

# Year 12 Curriculum Overview: UNIT 1: Epistemology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	Unit 1: What is knowledge?	1. The distinction between acquaintance knowledge, ability knowledge and propositional knowledge. 2. The nature of definition The Tripartite view 3. Issues with the tripartite view including: <ul style="list-style-type: none"> <li>• the conditions are not individually necessary</li> <li>• the conditions are not sufficient – Gettier and Gettier style cases</li> </ul> 4. Responses: Infallibilism, Realibilism, No False Lemmas, Virtue Epistemology	A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria. Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.	1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses
	Unit 2: Knowledge through perception	1. Direct Realism – Issues and responses		
<b>Spring Term</b>	Unit 2: Knowledge through perception (continued)	2. Indirect Realism and issues and responses 3. Berkely's Idealism including issues and responses	A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria. Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.	1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses
	Unit 3: Knowledge through reason	1. Innatism – Arguments from Plato and Leibniz 2. Empiricist responses and issues with these 3. Intuition and Deduction Thesis – Descartes doubt, Cogito and trademark arguments – Issues and responses		
<b>Summer Term</b>	Unit 3: Knowledge through reason (continued)	4. Proof of the existence of the Physical world with issues and responses	A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria. Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.	1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses
	Unit 4: The limits of knowledge	1. Philosophical scepticism and normal incredulity. <ul style="list-style-type: none"> <li>• The role/function of philosophical scepticism</li> </ul> 2. Local vs. global scepticism 3. Descartes' sceptical arguments (the three 'waves of doubt') 4. Responses to scepticism		

# Year 12 Curriculum Overview: UNIT 2: Moral Philosophy



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1. Normative Ethical Theories.</li> <li>2. Utilitarianism</li> <li>3. Deontological Ethics</li> </ol>	<ol style="list-style-type: none"> <li>1. Utilitarianism (Bentham and Mill) with issues to and responses</li> <li>2. Kantian deontological ethics with issues and responses</li> <li>3. Applying utilitarianism and deontological ethics to simulated killing, eating meat, telling lies and stealing</li> </ol>	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently.</p> <p>A variety of 3, 5, 12, and 25 mark questions.</p> <p>Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> <li>1. Test and key terminology from this unit</li> <li>2. Go through knowledge organisers and check understanding</li> <li>3. Use the course companions to delve deeper into understanding and ask students to explain things to you.</li> <li>4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses</li> </ol>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>4. Virtue Ethics</li> <li>5. Applied Ethics</li> </ol>	<ol style="list-style-type: none"> <li>1. Aristotelian virtue ethics</li> <li>2. Eudaimonia as a final end</li> <li>3. The function argument</li> <li>4. Virtue and the soul</li> <li>5. Doctrine of the mean</li> <li>6. Actions</li> <li>7. Virtues, actions and reasons</li> <li>8. Eudaimonia and pleasure</li> <li>9. Criticisms and responses</li> <li>10. Applying virtue theory to simulated killing, eating meat, telling lies and stealing</li> </ol>	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently.</p> <p>A variety of 3, 5, 12, and 25 mark questions.</p> <p>Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> <li>1. Test and key terminology from this unit</li> <li>2. Go through knowledge organisers and check understanding</li> <li>3. Use the course companions to delve deeper into understanding and ask students to explain things to you.</li> <li>4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses</li> </ol>
<b>Summer Term</b>	Metaethics .	<ol style="list-style-type: none"> <li>1. Introduction to meta ethics</li> <li>2. The origins of moral principles</li> <li>3. Realism and cognitivism</li> <li>4. Naturalism</li> <li>5. Non-naturalism and intuitionism</li> <li>6. Issues with moral realism</li> <li>7. Error theory</li> <li>8. Emotivism</li> <li>9. Prescriptivism</li> <li>10. Issues with moral anti realism</li> </ol>	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently.</p> <p>A variety of 3, 5, 12, and 25 mark questions.</p> <p>Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> <li>1. Test and key terminology from this unit</li> <li>2. Go through knowledge organisers and check understanding</li> <li>3. Use the course companions to delve deeper into understanding and ask students to explain things to you.</li> <li>4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses</li> </ol>

# Year 13 Curriculum Overview: UNIT 3: Metaphysics of God



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1. The concept and nature of God</li> <li>2. Arguments relating to the existence of God</li> </ol>	<ol style="list-style-type: none"> <li>1. God's attributes</li> <li>2. Arguments for the incoherence of God's attributes</li> <li>3. Ontological Arguments (Anselm, Descartes and Malcolm) with issues and responses</li> <li>4. Teleological Arguments (Hume, Paley and Swinburne) with issues and responses</li> <li>5. Cosmological Arguments (Kalam, Aquinas, Descartes and Leibniz) with issues and responses</li> </ol>	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> <li>1. Test and key terminology from this unit</li> <li>2. Go through knowledge organisers and check understanding</li> <li>3. Use the course companions to delve deeper into understanding and ask students to explain things to you.</li> <li>4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses</li> </ol>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>3. The Problem of Evil</li> <li>4. Religious Language.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess whether God's attributes can be resolved alongside the issue of evil.</li> <li>2. Assess responses and further issues</li> </ol> <ol style="list-style-type: none"> <li>1. Assess whether religions language is meaningful             <ul style="list-style-type: none"> <li>• Cognitivism and non-cognitivism</li> <li>• Logical positivism with issues and responses</li> <li>• The University debate with issues and responses</li> </ul> </li> </ol>	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> <li>1. Test and key terminology from this unit</li> <li>2. Go through knowledge organisers and check understanding</li> <li>3. Use the course companions to delve deeper into understanding and ask students to explain things to you.</li> <li>4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses</li> </ol>

# Year 13 Curriculum Overview: UNIT 4: Metaphysics of Mind



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1. What do we mean by mind?</li> <li>2. Substance Dualism</li> <li>3. Property Dualism</li> <li>4. Issues with Dualism</li> </ol>	<ol style="list-style-type: none"> <li>1. Indivisibility argument for Substance Dualism with issues and responses</li> <li>2. Conceivability argument for Substance Dualism with issues and responses</li> <li>3. Mary/Knowledge argument for Property Dualism with issues and responses</li> <li>4. Philosophical argument for Property Dualism with issues and responses</li> <li>5. Issues with Dualism: The problem of others minds, Issues with interactionism and issues with epiphenomenalism</li> </ol>	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> <li>1. Test and key terminology from this unit</li> <li>2. Go through knowledge organisers and check understanding</li> <li>3. Use the course companions to delve deeper into understanding and ask students to explain things to you.</li> <li>4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses</li> </ol>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>5. Physicalist Theories</li> <li>6. Functionalism</li> </ol>	<ol style="list-style-type: none"> <li>1. Hard and soft behaviourism as an argument for physicalism with issues and responses</li> <li>2. Mind Brain Identity theory as an argument for physicalism with issues and responses</li> <li>3. Eliminative Materialism as an argument for physicalism with issues and responses</li> <li>4. Functionalism as a way of arguing multiply realisability with issues and responses</li> </ol>	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> <li>1. Test and key terminology from this unit</li> <li>2. Go through knowledge organisers and check understanding</li> <li>3. Use the course companions to delve deeper into understanding and ask students to explain things to you.</li> <li>4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses</li> </ol>