

## Philosophy Unit Overview Year KS5

### Religious Studies: Philosophy Year 12

Existence of God				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The Existence of God Can we logically provide evidence that the God of Judeo-Christianity exists through the following arguments?</p> <ol style="list-style-type: none"> <li>1) Ontological</li> <li>2) Cosmological</li> <li>3) Teleological</li> </ol>	<p><b>Knowledge:</b> Anselm's first and second ontological argument with evaluation from key philosopher such as Gaunilo and Kant. Aquinas' argument from contingency with evaluation for Hume and Russell. Paley's argument from design with evaluation from Hume. <b>Understanding:</b> Students will be introduced to key philosophical terminology to build up their understanding of how philosophical arguments are formed. Students will analyse the three key arguments well enough to be able to evaluate their strengths and weaknesses. <b>Skills:</b> Define key terms; demonstrate independence; challenge the views of others; explain logical chains of arguments; evaluate key issues.</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.</li> <li>• Students will show a logical chain of reasoning in their presentation of the argument.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, whereby details from other units are employed in the argument.</li> <li>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.</li> <li>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.</li> </ul>	<p>If students have taken GCSE RS, both the Cosmological and Teleological arguments are found in a simpler form on most GCSE syllabuses. Students apply their understanding of the nature of the Judeo-Christian God as taught in both primary and secondary school.</p>	<p>AQA A-level Religious Studies Year 1: Including AS</p> <p>Five Proofs of the Existence of God, E. Feser</p> <p>Bertrand Russell, The Problems of Philosophy</p>

**Evil and Suffering**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The Logical and Evidential problems of evil and the following theodicies:</p> <ol style="list-style-type: none"> <li>1) Free Will Defence</li> <li>2) Soul Making Theodicy</li> <li>3) Process Theodicy</li> </ol>	<p>Knowledge: Logical problem of evil with reference to the inconsistent triad. The evidential problem of evil with reference to Rowe. Plantinga's Free Will Defence with evaluation. Hick's soul making theodicy with evaluation. Davis' process theodicy with evaluation.</p> <p>Understanding: Students will explore why there are problems of evil in the Christian faith and their impact on believers. They will understand how Christians respond to these problems through the various theodicies and how far these explanations accounts for God and evil to exist.</p> <p>Skills: Define key terms; demonstrate independence; challenge the views of others; analyse and explain key theories, evaluate key issues.</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.</li> <li>• Students will show a logical chain of reasoning in their presentation of the argument.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, whereby details from other units are employed in the argument.</li> <li>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.</li> <li>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.</li> </ul>	<p>Knowledge of the characteristic of God from the existence of God arguments. Own experience of suffering and the causes for it. GCSE work on the problem of evil and suffering and possible explanations as to why God allows this to happen.</p>	<p>AQA A-level Religious Studies Year 1: Including AS</p> <p>Edward Craig Philosophy: A Very Short Introduction (Oxford)</p>

**Religious Experience**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The different types of religious experience.</p> <p>The impact the experiences have on belief.</p> <p>Arguments against religious experiences being caused by God.</p>	<p><b>Knowledge:</b> The different types of religious experience including direct, indirect, numinous, imaginative, corporeal, and intellectual. Examples of key religious figures who have had such experiences. Arguments for and against the validity of the experiences, including the Marsh Chapel experiment and the God Helmet.</p> <p><b>Understanding:</b> Students will understand key philosophical words associated with religious experiences and how key religious people have shaped the religion because of such experiences. Students will be able to evaluate the validity of the arguments providing reasons for and against God's involvement.</p> <p><b>Skills:</b> Define key terms; interpret religious texts, challenge the views of others; analyse and explain different experiences, evaluate key issues.</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.</li> <li>• Students will show a logical chain of reasoning in their presentation of the argument.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, whereby details from other units are employed in the argument.</li> <li>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.</li> <li>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.</li> </ul>	<p>Builds on the understanding of religious experiences at GCSE. Application of knowledge from the evil and suffering unit about the nature of God and the experiences He delivers.</p>	<p>AQA A-level Religious Studies Year 1: Including AS</p>

**Religious Language**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Arguments which evaluate whether God talk is meaningful.</p> <p>Different perspectives as to the more valuable way to discuss God.</p>	<p>Knowledge: The verification principle with reference to Ayer and evaluation. The falsification principle with reference to the symposium conducted by Hare, Mitchell and Flew with evaluation. Wittgenstein’s Language Games and evaluation. The use of signs and symbols, as promoted by Tillich. The use of analogy by Aquinas. Via Negativa, all with evaluation.</p> <p>Understanding: Students will understand how two principles argues against the validity of ‘God talk’ and how to examine the usefulness of such principles. This will be counterargued by the understanding of Language Games. There will be an understanding of the different types of language some religious people choose to use in which to demonstrate belief in God. All will be evaluated.</p> <p>Skills: Define key terms; demonstrate independence; challenge the views of others; analyse and explain key theories, evaluate key issues.</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.</li> <li>• Students will show a logical chain of reasoning in their presentation of the argument.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, whereby details from other units are employed in the argument.</li> <li>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.</li> <li>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.</li> </ul>	<p>Understanding of the nature of God from the first unit on the arguments over the existence of God. Use of religious experience understanding to help with evaluation.</p>	<p>My Revision Notes AQA A-level Religious Studies: Paper 2 Study of Christianity and Dialogues</p> <p>AQA A-level Religious Studies Year 2</p> <p>A. J. Ayer Language, Truth and Logic</p>

Religious Studies: Theology Year 12

God				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The history and nature of the Judeo-Christian God and how the way in which language is used to understand His nature.</p>	<p>Knowledge: History of the singular, eternal God. God's nature with reference to the issues it raises e.g. the omnipotence paradox. The Trinity and its importance to Christians. The use of anthropomorphic language. The use of gender specific language. Process theology as an alternative view.</p> <p>Understanding: Students will understand how the God we have discussed in previous units has come to be given the qualities He has, and the issues this can raise. They will examine the use of language and how helpful it can be in understanding God, and the way society has shaped our knowledge of God.</p> <p>Skills: Define key terms; demonstrate independence; challenge the views of others; analyse and explain key theories, apply understanding to new contexts; evaluate key issues.</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.</li> <li>• Students will show a logical chain of reasoning in their presentation of the argument.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, whereby details from other units are employed in the argument.</li> <li>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.</li> <li>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.</li> </ul>	<p>Knowledge of the characteristic of God from the existence of God arguments.</p> <p>Understanding of the power of language when discussing God. Building on the understanding of Process Theology from the Evil and Suffering unit.</p>	<p>AQA A-level Religious Studies Year 1: Including AS</p> <p>Thomas Nagel, What Does it All Mean?</p>

**Self, Death, and the Afterlife Theological Perspective**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The meaning of life to Christians.</p> <p>The different interpretations of the resurrection.</p> <p>The different interpretations of the afterlife.</p>	<p>Knowledge: The meaning and purpose of life to Christians, including preparing for judgement, glorifying God, and creating a God's kingdom on earth. The interpretation of Jesus' resurrection with reference to St. Paul and St. Augustine. How the afterlife can be interpreted by Christians and why, including a dualist and monist approach. Understanding: Students will understand how different Christians view their purpose in life and how this prepares them for after their death. They will explore reasons behind the different beliefs of the resurrection and how this impacts to the type of afterlife they may experience.</p> <p>Skills: Define key terms; analyse key areas of Christian theology, apply understanding of biblical texts to Philosopher's work, evaluate key arguments.</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.</li> <li>• Students will show a logical chain of reasoning in their presentation of the argument.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, whereby details from other units are employed in the argument.</li> <li>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.</li> <li>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.</li> </ul>	<p>Knowledge of the characteristic of God from the existence of God arguments and the God unit.</p> <p>Knowledge of the theodicies and how this impacts the afterlife.</p>	<p>AQA A-level Religious Studies Year 1: Including AS</p> <p>Edward Craig Philosophy: A Very Short Introduction (Oxford)</p>

**Expression of Religious Identity**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The meaning behind public displays of religious identity, including:</p> <ol style="list-style-type: none"> <li>1) Baptism</li> <li>2) Holy Communion</li> <li>3) The mission of the Church</li> </ol>	<p><b>Knowledge:</b> The meaning and reason behind baptism. The Baptist and Catholic view on baptism. The history and meaning of Holy Communion in relation to Passover. Different interpretations of the importance of Holy Communion. What missionary work is and the importance of it to different Christians. Different groups and how they carry out missionary work.</p> <p><b>Understanding:</b> Students will understand the process and biblical reasons behind baptism, holy communion, and missionary work. They will explore the Baptist and Catholic approach to these and their importance to the Christian communities.</p> <p><b>Skills:</b> Define key terms; analyse key areas of Christian theology, apply understanding of biblical texts to the lives of modern-day Christians, evaluate key arguments; independence and resilience; working as a team.</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.</li> <li>• Students will show a logical chain of reasoning in their presentation of the argument.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, whereby details from other units are employed in the argument.</li> <li>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.</li> <li>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.</li> </ul>	<p>Knowledge from the God unit in terms of the history Christianity has with Judaism. The understanding of beliefs concerning the afterlife and the impact actions can have on Christian's final destination.</p>	<p>AQA A-level Religious Studies Year 1: Including AS</p>

### Religious Studies: Philosophy Year 13

#### Self, Death, and the Afterlife Philosophical Perspective

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Several key philosophical issues are addressed which concern the self and the afterlife:</p> <ol style="list-style-type: none"> <li>1) The nature and impact of dualism and monism</li> <li>2) Can there be a personal existence after death and how is our identity affected?</li> <li>3) Eastern religions beliefs about the afterlife</li> <li>4) Near death experiences</li> </ol>	<p>Knowledge: Materialism; hard and soft. Theories of the soul from Plato, Aristotle, and Descartes. The nature of the relationship between body and soul with reference to process theology, Functionalism and Bundle Theory. Dreamworlds and the scientific evidence of an afterlife with reference to microtubulars. Hick's Replica Theory. The Hindu and Buddhist beliefs of rebirth and reincarnation. Arguments for and against near death experiences.</p> <p>Understanding: Students will examine and evaluate a range of key philosophical debates concerning the nature of the soul and its connection to the body. The notion of personal identity surviving death and the issues which arise from this. They will understand the different opinions of other religions from the East and finally the debates and evidence surrounding near death experiences.</p> <p>Skills: Define key terms; demonstrate independence; challenge the views of others; explain logical chains of arguments; evaluate key issues.</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.</li> <li>• Students will show a logical chain of reasoning in their presentation of the argument.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, whereby details from other units are employed in the argument.</li> <li>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.</li> <li>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.</li> </ul>	<p>The Christian perspective of this unit is explored in Year 1. Philosophers studied in this unit are introduced along with their key ideas in Year 1. Evaluation ideas from the evil and suffering unit are applied.</p>	<p>My Revision Notes AQA A-level Religious Studies: Paper 2 Study of Christianity and Dialogues</p> <p>AQA A-level Religious Studies Year 2</p> <p>Plato, Meno and Euthyphro</p> <p>Descartes, Meditations</p>



<b>Miracles</b>				
<b>What are we learning?</b>	<b>What knowledge, understanding and skills will we gain?</b>	<b>What does mastery look like?</b>	<b>How does this build on prior learning?</b>	<b>What additional resources are available?</b>
<p>The different views concerning miracles by Hume, Wiles and Christian interpretations.</p>	<p>Knowledge: Miracles through both the realist and anti-realist perspective, with reference to Tillich and Holland. Hume's definition of a miracle and his arguments against them. Wiles' interpretation of miracles. The view and evidence for miracles from a Christian perspective.</p> <p>Understanding: Students come to understand how miracles are viewed through different perspectives and how these perspectives argue in favour of God's involvement or against it. Biblical interpretations are also analysed.</p> <p>Skills: Define key terms; demonstrate independence; challenge the views of others; explain logical chains of arguments; evaluate key issues.</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.</li> <li>• Students will show a logical chain of reasoning in their presentation of the argument.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, whereby details from other units are employed in the argument.</li> <li>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.</li> <li>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.</li> </ul>	<p>The debates and evidence from the Religious Experience unit is applied here. Knowledge of Hick's criticisms of theology is built upon.</p>	<p>My Revision Notes AQA A-level Religious Studies: Paper 2 Study of Christianity and Dialogues</p> <p>AQA A-level Religious Studies Year 2</p> <p>David Hume, Enquiry Concerning Human Understanding and Dialogues on Natural Religion</p>

**Religious Studies: Theology Year 13**

<b>Religion and Science</b>				
<b>What are we learning?</b>	<b>What knowledge, understanding and skills will we gain?</b>	<b>What does mastery look like?</b>	<b>How does this build on prior learning?</b>	<b>What additional resources are available?</b>
Understanding the debates between religion and science.	<p><b>Knowledge:</b> What the scientific method is and a brief history of how it has influenced modern day thinking. The theory of evolution and the Big Bang and how different Christians have responded. How science has influenced ethical thinking and practice with regards to such issues as abortion, genetic engineering, and euthanasia. The God of the Gaps theory.</p> <p><b>Understanding:</b> Students will understand key scientific discoveries and how different Christian perspectives have challenged, agreed, or dismissed the evidence presented. They will understand how scientific thought and biblical scripture can compete and agree.</p> <p><b>Skills:</b> Define key terms; demonstrate independence; challenge the views of others; explain logical chains of arguments; evaluate key issues.</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.</li> <li>• Students will show a logical chain of reasoning in their presentation of the argument.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, whereby details from other units are employed in the argument.</li> <li>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.</li> <li>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.</li> </ul>	<p>Strong links made to the Ethics side of the course and the application of ethical understanding. GCSE knowledge is built upon from both RS and the Science curriculum. Understanding of God's qualities is built upon from the God unit in addition to the existence of God unit.</p>	<p>My Revision Notes AQA A-level Religious Studies: Paper 2 Study of Christianity and Dialogues</p> <p>AQA A-level Religious Studies Year 2</p> <p>The Elegant Universe, Brian Greene</p> <p>Thinking Physics, Lewis Carroll Epstein</p>

**Migration and Religious Pluralism**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The evolution of Britain into a multicultural and multifaith society and the impact this has on theists.</p>	<p>Knowledge: The history of Britain and migration and the causes for it. The exclusive and inclusive approaches taken by different Christian denominations and the impact this has of faith and wider society. The view, importance and issues religious freedoms raise in a multifaith society. Understanding: Students understand how Britain has been shaped by migration and the response made by different types of Christians. Students explore the impact on society when religious beliefs clash in addition to the impact on the individual. Skills: Define key terms; demonstrate independence; challenge the views of others; explain logical chains of arguments; evaluate key issues.</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.</li> <li>• Students will show a logical chain of reasoning in their presentation of the argument.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, whereby details from other units are employed in the argument.</li> <li>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.</li> <li>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.</li> </ul>	<p>Issues surrounding the purpose of life and religious identity are built upon.</p>	<p>My Revision Notes AQA A-level Religious Studies: Paper 2 Study of Christianity and Dialogues</p> <p>AQA A-level Religious Studies Year 2</p>

**Synoptic Unit: The Dialogue between Christianity and Philosophy**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>How to create links between the units studied in Philosophy with the units studied in Christianity to answer a 25-mark essay.</p>	<p>Knowledge: For this unit, no new knowledge is taught. Instead, essay questions are posed which allow students to make links between all the previous units. Understanding: Students will understand how to address an essay question by examining the dialogue between Christianity and Philosophy. They will use both skills of AO1 and AO2 to construct a logically sound argument which promotes the synthesis of knowledge from across the two years. Skills: Define key terms; demonstrate independence; challenge the views of others; explain logical chains of arguments; evaluate key issues; synthesis of knowledge.</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to both the Scholar and if appropriate, where their work is written.</li> <li>• Students will show a logical chain of reasoning in their presentation of the argument.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, whereby details from other units are employed in the argument.</li> <li>• Evaluation will take the form of a well-reasoned and balanced debate, where suitable evidence is deployed.</li> <li>• Examples are used appropriately and in a sophisticated manner. They support a point rather than stand as a point themselves.</li> </ul>	<p>Knowledge from the entire two years of material is applied in this unit. The essay skills from Paper 1 are used but built on to form an answer which demonstrates a logical order of AO1 and AO2.</p>	<p>My Revision Notes AQA A-level Religious Studies: Paper 2 Study of Christianity and Dialogues</p>