

Philosophy Year 13 Curriculum Overview

What is the Year 13 Philosophy curriculum aiming to achieve?		
What do we want our Year 13 Philosophers to be like?	How are we building on prior learning?	How can parents/carers support their child's learning?
<ul style="list-style-type: none"> To investigate what the nature of the mind is and how this relates to us To question the existence of God through philosophical arguments 	<ul style="list-style-type: none"> Develop understanding of core theological and philosophical debates studied at GCSE Developing analysis and evaluation skills 	<ul style="list-style-type: none"> Engage in Philosophical debates at home Research philosophers studied and engage with wider content beyond the course

How are we organising the Year 12 Philosophy curriculum?						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics Epistemology	What do we mean by mind? And Dualist theories How can we define the mind? Are the mind and body separate substances?	Issues with Dualist theories How the mind and body being separate can raise logical inconsistencies	Physicalism Physicalist theories such as Behaviourism, Mind brain type identity theory and Eliminative Materialism	Physicalism cont. Physicalist theories such as Behaviourism, Mind brain type identity theory and Eliminative Materialism	Functionalism Is the mind a series of functions?	Revision and preparation for exams
Topics Moral Philosophy	The concept and nature of God Examining God's attributes in Christian traditions	Arguments relating to the existence of God Arguments for the existence of God including, Ontological, Cosmological and Teleological	Arguments relating to the existence of God Arguments for the existence of God including, Ontological, Cosmological and Teleological	Religious Language The distinction between cognitivism and non-cognitivism	Religious Language The distinction between cognitivism and non-cognitivism	Revision and preparation for exams
Skills	AO1 – knowledge AO2 – Evaluation and analysis	AO1 – knowledge AO2 – Evaluation and analysis	AO1 – knowledge AO2 – Evaluation and analysis	AO1 – knowledge AO2 – Evaluation and analysis	AO1 – knowledge AO2 – Evaluation and analysis	AO1 – knowledge AO2 – Evaluation and analysis
Enrichment within the curriculum	There will be opportunities to engage with the University of Worcester for some Philosophy days.					
Cross curricular links	There are cross curricular links between History and Philosophy					
Extra-curricular opportunities	Students have an ongoing opportunity to enrich their learning through Philosophy reading club. For any students wishing to undertake Philosophy or Religious Studies at A Level we offer specialist sessions to prepare them for this.					

What are the intended outcomes of the Year 13 Philosophy curriculum?						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunities to show progress (Assessments)	Summative assessment opportunities with green pen feedback	PPE style end of unit assessment with green pen activity.	Formative assessment opportunities	PPE style end of unit assessment with green pen activity.	Formative assessment opportunities with green pen feedback	PPE style end of unit assessment with green pen activity.
Impact on personal development (SMSC)	<i>In learning about different philosophical arguments and why people believe in them, students have an opportunity to reflect on their own beliefs and values. Morality can be explored through learning about differing and shared values. Students can investigate what how their own beliefs are formed, not just spiritually, but morally and academically also.</i>					
Preparation for the next stage of education	This course is fantastic to prepare students for undergraduate study. With its rigorous content and need for consolidation, it pushes students to take responsibility for their own learning in a way that is both challenging and enjoyable.					

