

## PHILOSOPHY GSA Curriculum Map 2023-24

### 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)
<b>Year 7</b> 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						
<b>Topic Covered</b>	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
<b>Knowledge Deepened</b>	Concepts:  What are Big Questions the difference between them and what are the different answers presented by religious believers and atheists?	Concepts:  Beliefs of Islam, Teaching ways of living *The 5 Pillars *Comparing Sunni and Shi'a Islam	Concepts:  Why do people believe in God? Comparing different world religions and their beliefs about God.	Concepts:  Beliefs of Christians including - Was Jesus God incarnate? Why did Jesus have to die? How probable is resurrection?	Concepts:  Important stages of people's lives and their ways of living. Understanding a range of secular and religious rites of passage	Concepts:  Beliefs of Sikhism, Teachings ways of living and values. *Five K's of Sikhism and how difficult they may be to keep *The influence of the Gurus and the influence of the Guru Granth Sahib - seen as a living Guru
<b>Skills developed</b>	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.	Questioning Understanding big concepts of who or what God might be to different faiths.	Using empathy skills. Interpreting parables and miracles and other teachings of Christianity. Using your imagination	Comparing religious and secular celebrations Reflecting: How is life like a journey? Understanding key	Knowledge and understanding of wearing the Five Ks and the impact they have on Sikhs.

		Empathy.	Ability to use technical words for descriptions of God.	Questioning.	moments in life.	Reflecting on different ways of living. Diversity and misconceptions.
<b>At KS3</b> - links are made to the locally agreed Nottinghamshire syllabus, using the following codes/strands from the syllabus	C1. Explore some of the ultimate questions that are raised by human life in ways that are well-informed	A1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities	A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority	B1. Explain the religions and world views which they encounter clearly, reasonably and coherently	A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living	B3. Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied.
<b>Flagship Link</b>				<b>Philosophy and History</b> - Christian denominations/The Reformation		
<b>Cross Curriculum Connections</b>	<i>Link to Science Year 9 Autumn HT 2 - Evolution, Adaptation &amp; 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>
<b>Resources to support learning</b>	<a href="#">Why do we Suffer?</a>	<a href="#">Islam - Beliefs</a>	<a href="#">Multi-faith Society</a>	<a href="#">Christianity</a>	<a href="#">Expressing Spirituality</a>	<a href="#">Sikhism</a>
<p><b>Year 8</b></p> <p>At KS3 links are made to the locally agreed Nottinghamshire syllabus, using the following codes/strands from the syllabus:</p> <p>A - Know about and understand religions and world views</p> <p>B - Express ideas and insights into religions and world views</p> <p>C - Gain and deploy the skills for learning from religions and world views</p>						
<b>Topic Covered</b>	Knowledge Retrieval - World Religions Hinduism	Ethics	World Religions Judaism	Can we all live together respectfully?	Science and Religion	Environmental Ethics
<b>Knowledge Deepened</b>	Beliefs of Hinduism - including deities and ways of living.	Understand what is studied within ethics. Looking at how ethics can vary across religion and culture. Looking at how ethics are implemented - Human Rights	Beliefs of Judaism, teachings ways of living including Shabbat, food laws and traditions.	Looking at how society is made up of many different belief systems and whether or not we can live together in harmony.	To know and understand the different debates that take place between religion and science	Studying environmental issues from religions, moral and secular viewpoints

<b>Skills developed</b>	Knowledge of Hindu deities and how Hindus worship Empathise with British Hindus How the beliefs and teachings of Karma bring meaning to Hindus in the way they live their lives.	Knowledge and understanding of how morals can differ from person to person Discuss Human rights as a set of morals for all Applying these different ideas to issues affecting society	Knowledge of the context and history of Judaism Empathise with British Jewish people Compare with religions already studied	Comparing faiths and lifestyles Empathy for different lifestyles Evaluate how religions contribute to community harmony	Understand how religion and science try to answer ultimate questions Consider why people have different views even within the same religion Reconcile the differing views that science and religion may have	Understand the environmental issues affecting society Interpret religious texts to make links with environmental issues Debate how we should treat the environment and animals
<b>At KS3</b> - 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	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	C2. Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and world views	A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living	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
<b>Flagship Link</b>						
<b>Cross Curriculum Connections</b>	<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 Science Year 9 Autumn HT 2 - Evolution, Adaptation &amp; Inheritance</i>
<b>Resources to support learning</b>	<a href="#">Hinduism</a>	<a href="#">Ethics</a>	<a href="#">Judaism</a>	<a href="#">Equality</a>	<a href="#">Salah</a> <a href="#">Meditation</a>	<a href="#">Science and Religion</a> <a href="#">Evolution</a>
<b>Year 9</b>						
At KS3 links are made to the locally agreed Nottinghamshire syllabus, using the following codes/strands from the syllabus:						

<p>A - Know about and understand religions and world views</p> <p>B - Express ideas and insights into religions and world views</p> <p>C - Gain and deploy the skills for learning from religions and world views</p>						
<b>Topic Covered</b>	Rules	Medical Ethics Part 1 - Euthanasia	Buddhism	Medical Ethics Part 2 - Abortion	'Power Of...' - People, Technology, Protest, God, Money.	Power of Us - Ethics in the News / Ethical Situations. Beliefs in action e.g. forgiveness.
<b>Knowledge Deepened</b>	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.
<b>Skills developed</b>	Know how 5 pillars, 10 commandments and Golden Rule are forms of moral codes Compare religious views with humanism To question. Understanding the need of rules.	Know Christian, Muslim and secular views on euthanasia Compare the ideas of sanctity and quality of life Debating how morally acceptable euthanasia is	Know and understand Buddhist beliefs and teachings Consider what it like to try and meditate and be free from desire Debate the cause of suffering and the best way to reduce it	Know and understand pro-life and pro-choice arguments Consider why people have different views even within the same religion Evaluating the best approach to abortion  <i>Link to Personal Development years 7-11 - Abortion, contraception and Parenthood .</i>	Understand different sources of power and the influence individuals and groups can have Make links between religious beliefs and moral ideals Debating the most effective ways to affect change in society	Understand different sources of power and the influence individuals and groups can have Make links between religious beliefs and moral ideals Debating the most effective ways to affect change in society
<b>At KS3 -</b> 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	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

C - Gain and deploy the skills for learning from religions and world views						
<b>Flagship Link</b>						
<b>Cross Curriculum Connections</b>			<i>Link to Geography year 8 Summer HT1 - India and China</i>			
<b>Resources to support learning</b>	<a href="#">Virtue Ethics</a>	<a href="#">Euthanasia</a>	<a href="#">Buddhism</a>	<a href="#">Abortion</a>	<a href="#">Environmental Ethics</a>	<a href="#">Ethics of War</a>
<b>Year 10</b>						
<b>Topic Covered</b>	Christianity & Islam: Beliefs and Teachings	Christianity & Islam: Beliefs and Teachings	Christianity & Islam: Beliefs and Teachings	Christianity & Islam Practices	Christianity & Islamic Practices	Christianity & Islamic Practices
<b>Skills developed</b>	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
<b>Knowledge Deepening</b>	Knowing the core beliefs of Christians and Islam and how they impact the lives of followers	Knowing the core beliefs of Christians and Muslims and how they impact the lives of followers	Knowing the core beliefs of Christians and Muslims and how they impact the lives of followers	Understanding how Muslims and Christians live out their faith on a day to day basis.	Understanding how Islamic and Christians live out their faith on a day to day basis.	Understanding how Islamic and Christians live out their faith on a day to day basis.
<b>Links to Specification</b>	Paper 1: AQA Religious Studies A (8062): 3.1.1.1 Islamic Key Beliefs & 3.1.2.1 Christianity Key Beliefs	Paper 1: AQA Religious Studies A (8062): 3.1.1.1 Islamic Key Beliefs & 3.1.2.1 Christianity Key Beliefs	Paper 1: AQA Religious Studies A (8062): 3.1.1.1 Islamic Key Beliefs & 3.1.2.1 Christianity Key Beliefs	Paper 1: AQA Religious Studies A (8062): 3.1.1.2 Islamic Practices & 3.1.2.2 Christianity Practices	Paper 1: AQA Religious Studies A (8062): 3.1.1.2 Islamic Practices & 3.1.2.2 Christianity Practices	Paper 1: AQA Religious Studies A (8062): 3.1.1.2 Islamic Practices & 3.1.2.2 Christianity Practices
<b>Flagship Link</b>						
<b>Cross Curriculum</b>	<i>Link to History year 10 Spring term HT1 - Catholic/Protestant</i>	<i>Link to History year 9 Autumn HT2 - Jews and the Holocaust,</i>	<i>Link to French and Spanish Year 11 Autumn HT3 - Charity and</i>			

<b>Connections</b>	<i>changes</i>	<i>Persecution</i>	<i>voluntary work</i>			
<b>Resources to support learning</b>	<a href="#">Christian Beliefs and Teachings</a>	<a href="#">Islam: Beliefs and Teachings</a>	<a href="#">Christian Practices</a>	<a href="#">Islam Practices</a>	<a href="#">Examination Technique</a>	<a href="#">Islam - GCSE Religious Studies Revision - AQA</a>  <a href="#">Christianity - GCSE Religious Studies Revision - AQA</a>
<b>Year 11</b>						
<b>Topic Covered</b>	Relationships & Families	Religion & Life (including Medical Ethics)	Religion, Peace & Conflict	Religion, Crime & Punishment	Revision	Exams
<b>Skills developed</b>	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.	
<b>Knowledge Deepened</b>	Beliefs of Christians and Muslims, ways of living according to teachings.	Evaluating Christian and Islamic views, being argumentative and developing different opinions.	Justifying Christian and Islamic views towards going to war or not.	To argue and debate different attitudes to treatment of criminals.	Techniques to revise	
<b>Links to Specification</b>	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		
<b>Flagship Link</b>	<b>Philosophy and Personal Development Y11 Spring term</b> - Marriage, divorce and maintaining relationships					
<b>Cross Curriculum Connections</b>	<i>Link to MFL year 10 Spring HT2 - Marriage, families and partnerships</i>	<i>Link to Computer Science Y10 HT3 Ethics</i>	<i>Link to History year 10 Autumn HT2 - World War 1</i>			

	<p><i>Link to Health and Social Care year 10 Autumn HT2 - Life events</i></p> <p><i>Link to Personal Development years 7-11 Spring Term - Contraception, sexual relationships and gender equality</i></p>					
<b>Resources to support learning</b>	<a href="#">Relationships and Families</a>	<a href="#">Religion and Life</a>	<a href="#">Peace and conflict</a>	<a href="#">Crime and Punishment</a>	<a href="#">Examination Technique</a>	

<b>Year 12 &amp; 13 Year 1</b>			
<b>Topic Covered</b>	<p style="text-align: center;">PHILOSOPHY</p> <p>1. Philosophical Language and Thought 2. The Existence of God 3. God and the World</p>	<p style="text-align: center;">ETHICS</p> <p>1. Normative Ethical Theories: Religious Approaches 2. Normative Ethical Theories 3. Applied Ethics</p>	<p style="text-align: center;">DEVELOPMENTS IN RELIGIOUS THOUGHT (CHRISTIANITY)</p> <p>1. Insight 2. Foundations 3. Living</p>
<b>Knowledge deepened</b>	<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>
<b>Skills developed</b>	<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>
<b>Links to Specification</b>	OCR A LEVEL RELIGIOUS STUDIES (H573/01)	OCR A LEVEL RELIGIOUS STUDIES (H573/02)	OCR A LEVEL RELIGIOUS STUDIES (H573/03)
<b>Flagship Link</b>			
<b>Cross</b>	<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>

<b>Curriculum Connections</b>			
<b>Resources to support learning</b>	<a href="http://peped.org">Plato - Philosophical Investigations (peped.org)</a>	<a href="http://peped.org">Situation Ethics - Philosophical Investigations (peped.org)</a>	<a href="http://peped.org">Augustine - Philosophical Investigations (peped.org)</a>

<b>Year 12 &amp; 13 Year 2 (Current)</b>					
<b>Topic Covered</b>	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
<b>Knowledge Deepened</b>	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* students write? How can the topics and skills we have studied be applied to real life?	
<b>Skills developed</b>	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	
<b>Links to Specification</b>	OCR A LEVEL RELIGIOUS STUDIES (H573/01)	OCR A LEVEL RELIGIOUS STUDIES (H573/02)	OCR A LEVEL RELIGIOUS STUDIES (H573/03)		
<b>Flagship Link</b>			<b>History and Philosophy</b> - developments in Christian thought/The Reformation		



<b>Cross Curriculum Connections</b>		<p><i>Link to Psychology year 12 terms 1 and 2 - Social Influence: conformity, obedience, minority influence, social change</i></p> <p><i>Link to Sociology year 12 Autumn HT1 - Families and House</i></p>	<p><i>Link to year 13 Autumn HT1 - Crime and Deviance and Marxism</i></p>		
<b>Resources to support learning</b>	<p><a href="#">Religious Language - Philosophical Investigations (peped.org)</a></p>	<p><a href="#">Meta Ethics - Philosophical Investigations (peped.org)</a></p>	<p><a href="#">Pluralism - Philosophical Investigations (peped.org)</a></p>	<p><a href="https://www.philosophycat.org/revision">https://www.philosophycat.org/revision</a></p>	<p><a href="https://www.philosophycat.org/revision">https://www.philosophycat.org/revision</a></p>