

PHILOSOPHY GSA Curriculum Map 2022-23

We aim to develop all students into philosophers who:

- develop knowledge of different belief systems and behaviours of people in the UK and worldwide while understanding similarities and differences through the idea of diversity;
- build the skills of analysis, empathy and debate while being able to showcase our own philosophical and ethical views in a respectful manner;
- develop a passion and awareness of the big and small issues of life in a personal and global perspective, so we can be informed to make wise and ethical choices as a global citizen on a daily basis.

	Autumn 1 (HT1)	Autumn 2 (HT2)	Spring 1 (HT3)	Spring 2 (HT4)	Summer 1 (HT5)	Summer 2 (HT6)
Year 7 At KS3 links are made to the locally agreed Nottinghamshire syllabus, using the following codes/strands from the syllabus: A - Know about and understand religions and world views B - Express ideas and insights into religions and world views C - Gain and deploy the skills for learning from religions and world views						
Topic Covered	Ultimate Questions and Big Questions of Life	Islam	Does God Exist and if so what is he like?	The life of Jesus & the impact of Christianity.	Rites of Passage (Life as a journey) & Creating your own religion	Sikhism
Knowledge Deepened	Concepts: What are Big Questions and the difference between them and what Ultimate Questions are?	Concepts: Beliefs of Islam, Teaching ways of living (5 Pillars of Islam)	Concepts: Why do people believe in God? Descriptions and beliefs of who or what God is and their characteristics.	Concepts: Beliefs of Christians including - Who was Jesus? What things did he do and teach? What was his purpose? What did his life demonstrate?	Concepts: Important stages of people's lives and their ways of living. To know what elements are needed to be classed as a religion.	Concepts: Beliefs of Sikhism, Teachings ways of living and values. (Five K's of Sikhism)
Skills developed	Thinking and reflecting on Big Questions of life. To question areas of life. To reason and respect. Justifying our views.	Understanding of how people's beliefs will affect their actions. Understanding misconceptions. Empathy.	Questioning Understanding big concepts of who or what God might be to different faiths. Ability to use technical words for descriptions of God.	Using empathy skills. Researching. Understand a Parable of Jesus' (Good Samaritan) and other teachings of Christianity. Using your imagination Questioning.	Group work. Delivering a group presentation. Reflecting: How is life like a journey? Understanding key moments in life.	Knowledge and understanding of wearing the Five Ks and the impact they have on Sikhs. Reflecting on different ways of living. Diversity and misconceptions.
At KS3 - links are made to the locally	C1. Explore some of the ultimate questions that	A1. Explain and interpret ways that the history and	A2. Explain and interpret a range of beliefs,	B1. Explain the religions and world views which	A3. Explain how and why individuals and	B3. Consider and evaluate the question:

agreed Nottinghamshire syllabus, using the following codes/strands from the syllabus	are raised by human life in ways that are well-informed	culture of religions and worldviews influence individuals and communities	teachings and sources of wisdom and authority	they encounter clearly, reasonably and coherently	communities express the meanings of their beliefs and values in many different forms and ways of living	what is religion? Analyse the nature of religion using the main disciplines by which religion is studied.
Flagship Link				Philosophy and History - Christian denominations/The Reformation		
Cross Curriculum Connections	<i>Link to Science Year 9 Autumn HT 2 - Evolution, Adaptation & Inheritance</i>	<i>Link to Geography Year 8 Summer HT 2 - Middle East</i>				<i>Link to Music Year 8 HT4 - Indian music and Bhangra</i>
Resources to support learning	Why do we Suffer?	Islam - Beliefs	Multi-faith Society	Christianity	Expressing Spirituality	Sikhism

Year 8

At KS3 links are made to the locally agreed Nottinghamshire syllabus, using the following codes/strands from the syllabus:

A - Know about and understand religions and world views

B - Express ideas and insights into religions and world views

C - Gain and deploy the skills for learning from religions and world views

Topic Covered	Introduction to world religions (Hinduism)	World Religions (Judaism & Islam)	Ethics - Injustice	Being a Global Citizen	Prayer & Meditation	Science and Religion
Knowledge Deepened	Researching the Six main world religions. Beliefs of Hinduism - including deities and ways of living.	Beliefs of Judaism, teachings ways of living including Shabbat (Sabbath)	Understand the values of human rights and the commitment to them, including justice and injustice.	What makes a good speech? Ways of expressing students' own meaning and morals. How will they commit to their values now and in the future? Present a speech to the group.	Ways of life, expressing values and beliefs around what Prayer and Meditation is and how it affects ways of living.	To know and understand the different beliefs of how the universe and/or life came into being.

Skills developed	Comparing faiths. Interpreting graphs. Researching skills. Knowing about different deities. How the beliefs and teachings of Karma bring meaning to Hindus in the way they live their lives.	Comparisons to other faiths. Describe how Jews may celebrate their weekly festival of Shabbat. Empathy. Researching using Judaism textbooks effectively.	Evaluating. Critical thinking - what's right or wrong? Research and promote a charity. Debating.	Planning. Persuasive writing. Delivery of a speech. Empathy Peer assessment. Evaluating speeches - what works and doesn't work well with a speech.	Comparing ways of life and belief. Empathy Recalling some of the parts of 'The Lord's Prayer' Why and how people of different faiths (including Humanism) may use prayer, meditation or mindfulness to help their ways of life.	Empathy Understanding the different religious and non-religious beliefs. Research and evaluate different perspectives.
At KS3 - links are made to the locally agreed Nottinghamshire syllabus, using the following codes/strands from the syllabus.	A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and world views as coherent systems or ways of seeing the world		C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response	C2. Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and world views	B2. Observe and interpret a wide range of ways in which commitment and identity are expressed.	C2. Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and world views
Flagship Link						
Cross Curriculum Connections	<i>Link to Maths year 8 Summer HT2 - Statistical diagrams and interpreting pie charts and line graphs</i> <i>Link to Geography year 8 Summer HT2 - India</i> <i>Link to History year 9 Spring HT1 - Judaism and persecution of Jews through History</i>			<i>Link to History year 8 Autumn HT2 - Slavery</i>		<i>Link to Science Year 9 Autumn HT 2 - Evolution, Adaptation & Inheritance</i>
Resources to support learning	Hinduism Judaism		Ethics	Equality	Salah Meditation	Science and Religion Evolution

Year 9

At KS3 links are made to the locally agreed Nottinghamshire syllabus, using the following codes/strands from the syllabus:

A - Know about and understand religions and world views

B - Express ideas and insights into religions and world views

C - Gain and deploy the skills for learning from religions and world views

Topic Covered	Rules	Medical Ethics Part 1	Buddhism	Medical Ethics Part 2	'Power Of...' - People, Technology, Protest, God, Money.	Power of Us - Ethics in the News / Ethical Situations. Beliefs in action e.g. forgiveness.
Knowledge Deepened	Considering the true impact that rules actually have on us in society and how many of those rules are influenced by religion.	Considering what makes us human and when does human life begin. Reflecting on who should make the laws that affect our moral viewpoints. Should religious or non-religious people make laws about abortion for everyone else.	Reflecting on what can be applied to our own lives from the Buddhist way of life e.g. meditation and acceptance. Considering how the practice of Buddhism may change across different countries and cultures.	Reflecting on whether it is ever morally acceptable to take a life. Considering who should be responsible for making decisions about the end of life. Is end of life care good enough to rule out euthanasia as an option?	Considering what it might take to be able to affect real change in the world. Reflecting on whether we as individuals can make changes to the world.	Considering the relevance of morality and Philosophy in the modern world. Reflecting on what moral issues may arrive in the future due to developments in technology and trends in current society.
Skills developed	To question. Understanding the need of rules. Evaluate 'Do we need rules?'	Debating Respecting different views. Justifying views	Understanding a different way of living.	Debating Respecting different views. Justifying own views <i>Link to Personal Development years 7-11 - Abortion, contraception and Parenthood .</i>	Empathy Understanding different areas of life and influences. Debating Justifying personal view	Empathy Situational thinking. Justifying views. Debating
At KS3 - links are made to the locally agreed Nottinghamshire syllabus, using the following codes/strands from the syllabus:	C2. Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and world views	B2. They develop insightful evaluation and analysis of controversies about commitment to religions and world views, accounting for the impact of diversity within and between communities	B1. Explain the religions and world views which they encounter clearly, reasonably and coherently; evaluate them	B2. They develop insightful evaluation and analysis of controversies about commitment to religions and world views, accounting for the impact of diversity within and between communities	C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response	C1. Explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses
Flagship Link						
Cross Curriculum Connections			<i>Link to Geography year 8 Summer HT1 - India and China</i>			
Resources to support learning	Virtue Ethics	Euthanasia	Buddhism	Abortion	Environmental Ethics	Ethics of War

Year 10

Topic Covered	Christianity & Buddhism: Beliefs and Teachings	Christianity & Buddhism: Beliefs and Teachings	Christianity & Buddhism: Beliefs and Teachings	Christianity & Buddhism Practices	Christianity & Buddhism Practices	Christianity & Buddhism Practices
Skills developed	Comparing Argumentative writing Comprehension Understanding Evaluating	Comparing Argumentative writing Comprehension Understanding Evaluating	Comparing Argumentative writing Comprehension Understanding Evaluating	Comparing Argumentative writing Comprehension Understanding Evaluating	Comparing Argumentative writing Comprehension Understanding Evaluating	Comparing Argumentative writing Comprehension Understanding Evaluating
Knowledge Deepening	Knowing the core beliefs of Christians and Buddhists and how they impact the lives of followers	Knowing the core beliefs of Christians and Buddhists and how they impact the lives of followers	Knowing the core beliefs of Christians and Buddhists and how they impact the lives of followers	Understanding how Buddhists and Christians live out their faith on a day to day basis.	Understanding how Buddhists and Christians live out their faith on a day to day basis.	Understanding how Buddhists and Christians live out their faith on a day to day basis.
Links to Specification	Paper 1: AQA Religious Studies A (8062): 3.1.1.1 Buddhism Key Beliefs & 3.1.2.1 Christianity Key Beliefs	Paper 1: AQA Religious Studies A (8062): 3.1.1.1 Buddhism Key Beliefs & 3.1.2.1 Christianity Key Beliefs	Paper 1: AQA Religious Studies A (8062): 3.1.1.1 Buddhism Key Beliefs & 3.1.2.1 Christianity Key Beliefs	Paper 1: AQA Religious Studies A (8062): 3.1.1.2 Buddhism Practices & 3.1.2.2 Christianity Practices	Paper 1: AQA Religious Studies A (8062): 3.1.1.2 Buddhism Practices & 3.1.2.2 Christianity Practices	Paper 1: AQA Religious Studies A (8062): 3.1.1.2 Buddhism Practices & 3.1.2.2 Christianity Practices
Flagship Link						
Cross Curriculum Connections	<i>Link to History year 10 Spring term HT1 - Catholic/Protestant changes</i>	<i>Link to History year 9 Autumn HT2 - Jews and the Holocaust, Persecution</i>	<i>Link to French and Spanish Year 11 Autumn HT3 - Charity and voluntary work</i>			
Resources to support learning	Christian Beliefs and Teachings	Buddhism Beliefs and Teachings	Christian Practices	Buddhism Practices	Examination Technique	Buddhism - GCSE Religious Studies Revision - AQA Christianity - GCSE Religious Studies Revision - AQA

Year 11

Topic Covered	Relationships & Families	Religion & Life (including Medical Ethics)	Religion, Peace & Conflict	Religion, Crime & Punishment	Revision	Exams
Skills developed	Comparing views Evaluating Debating Forming opinions	Comparing views Evaluating Debating Forming opinions	Comparing views Evaluating Debating Forming opinions	Comparing views Evaluating Debating Forming opinions	Different revision strategies. Exam practice.	
Knowledge Deepened	Beliefs of Christians and Buddhists, ways of living according to teachings.	Evaluating Christian and Buddhist views, being argumentative and developing different opinions.	Justifying Christian and Buddhist views towards going to war or not.	To argue and debate different attitudes to treatment of criminals.	Techniques to revise Retrieval of prior knowledge	
Links to Specification	Paper 2: AQA Religious Studies A (8062): 3.2.1.1 Theme A Relationships & Families	Paper 2: AQA Religious Studies A (8062): 3.2.1.2 Theme B Religion & Life	Paper 2: AQA Religious Studies A (8062): 3.2.1.4 Theme D Religion, Peace & Conflict	Paper 2: AQA Religious Studies A (8062): 3.2.1.5 Theme E Religion, Crime & Punishment		
Flagship Link	Philosophy and Personal Development Y11 Spring term - Marriage, divorce and maintaining relationships					
Cross Curriculum Connections	<i>Link to MFL year 10 Spring HT2 - Marriage, families and partnerships</i> <i>Link to Health and Social Care year 10 Autumn HT2 - Life events</i> <i>Link to Personal Development years 7-11 Spring Term - Contraception, sexual relationships and gender equality</i>	<i>Link to Computer Science Y10 HT3 Ethics</i>	<i>Link to History year 10 Autumn HT2 - World War 1</i>			
Resources to support learning	Relationships and Families	Religion and Life	Peace and conflict	Crime and Punishment	Examination Technique	

Year 12

Topic Covered	PHILOSOPHY	ETHICS	DEVELOPMENTS IN RELIGIOUS THOUGHT (CHRISTIANITY)
	<ol style="list-style-type: none"> 1. Philosophical Language and Thought 2. The Existence of God 3. God and the World 	<ol style="list-style-type: none"> 1. Normative Ethical Theories: Religious Approaches 2. Normative Ethical Theories 3. Applied Ethics 	<ol style="list-style-type: none"> 1. Insight 2. Foundations 3. Living
Knowledge deepened	<p>Considering the impact that ancient western philosophy has on the modern world and on modern philosophy. Reflecting on the developments in neuroscience and whether or not there is more to human experience. Evaluating the impact the belief in God may have on someone's life. Questioning how far people can ever be trustworthy and how that may impact relationships.</p>	<p>What is right and wrong? Considering how you can reconcile all of the different views on how to live your life in a good way. Reflecting on how society uses different ethical systems to maintain harmony. What impact do Euthanasia laws have?</p>	<p>The nature of humanity and our potential to be both good and evil. Considering the effect that life after death may have on various groups of people. Reflecting on the impact of Jesus throughout history and also in the modern world, to both religious and non-religious people.</p>
Skills developed	<p>Discussion,debate and critical analysis Analysis and Evaluation</p>	<p>Application, depth of understanding, exploring contemporary issues Analysis and Evaluation</p>	<p>Interpretation, discussion, investigation Analysis and Evaluation</p>
Links to Specification	OCR A LEVEL RELIGIOUS STUDIES (H573/01)	OCR A LEVEL RELIGIOUS STUDIES (H573/02)	OCR A LEVEL RELIGIOUS STUDIES (H573/03)
Flagship Link			
Cross Curriculum Connections	<i>Link to Psychology year 13 Autumn HT1 - Relationships, Schizophrenia and religious experience</i>		<i>Link to History Y12 Autumn and Spring term - Alfred the Great and the Making of England 871-1066</i>
Resources to support learning	https://www.philosophycat.org/philosophy	https://www.philosophycat.org/ethics	https://www.philosophycat.org/dct

Year 13

Topic Covered	PHILOSOPHY 4. Theological and Philosophical Developments 5. Religious Language: Negative, Analogical or Symbolic 6. Religious Language: Twentieth Century Perspectives	ETHICS 4. Ethical Language: Meta-ethics 5. Significant Ideas 6. Developments in Ethical Thought	DEVELOPMENTS IN RELIGIOUS THOUGHT (CHRISTIANITY) 4. Development 5. Society 6. Challenges	REVISION	EXAMS
Knowledge Deepened	Considering the nature of God and its importance to people across societies and times. Use of language and whether or not we can talk about issues beyond our understanding using language.	Considering whether there really is an objective right and wrong or not and how that may impact a person's moral decision making. Reflecting on the role and concept of the conscience and its impact through science, religion and psychology. Evaluating the impact that religion has had on sexual ethics and how society's views and laws may reflect these attitudes.	Considering how multi-faith ideas have led to interfaith dialogues between different religions and communities. Reflecting on whether or not sexism has made religion incompatible with modern society Evaluating how closely linked religion should be with politics and if religion can only be fully realised if it is involved in politics.	How do A* do students write? How can the topics and skills we have studied be applied to real life?	
Skills developed	Comparison and exploration of ideas developing over time Analysis and Evaluation	Exploration in how language and interpretation have changed over time, examination, comparison, application. Analysis and Evaluation	Tolerance, respect and recognition of opposing views, reflection and comparison of scholars Analysis and Evaluation	Revision Strategies Exam Technique and Practice	
Links to Specification	OCR A LEVEL RELIGIOUS STUDIES (H573/01)	OCR A LEVEL RELIGIOUS STUDIES (H573/02)	OCR A LEVEL RELIGIOUS STUDIES (H573/03)		
Flagship Link	History and Philosophy - developments in Christian thought/The Reformation				
Cross Curriculum Connections		<i>Link to Psychology year 12 terms 1 and 2 - Social Influence: conformity, obedience, minority influence, social change</i> <i>Link to Sociology year 12 Autumn HT1 - Families and House</i>	<i>Link to year 13 Autumn HT1 - Crime and Deviance and Marxism</i>		
Resources to support learning	https://www.philosophycat.org/philosophy	https://www.philosophycat.org/ethics	https://www.philosophycat.org/dct	https://www.philosophycat.org/revision	https://www.philosophycat.org/revision

