

**CURRICULUM MAP**

<b>Subject</b>	<b>Philosophy</b>
<b>Head of Department</b>	<b>Ms S Mates</b>

**SCHOOL INTENT****Rutlish School: Curriculum Intent**

Rutlish School provides a meaningful, broad and balanced curriculum which is accessible to all, as well as supports and challenges all students. Through all we do, we prepare students for opportunities, responsibilities and experiences later in life for them to be aware of their responsibilities and feel confident to participate and contribute to society. We aim to inspire, enable and facilitate lifelong learners that build on their individual strengths and capabilities and achieve their ambitions. We seek to support our students in becoming healthy, happy, successful modern people young adults, who are knowledgeable, kind, aware, confident, capable and skilful members of society.

**The school aims to:**

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point; all students can access the curriculum offer, with planning and teaching that support, stretch and challenge all learners across a full range of abilities, and making any reasonable adjustments required where particular needs are identified;
  - provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to promote a deeper understanding of the world outside the classroom and equip them for their next steps in education, careers and in life;
  - ensure that our curriculum offer support different educational and career pathways, including EBACC and vocational;
  - ensure our curriculum consistently promotes high moral standards, social and self-awareness and allows students to formulate informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
  - enrich the curriculum and provide opportunities for students to build cultural capital, enhance a wide range of skills and knowledge beyond requirements of the national curriculum, and personalise and apply learning in other contexts;
  - provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers and encourage students' curiosity, creativity, self-expression, resilience, and confidence;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

**DEPARTMENT INTENT**

We have constructed a curriculum that is engaging, ambitious, and is designed to stretch and challenge all learners in our classrooms. Through excellent provision & planning which is aimed at meeting the needs of all learners, and with the use of well executed differentiation. We do this to ensure that all can access the curriculum and so that all can make expected progress or more.

Within RE & Philosophy we aim to develop our learners into well rounded, open minded, critical thinking young adults. We hope that our learners become active members of society who whole-heartedly embrace our diverse culture and rigorously engage with topical issues as and when they arise throughout their lives.

All learners will study a full curriculum, encompassing core philosophical disciplines that are underpinned by critical thinking and ethical debates.

**KEY STAGE 5 RATIONALE/ INTENT**

Philosophy is a rigorous and challenging subject which aims at developing our students' ability to think in an abstract manner, challenging ideas and forming opinions on topics rarely studied prior to the course. At Rutlish, we aim develop students' love of wisdom and knowledge through the study of Philosophy. Students will develop their ability to think critically and to defend their own positions with the use of technical and philosophical language. Pupils will gain a deeper understanding of some of the core elements of philosophy, such as ethics and philosophy of religion. Pupils will be question and challenge existing theory and form their own opinions which are backed by scholarly discourse.

Philosophy provides students with invaluable skills that will benefit them in a cross-curricular manner, allowing them to develop their essay writing, critical thinking, analysis and concept synthesis abilities.



## YEAR 12

	UNIT OF WORK: Moral Philosophy	UNIT OF WORK: Metaphysics of God
KNOWLEDGE	<p>Pupils study three key components in moral philosophy;</p> <p><b>Normative Ethics</b> – This area of moral philosophy looks at three key ethical theories. Normative ethics is theoretical and attempts to develop ethical frameworks that can be implemented in society. Students will study Utilitarianism, Kantian Deontology and Aristotelean Virtue Ethics. As well as studying these key theories, students will learn to critically evaluate them by analysing criticisms and counter-criticisms. By the end of studying each theory, pupils will be able to form their own judgements about the successfulness of the theory, and will be able to defend their own position using critical evaluation.</p> <p><b>Applied Ethics</b> – Having studied normative ethics in depth, students will now make use of their knowledge and will apply each theory to four scenarios; simulated killing, eating animals, telling lies and stealing. Pupils will take a holistic approach, applying all theories to each scenario, making synoptic links to arrive at justified conclusions. Ultimately, students will answer whether each theory would deem each of the above scenarios as morally permissible or not. They will need to analyse the theories and scenarios on depth, as well as be able to justify their conclusions.</p> <p><b>Meta-Ethics</b> – Our final topic for moral philosophy analyses ethical language and statements. This is the more abstract component of moral philosophy and aims to address whether or not discussion about morality has any meaning, and if so where does this meaning derive from. Students will again have to use a critical approach as they form their own opinions. Opinions, as ever, must be supported by reasoned judgements and must be able to withstand criticism. Pupils will decide between moral realism, an approach that suggests morality is a real thing that exists independently of our minds, and moral anti-realism, an approach that says morality is entirely subjective.</p>	<p>Pupils study three key areas of religious philosophy;</p> <p><b>The concept and nature of God</b> – The introductory unit of metaphysics of God encourages pupils to consider the concept and nature of God in classical theism. Students will study the concept and nature of God as discovered through revealed theology, such as religious texts and natural theology; using the natural world around us as evidence of God’s existence. Students will ponder the key attributes of God, such as omnipotence, omnibenevolence and God as eternal and everlasting. Having looked at these concepts in depth, students will then consider whether these characteristics and attributes prove to be paradoxical in any way, or if they can be successfully used to undermine God’s existence.</p> <p><b>Arguments relating to the existence of God</b> – For this particular element of metaphysics of God, pupils will study key arguments which fall into either revealed theology or natural theology. These arguments draw on religious dogma and elements of the natural world to argue for the existence of God. Pupils will cover the ontological, cosmological and teleological arguments for the existence of God. Throughout the study of these arguments pupils will postulate their veracity, analysing the key criticisms of each, as well as the responses which seek to undermine their claims at flaws in the argument.</p> <p><b>Religious language</b> – This line of philosophical inquiry, similar to meta-ethics, seeks to analyse and address key questions such as; what do words or concepts mean? How do propositions refer to the world? What is the relationship between language and thought? Other key questions addressed during the philosophical inquiry include; what is the distinction between cognitivism and non-cognitivism when applied to religious language? What challenges does empiricism raise for the status of metaphysical language? And, how do debates about verification and falsification throw light onto our understanding of religious language? Ultimately, pupils will assess whether language used to discuss and describe the unseen, can in fact hold any meaning, and whether or not it had meaning at all.</p>
KEY SKILLS	<ul style="list-style-type: none"> <li>- Literacy skills developed through essay writing and exam question practice.</li> <li>- In depth analysis.</li> <li>- Evaluation and appraisal.</li> <li>- Synoptic linking.</li> <li>- Critical thinking.</li> <li>- Debate.</li> <li>- Defending positions.</li> <li>- Application of content to exam requirements.</li> <li>- Concept synthesis.</li> <li>- Abstract concept analysis.</li> </ul>	<ul style="list-style-type: none"> <li>- Literacy skills developed through essay writing and exam question practice.</li> <li>- In depth analysis.</li> <li>- Evaluation and appraisal.</li> <li>- Synoptic linking.</li> <li>- Critical thinking.</li> <li>- Debate.</li> <li>- Defending positions.</li> <li>- Application of content to exam requirements.</li> <li>- Concept synthesis.</li> <li>- Abstract concept analysis.</li> </ul>
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>Content:</p> <ul style="list-style-type: none"> <li>• Philosophical subject matter.</li> <li>• Historical and social context to philosophical theory.</li> <li>• Philosophical methodology.</li> <li>• Philosophy in action.</li> <li>• Argument mapping using premises and conclusions.</li> <li>• Argument identification and analysis.</li> <li>• Defence and critique of arguments leading to reasoned judgements about validity or usefulness.</li> </ul>	<p>Content:</p> <ul style="list-style-type: none"> <li>• Philosophical subject matter.</li> <li>• Philosophical methodology.</li> <li>• Argument mapping using premises and conclusions.</li> <li>• Argument identification and analysis.</li> <li>• Defence and critique of arguments leading to reasoned judgements about validity or usefulness.</li> <li>• God’s attributes.</li> <li>• Arguments for the incoherence of the concept of God e.g. the paradox of the stone and the Euthyphro dilemma.</li> </ul>



	<ul style="list-style-type: none"> <li>• Utilitarianism and its different forms. (Act/Rule/Preference/Hedonistic and Two-Tier).</li> <li>• Deontological ethics.</li> <li>• Aristotelean virtue ethics.</li> <li>• Meta-Ethics.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• In depth analysis.</li> <li>• Evaluation and appraisal.</li> <li>• Argument identification.</li> <li>• Critical thinking.</li> <li>• Synoptic linking.</li> <li>• Literacy development.</li> <li>• Application of content to exam style questions.</li> <li>• Concept synthesis.</li> <li>• Abstract concept analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Ontological arguments.</li> <li>• Cosmological arguments.</li> <li>• Teleological arguments.</li> <li>• The problem of evil.</li> <li>• Cognitivism and non-cognitivism.</li> <li>• Logical positivism.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• In depth analysis.</li> <li>• Evaluation and appraisal.</li> <li>• Argument identification.</li> <li>• Critical thinking.</li> <li>• Synoptic linking.</li> <li>• Literacy development.</li> <li>• Application of content to exam style questions.</li> <li>• Concept synthesis.</li> <li>• Abstract concept analysis.</li> </ul>
<p>LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects</p>	<ul style="list-style-type: none"> <li>• Ethical debates about the rightness or wrongness of actions.</li> <li>• Political links to democratic deployment of utilitarian ideals.</li> <li>• Legal references to scenarios such as stealing.</li> <li>• Historical links to pre-industrial and industrial revolution.</li> <li>• Socio-economic links to class/elitist nature of some theories.</li> <li>• Careers link to policy making and implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of different religious views.</li> <li>• Discussion of non-religious, humanist or atheist perspectives.</li> <li>• Links to science and scientific study of the origins of life and the universe.</li> <li>• Links to religious education.</li> </ul>
<p>ASSESSMENTS Summative and Formative as applicable</p>	<p><b>Formative:</b> constant AFL; self and peer assessment of tasks; assessment books to track progress. Exam questions to re-cap prior learning every lesson. Comprehension tasks and quizzes to consolidate knowledge.</p> <p><b>Summative:</b> Pupils sit a 25-mark essay question at the end of each topic to consolidate and assess knowledge and understanding. Diagnostic marking pin points areas for improvement and addresses and issues with application of knowledge to exam criteria/assessment objectives.</p> <p>Assessment fortnight (October). January Mocks.</p>	<p><b>Formative:</b> constant AFL; self and peer assessment of tasks; assessment books to track progress. Exam questions to re-cap prior learning every lesson. Comprehension tasks and quizzes to consolidate knowledge.</p> <p><b>Summative:</b> Pupils sit a 25-mark essay question at the end of each topic to consolidate and assess knowledge and understanding. Diagnostic marking pin points areas for improvement and addresses and issues with application of knowledge to exam criteria/assessment objectives.</p> <p>Assessment fortnight. June/July Mocks.</p>
<p>FEEDBACK SUPPORTS LEARNING</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p><input checked="" type="checkbox"/></p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p><input checked="" type="checkbox"/></p>



<b>SPECIALIST VOCABULARY</b>	Autonomy Categorical imperative Cognitivism Consequentialist Deontological Disposition Duty Emotivism Eudaimonia Fallacy Free will Hedonism Intuition Judgement Liberty Maxim Moral realism/anti-realism Naturalism Nihilism Utilitarianism Virtue Ethics	Abductive arguments Analytic A posteriori A priori Atemporal Atheism Blik Cognitivism/non-cognitivism Contingent Cosmological argument Deductive argument Determinism Dualism Empiricism Eschatology Eternality Existentialism Fallacy Immutable Incorporeal Inductive arguments Infinite regress Metaphysics Necessary Theodicy Transcendence Verification principle
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>	



## YEAR 13

## KNOWLEDGE

**UNIT OF WORK: Epistemology – Theory of Knowledge**

Pupil will study and analyse three key strands of epistemology;  
**What is knowledge?** - Pupils will analyse and define different types of knowledge in this unit of work, as well as determining what constitutes knowledge. There will be reference to and study of key ancient Greek philosophers such as Plato and Socrates. Pupils will gain a broad understanding of what knowledge is in a philosophical sense, which in turn sets them up to analyse how said knowledge is acquired in later units of work. This unit of work is one of the most abstract areas of study, hence its placement in the year 13 syllabus. Pupils tend to take for granted what knowledge is, or rarely feel the need to question what it is. Pupils will need to deploy core philosophical principles to grasp the concepts studied during this unit.

**Perception as a source of knowledge** – Traditionally referred to as empiricism, this unit of work analyses the core theories that suggest all our knowledge is gained through the use and deployment of the senses. Sense data is the vehicle through which we discover knowledge of the external world. Pupils will consider key questions such as, is there an external world? If there is a world beyond our own minds, do we perceive it directly? Does this external world continue to exist even if we are no longer perceiving it? As with other units, pupils will analyse key arguments in depth, as well as discussing prominent critiques and responses to these.  
 By the end of this unit of work pupils will again be able to form their own opinions and draw upon scholarly discourse to support these opinions.

**Reason as a source of knowledge** – Traditionally referred to as empiricism, and in stark contrast to our previous unit of work, this topic looks at the key philosophers and arguments claiming that we derive knowledge of the world through the use of reason. Students will look at arguments which state that as human beings, we possess a unique ability to reason and use rational thought processes to discover a world beyond us. Key philosophers such as Plato, Descartes and Leibniz will be studied in order to gain a comprehensive understanding of this age old debate. Having studied the opposing side of the debate, pupils will draw upon empiricist critiques and responses to the rationalists claims about our knowledge of the external world.

**The Limits of Knowledge** - The final unit of study for epistemology serves as a summary to all content covered prior. This unit begins by exploring the difference between philosophical scepticisms and normal incredulity, shedding light on philosophers use of philosophical scepticism as a tool to put their claims of knowledge to the test. A range of sceptical arguments will be examined closely, such as foundationalism. Broadly, this final unit analyses the need for theories and claims of knowledge to be justified.  
 pupils will draw on all elements studied prior to this final unit in order to reach justified conclusions about the nature, origin and purpose of our knowledge.

**UNIT OF WORK: Metaphysics of the Mind**

Pupils will study and analyse key topics of debate surrounding the nature of our minds;  
**What is the mind?** – Pupils will commence metaphysics of the mind by discussing and analysing what we mean by the term mind. They will discuss their own existing understanding of the mind, consciousness and the brain. Pupils will discuss whether the mind and body are one, or if they are in fact separate entities altogether. There will be an emphasis on the features of mental states, introspective and subjective experiences that contribute to the individuals' mind. Key terminology and philosophical discourse featuring in this unit will be touched upon to allow pupils sufficient context to understand the subsequent units of work.

**Dualist theories** – At the forefront of the Dualist debate is Rene Descartes, a philosopher that will now be very familiar to students. Having a broad knowledge of the work of Descartes will allow pupils to make synoptic links and to understand the context of Descartes' philosophy as he approaches metaphysics of the mind. This unit focuses on the claims that the mind and body are two separate entities, working alongside each other but not necessarily dependent on each other. Pupils will consider important scientific theory that could be used to critique or support the notion of a mind/body division.  
 As with other units, students will consider the implications of the claims made by crucial philosophers and will study the criticisms and counter criticisms to form justified opinions of their own.

**Physicalist theories** – Physicalist theories generally take their cue from the idea that everything in the universe must ultimately be physical and so a proper explanation of consciousness will have to show how it can arise within the purely physical universe. Conscious mental states and processes cannot take place within non-physical substances, and nor can they be a set of non-physical properties. For all substances and properties are, in the final analysis, physical. This unit covers topics such as philosophical behaviourism, which claims that minds are simply what people say or do, exhibits of behaviour reveal the mind. Students will also study eliminative materialism which states that mental states can be reduced to brain states, though our understanding of the brain and the language we use to explain it is not yet sufficient to give us a full and comprehensive understanding of it.



KEY SKILLS	<ul style="list-style-type: none"> <li>- Literacy skills developed through essay writing and exam question practice.</li> <li>- In depth analysis.</li> <li>- Evaluation and appraisal.</li> <li>- Synoptic linking.</li> <li>- Critical thinking.</li> <li>- Debate.</li> <li>- Defending positions.</li> <li>- Application of content to exam requirements.</li> <li>- Concept synthesis.</li> <li>- Abstract concept analysis.</li> </ul>	<ul style="list-style-type: none"> <li>- Literacy skills developed through essay writing and exam question practice.</li> <li>- In depth analysis.</li> <li>- Evaluation and appraisal.</li> <li>- Synoptic linking.</li> <li>- Critical thinking.</li> <li>- Debate.</li> <li>- Defending positions.</li> <li>- Application of content to exam requirements.</li> <li>- Concept synthesis.</li> <li>- Abstract concept analysis.</li> </ul>
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>Content:</p> <ul style="list-style-type: none"> <li>• Philosophical subject matter.</li> <li>• Philosophical methodology.</li> <li>• Argument mapping using premises and conclusions.</li> <li>• Argument identification and analysis.</li> <li>• Defence and critique of arguments leading to reasoned judgements about validity or usefulness.</li> <li>• Defining knowledge.</li> <li>• The tripartite definition of knowledge and Gettier style counter-examples.</li> <li>• Direct and indirect realism.</li> <li>• Idealism.</li> <li>• Innatism.</li> <li>• The intuition and deduction thesis.</li> <li>• Foundationalism.</li> <li>• The limits of knowledge.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• In depth analysis.</li> <li>• Evaluation and appraisal.</li> <li>• Argument identification.</li> <li>• Critical thinking.</li> <li>• Synoptic linking.</li> <li>• Literacy development.</li> <li>• Application of content to exam style questions.</li> <li>• Argument mapping using premises and conclusions.</li> <li>• Concept synthesis.</li> <li>• Abstract concept analysis.</li> </ul>	<p>Content:</p> <ul style="list-style-type: none"> <li>• Philosophical subject matter.</li> <li>• Philosophical methodology.</li> <li>• Argument mapping using premises and conclusions.</li> <li>• Argument identification and analysis.</li> <li>• Defence and critique of arguments leading to reasoned judgements about validity or usefulness.</li> <li>• Defining the mind and consciousness.</li> <li>• Features of mental states.</li> <li>• Substance dualism.</li> <li>• Property dualism.</li> <li>• Philosophical behaviourism.</li> <li>• The mind-brain type identity theory.</li> <li>• Eliminative materialism.</li> <li>• Functionalism.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• In depth analysis.</li> <li>• Evaluation and appraisal.</li> <li>• Argument identification.</li> <li>• Critical thinking.</li> <li>• Synoptic linking.</li> <li>• Literacy development.</li> <li>• Application of content to exam style questions.</li> <li>• Argument mapping using premises and conclusions.</li> <li>• Concept synthesis.</li> <li>• Abstract concept analysis.</li> </ul>
LINKS TO THE WORLD WORLD i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects	<ul style="list-style-type: none"> <li>• Links to scientific theory – particularly physics</li> <li>• Debate and argument skills link to law</li> </ul>	<ul style="list-style-type: none"> <li>• Links to psychology.</li> <li>• Links to biology.</li> <li>• Links to physics.</li> <li>• Career focus on medicine, psychology and counselling.</li> </ul>



<b>ASSESSMENTS</b> Summative and Formative as applicable	<p><b>Formative:</b> constant AFL; self and peer assessment of tasks; assessment books to track progress. Exam questions to re-cap prior learning every lesson. Comprehension tasks and quizzes to consolidate knowledge.</p> <p><b>Summative:</b> Pupils sit a 25-mark essay question at the end of each topic to consolidate and assess knowledge and understanding. Diagnostic marking pin points areas for improvement and addresses and issues with application of knowledge to exam criteria/assessment objectives.</p> <p>Assessment fortnight (October). December Mocks.</p>	<p><b>Formative:</b> constant AFL; self and peer assessment of tasks; assessment books to track progress. Exam questions to re-cap prior learning every lesson. Comprehension tasks and quizzes to consolidate knowledge.</p> <p><b>Summative:</b> Pupils sit a 25-mark essay question at the end of each topic to consolidate and assess knowledge and understanding. Diagnostic marking pin points areas for improvement and addresses and issues with application of knowledge to exam criteria/assessment objectives.</p> <p>Assessment fortnight (March). Final A Level examinations</p>
<b>FEEDBACK SUPPORTS LEARNING</b>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <input checked="" type="checkbox"/>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <input checked="" type="checkbox"/>
<b>SPECILIST VOCABULARY</b>	Abduction Cogito Deductive Direct Realism Empiricism Enlightenment Evidence External world Fallacy Foundationalism Idealism Incorrigible Indirect Realism Indubitable Inductive argument Infallibilism Inference Infinite regress Innate ideas Intuition Lemma Necessary Perception Phenomenalism Predicate Premise Rationalism Reliabilism Scepticism Solipsism Veridical	Analytic Behaviourism Cartesian dualism Compatibilism Consciousness Eliminativism Epiphenomenalism Folk psychology Intentionality Interactionism Intersubjective Introspection Irreducible Liberalism Logical positivism Monism Multiply realisable Neuroscience Nomological Dangers Ockham's razor Ontological reduction Phenomenal Physicalism Property Qualia Reducible Semantics Supervenience Verificationism Volition Will
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>	