

INTENT: Curriculum Overview year 13: Religious Education Component - Philosophy

A learner in Year 13 will know: All year 1 and 2 Content of the OCR specification as detailed below			A learner in Year 13 will be able to: write academically and evaluatively using scholarly evidence.		
A: Topic/Theme: Nature /attributes of God	B: Topic/Theme: Religious Language – negative, symbol and analogy	C: Topic/Theme: Religious Language – 20th century perspectives	D: Topic/Theme: Year 1 recap: Philosophical influences Soul, mind and body Arguments based on 1. Observation 2. Reason Problem of Evil	E: Topic/Theme: Year 2 recap Nature of God Religious Language	F: Topic/Theme: Road map to the exam
Term 1	1:1: Topics/Themes Nature / attributes of God	1:2: Topics/Themes Religious Language – negative, symbol and analogy	Autumn % Assessment (<i>ensure differentiated assessment is planned too</i>)		
	<u>Knowledge:</u> <ul style="list-style-type: none"> Divine omnipotence (God's power) and whether God voluntarily limits that power. Divine omniscience (God's knowledge) and how this relates to time and human free will. Divine benevolence and God's judgement of human actions. Boethius' explanation of divine foreknowledge, eternity and free will. Divine eternity and God's action within time. Anselm's four-dimensional understanding of eternity as an extension of Boethius' ideas. The extent to which human free will can coexist with God's attributes. Comparative study of the views of Boethius, Anselm and Swinburne. <u>Skills:</u> Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis,	<u>Knowledge:</u> <ul style="list-style-type: none"> The strengths and weaknesses of negative language, symbolic language, and analogy. Whether the apophatic way helps people understand and talk meaningfully about God. Whether Aquinas' analogies provide an effective way of expressing ideas about God. Whether religious language can remain meaningful if it is understood symbolically <u>Skills:</u> Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly	<u>Knowledge coverage:</u> All Yr 1 content for Philosophy <u>Skills tested:</u> AO1 (/16) (40%) Demonstrate knowledge and understanding of religion and belief. AO2 (/24) (60%) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study <u>Assessment style/questions:</u> Hybrid paper - Q1 – unseen Philosophy Q Qs 2 and 3 – choice of Ethics Q (pick one) Q4 – unseen DCT Q		
		<u>Formative Assessment:</u> Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks <u>End point:</u>			

	<p>demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p>Formative Assessment: Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p>End point: Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<p>Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	
Term 2	<p>2:1: Topics/Themes: Religious Language: 20th century perspectives</p>	<p>2:2: Topics/Themes: Year 1 recap and synoptic links</p>	<p>Spring % Assessment <i>(ensure differentiated assessment is planned too)</i></p> <p><i>Jan baseline – full DCT mock</i></p> <p><i>Feb mock 1 x full Philosophy mock & 1 x full Ethics mock</i></p>
	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Logical Positivism • Verification Principle • A.J. Ayer • Strong and Weak Verification • John Hick • Eschatological Verification • Antony Flew • Falsification Principle • R.M. Hare • Bliks • Basil Mitchell • Partisan and the Stranger • Ludwig Wittgenstein • Language Games 	<p><u>Knowledge:</u> Philosophical influences Soul, mind and body Arguments based on 1.Observation 2.Reason 3. Problem of Evil</p> <p><u>Skills:</u> Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly</p> <p><u>Formative Assessment:</u> Essay planning</p> <p><u>End point:</u></p>	<p><u>Knowledge coverage:</u> All content from Yr 1 and 2</p> <p><u>Skills tested:</u> AO1 (/16) (40%) Demonstrate knowledge and understanding of religion and belief, including: • Religious, philosophical and/or ethical thought and teaching • Approaches to evaluation of normative ethical theories. AO2 (/24) (60%) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p> <p><u>Assessment style/questions:</u> Students will be given 4 exam style essay questions to complete 3. These are in a statement evaluative style and are worth 40 marks each. Equivalent of a full A</p>

	<ul style="list-style-type: none"> Forms of Life <p><u>Skills:</u> Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly</p> <p><u>Formative Assessment:</u> Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p><u>End point:</u> Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question	<p>level paper in 2 hours. Students will have to revisit at least one of the other topics if not both</p> <p>Results from this final mock will inform final in class exam prep/ intervention /p6 for the remainder of the course</p>
Term 3	3:1: Topics/Themes: Recap year 1 and 2 topics	3:2: Topics/Themes: Roadmap to the exam	Summer % Assessment (
	<p><u>Knowledge:</u> Review all DCT topics Keyterms AO1 content, scholars AO2 – issues , evaluation</p> <p><u>Skills:</u> Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p><u>Formative Assessment:</u> <u>Essay planning / timed essays</u></p> <p><u>End point:</u> Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<p><u>Knowledge:</u> All Yr 1 and 2 topics Synoptic links Use topic mapping to identify gaps / potential questions</p> <p><u>Skills:</u> Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly</p> <p><u>Formative Assessment:</u> <u>Essay planning / timed essays</u></p> <p><u>End point:</u> Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<u>Final exams date</u>

- Consider justification for sequencing of learning and spacing/interleaving and revisiting knowledge (ABCDEF etc)

- Consider cross-curricular links. What are other subjects doing – any cross over?

EIF: Overview of research and key principles - Quality of Education

- *Construct a curriculum that is ambitious for all, coherently planning and sequenced to give learners (particularly the most disadvantaged) the knowledge and skills needed to be successful.*
- *Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.*
- *Assessment is used to help learners embed and use knowledge fluently, check understanding and inform further lesson planning or remediation, without unnecessary burdens for staff or learners.*

Curriculum (i)

- 'Knowledge-engaged' school – knowledge underpins and enables the application of skills and leaders desire that both are intertwined and developed. (pg. 6)

Effective teaching (ii)

Achievement is likely to be maximised when teachers actively present material and structure it by:

- Providing overviews and/or reviews of objectives (pg. 12)
- Outlining the content to be covered and signalling transitions between different parts of lesson (pg. 12)
- Calling attention to main ideas (pg. 12)
- Reviewing main ideas (pg. 12)

Effective teaching through: (Pg. 13)

- **Effective questioning** – teachers provide substantive feedback to pupils, resulting from pupils' questions or answer to teachers' question. Correct answers should be acknowledged positively and appropriately. Partially correct answers should be prompted before moving on. If an answer is wrong it should be pointed out and ascertained how they got it wrong. Teachers should encourage responses from girls and shy pupils who may be less assertive. Teachers should use product (single response) questions and process questions (calling for explanation from pupils). Pupils should be encouraged to ask questions. (pg. 13)
- **Differentiation** – focus group is the best practice, not range of resources or activities re: workload (pg. 14)
- **Routines** - stimulating learning environments, clear goals (so what?) (pg. 15)
- **Modelling** - language and introducing new words in context/WAGOLL (pg. 15)

- **Group activity and pair** – must be structured and prepared. Explicit guidelines must be given and roles should be assigned. (pgs. 13 & 14)

Memory and Learning (iii)

- **Spaced or distributed practice** - where knowledge is rehearsed for short periods over a longer period of time is MORE effective than massed practice when we study more intensively for a shorter period of time. Good practice is to block learning and repeat practice over time as this leads to greater long-term retention. (AAABBBCCC) (pg. 16)
- **Interleaving** - mixes the practice of A, B and C e.g. (ABCABCABC). There is growing evidence that this can improve retention, and research in maths is particularly promising. (pg. 16)
- **Retrieval practice** – involves recalling something you have learned in the past and is far more effective than re-reading because it strengthens memory. It needs to occur a reasonable time after the topic has been taught and should take the form of testing knowledge either by the teacher or through pupil self-testing and should be checked for accuracy but not necessarily recorded re: workload. (pg. 16)
- **Elaboration** – describing and explaining something learned to others in some detail. Contextualising learning and making connections among ideas and connecting to one's memory and experiences. (pg. 16)
- **Dual coding** – representing information both visually and verbally enhances learning and retrieval from memory. (pg. 16 & 17)
- **Cognitive load theory (CLT)** – presenting learners with information in small chunks and embedding learning/memory before moving on to something else in order to avoid overloading. (schemata) (pg. 17)

Assessment (iv)

Assessment, if appropriately employed has a positive impact on learning and teaching. Pupils must understand the aim of their learning, where they are and how they can achieve the aim. In order for assessment to have a positive impact, two conditions need to be met:

- Pupils are given advice on how to improve (pg. 18)
- Pupils act on the advice by using materials provided by the teacher, going to the teacher for help (focus group), or working with other pupils. (pg. 18)
- Use of low stakes testing can contribute to learning in valuable ways. Working to recall knowledge that has previously been learned has a positive mental impact on learners. Learners who do a test shortly after studying material do better on a final test than those that don't – even if no feedback is given.
- Teachers should use assessment to plan/adapt lessons to tackle gaps in knowledge and re-teach where problems persist.
- Assessments at the start of learning is important, to know the level that pupils are starting from.