleration of different worldviews and reflecting on the nature of human freedom in the context of the mind/brain relationship.					
Assessment	Short answers questions	Short answer questions + essays	Short answer questions + essays. Mock exam	Short answer questions + essays	Short answer questions + essays	Mock exam
Careers	Ongoing relationship of topics under discussion to high level academic work that could be built towards via use of texts and videos. Relationship of skills developed to value for future work and study.					

How will studying this subject in Key Stage Five build on learning from Key Stages Three and Four?:

Specific topics in GCSE RE provide some grounding in Philosophy of Religion and Moral Philosophy but significant numbers of students will not have done this, so nothing can be assumed, and the approach of Philosophy A Level is considerably more analytical and rigorous. More significantly Philosophy builds on the thinking, argumentation and evaluative skills, and the various ways of constructing systems of knowledge, meaning and understanding developed in GCSE English, Science, Maths, Humanities and Arts subjects and uses these to inform more sophisticated thought about the various ways in which meaning and knowledge are constructed.

Year 13 Philosophy Curriculum Overview

Year 13	Term 1	Term 2	Term 3	Term 4	Term 5
Skills	All skills from Y12 continue to be developed				
Knowledge	Mental states and substance dualism Concept and attributes of God, Ontological arguments	Behaviourism and Identity Theory Design and Cosmological arguments for God	Functionalism and Artificial Intelligence The Problem of Evil	Eliminativism and Property Dualism Religious language	Final revision
Alive and British Values	Ongoing development of questioning, research, communication, resilience and the valuing of truth alongside developing sense of justice and respect and British values such as democracy, freedom and the rule of law, particularly in topics with a clear social impact such as the problem of evil and artificial intelligence				
Assessment	Short answer questions + essays	Short answer questions + essays	Short answer questions + essays and mock exam	Short answer questions + essays	Final exams
Careers	Ongoing relationship of topics under discussion to high level academic work that could be built towards via use of texts and videos. Relationship of skills developed to value for future work and study.				

How will studying this subject in Key Stage Five help students to make their unique contribution to the world?:

The study of philosophy seeks to help students question the assumptions and common sense which they have grown up with and to learn from the figures of the philosophical tradition, and from each other, even if their end point is to embrace their initial views but with a stronger sense of their weaknesses and how to argue in support of them. As they study the views of others they learn to understand how different cultures and periods in time view and understood the world and to evaluate the views of others empathically. As they form their own views they learn to weigh and evaluate arguments using the tools of critical analysis. In doing this they refine their view of the world, personal response to its deepest questions and framework of values. Alongside this students develop the ALIVE values of questioning, research, communication, resilience and the valuing of truth alongside developing their justice and respect and British values such as democracy, freedom and the rule of law.