Subject Group	Subject	RS, Philosophy
	Set	A level

Key ideas	Philosophy	Ethics	DCT
	Rationalism, empiricism, dualism, analogy, telos,contingent, ontological,Fallacy, Theodicy	Dentological, Relativism, Conscience,Duty,Hedonistic, consequantilism, Synthetic / Analytical statements	Sanctity of life, Will, Election, Grace, Solidarity, Encyclical, Thealogy, Secularism, Synod, Structural sin, Pluralism

Curriculum Map

CITY OF LONDON ACADEMIES TRUST

Year 12

	Term Aut 1 Unit 1	T A Unit 2	Term Spr 1 Unit 3	Term Spr 2 Unit 4	Term Sum 1 Unit 5	Term Sum 2 Unit 66
	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage
Unit	**Philosophy of religion**	**Philosophy of religion**	**Religion & Ethics**	**Religion & Ethics**	**Development in Christian thought**	**Development in Christian thought**
Knowledge / Skills	**Content:** - Ancient philosophicalo influences - Soul, mind and body **Skills:** - Use of scholars & sources of wisdom - Essay planning and writing using A01 & A02 - Practice of Introduction and Thesis	Content: - Arguments based on observation / based on reason - Religious experience -The problem of Evil Skills: - Use of scholars & sources of wisdom - Development of Essay writing (A01 & A02) -Developing Evaluation skills using wider range of scholars and sources of wisdom	**Content:** - Natural law - Situation ethics -Kantian ethics **Skills:** - Use of scholars & sources of wisdom - Essay planning and writing using A01 & A02	**Content**: - Utilitarianism - Euthanasia -Business ethics **Skills**: -Showing evaluation, comparing ideas and using a wider range of scholars & sources of wisdom - Essay planning and writing using A01 & A02	**Content:** - Augustines's teaching on human nature - Death after life -Knowledge of God **Skills**: -Evaluation skills, using a wider range of scholars & sources of wisdom (A02) - Essay planning and writing using (A01) - Synoptic links (A01 & A02)	**Content:** - The person of Jesus Christ - Christian mporal principles -Christian moral action **Skills**: -Evaluation skills, using a wider range of scholars & sources of wisdom (A02) - Essay planning and writing using (A01) - Synoptic links (A01 & A02)
Lit / Num	Further reading is encouraged in and out of the lesson by: providing scholarly articles as an extension task (printed and hyperlinked on slides) , mentioning or showing books that are available for students from the 6th form Resource centre, bringing case studies, newspaper articles and other sources of wisdom. Numeracy concepts are embeded and explored in certain	Further reading is encouraged in and out of the lesson by: providing scholarly articles as an extension task (printed and hyperlinked on slides) , mentioning or showing books that are available for students from the 6th form Resource centre, bringing case studies, newspaper articles and other sources of wisdom. Numeracy concepts are embeded and explored in certain topics	Further reading is encouraged in and out of the lesson by: providing scholarly articles as an extension task (printed and hyperlinked on slides) , mentioning or showing books that are available for students from the 6th form Resource centre, bringing case studies, newspaper articles and other sources of wisdom. Numeracy concepts are embeded and explored in certain topics	Further reading is encouraged in and out of the lesson by: providing scholarly articles as an extension task (printed and hyperlinked on slides) , mentioning or showing books that are available for students from the 6th form Resource centre, bringing case studies, newspaper articles and other sources of wisdom. Numeracy concepts are embeded and explored in certain topics	Further reading is encouraged in and out of the lesson by: providing scholarly articles as an extension task (printed and hyperlinked on slides) , mentioning or showing books that are available for students from the 6th form Resource centre, bringing case studies, newspaper articles and other sources of wisdom. Numeracy concepts are embeded and explored in certain topics	Further reading is encouraged in and out of the lesson by: providing scholarly articles as an extension task (printed and hyperlinked on slides) , mentioning or showing books that are available for students from the 6th form Resource centre, bringing case studies, newspaper articles and other sources of wisdom. Numeracy concepts are embeded and explored in certain topics
Enrichment	Students are provided with links to relevant podcasts, range of furhter reading material, newspaper articles relevant websites recommendations of books, films and documentaries. Philosophical discussion takes place in lessons, often using turn & talk, or directed questioning as starting point. Specific trips are planned (Feminist library , Westminster Abbey of University of Southampton Pilosophy confereence) Google notebook is used to create revision materials in a wide range of formats, which are shared with students, who are also encouraged to use this AI took to create own revision	Students are provided with links to relevant podcasts, range of furhter reading material, newspaper articles relevant websites recommendations of books, films and documentaries. Philosophical discussion takes place in lessons, often using turn & talk, or directed questioning as starting point. Specific trips are planned (Feminist library , Westminster Abbey of University of Southampton Pilosophy confereence) Google notebook is used to create revision materials in a wide range of formats, which are shared with students, who are also encouraged to use this AI took to create own revision matierials	Students are provided with links to relevant podcasts, range of furhter reading material, newspaper articles relevant websites recommendations of books, films and documentaries. Philosophical discussion takes place in lessons, often using turn & talk, or directed questioning as starting point. Specific trips are planned (Feminist library , Westminster Abbey of University of Southampton Pilosophy confereence) Google notebook is used to create revision materials in a wide range of formats, which are shared with students, who are also encouraged to use this AI took to create own revision matierials	Students are provided with links to relevant podcasts, range of furhter reading material, newspaper articles relevant websites recommendations of books, films and documentaries. Philosophical discussion takes place in lessons, often using turn & talk, or directed questioning as starting point. Specific trips are planned (Feminist library , Westminster Abbey of University of Southampton Pilosophy confereence) Google notebook is used to create revision materials in a wide range of formats, which are shared with students, who are also encouraged to use this AI took to create own revision matierials	Students are provided with links to relevant podcasts, range of furhter reading material, newspaper articles relevant websites recommendations of books, films and documentaries. Philosophical discussion takes place in lessons, often using turn & talk, or directed questioning as starting point. Specific trips are planned (Feminist library , Westminster Abbey of University of Southampton Pilosophy confereence) Google notebook is used to create revision materials in a wide range of formats, which are shared with students, who are also encouraged to use this AI took to create own revision matierials	Students are provided with links to relevant podcasts, range of furhter reading material, newspaper articles relevant websites recommendations of books, films and documentaries. Philosophical discussion takes place in lessons, often using turn & talk, or directed questioning as starting point. Specific trips are planned (Feminist library , Westminster Abbey of University of Southampton Pilosophy confereence) Google notebook is used to create revision materials in a wide range of formats, which are shared with students, who are also encouraged to use this AI took to create own revision matierials
British Vals	Students would explore the impact of beliefs and values on modern society, as well as the interpretation and application of ethical theories and religious texts in the modern world.	Students would explore the impact of beliefs and values on modern society, as well as the interpretation and application of ethical theories and religious texts in the modern world.	Students would explore the impact of beliefs and values on modern society, as well as the interpretation and application of ethical theories and religious texts in the modern world.	Students would explore the impact of beliefs and values on modern society, as well as the interpretation and application of ethical theories and religious texts in the modern world.	Students would explore the impact of beliefs and values on modern society, as well as the interpretation and application of ethical theories and religious texts in the modern world.	Students would explore the impact of beliefs and values on modern society, as well as the interpretation and application of ethical theories and religious texts in the modern world.
Character	Students develop an understanding of the relationship between religion, ehtics and philosophy with personal, moral, social and cultural issues.	Students develop an understanding of the relationship between religion, ehtics and philosophy with personal, moral, social and cultural issues.	Students develop an understanding of the relationship between religion, ehtics and philosophy with personal, moral, social and cultural issues.	Students develop an understanding of the relationship between religion, ehtics and philosophy with personal, moral, social and cultural issues.	Students develop an understanding of the relationship between religion, ehtics and philosophy with personal, moral, social and cultural issues.	Students develop an understanding of the relationship between religion, ehtics and philosophy with personal, moral, social and cultural issues.
Careers	Students are encouraged to explore University options such as Philosophy, Law, Psychology , Clasics, and combined degrees like PPE Students have opportunities to reflect on the role of religious leaders in communities and the impact also of modern philosopers such as Vardy or Dawkins., with a clear emphasis on introducing students to a more inclusive range of scholars such as: Mary Warnorck, Philippa Foot, Marcella Althaus-Reid, Margaret Anscombe, Mary Midgley, Yujin Nagasawa, Sophia Belle, Anthony Reddie, Delores Williams, Francesca	Students are encouraged to explore University options such as Philosophy, Law, Psychology , Clasics, and combined degrees like PPE Students have opportunities to reflect on the role of religious leaders in communities and the impact also of modern philosopers such as Vardy or Dawkins., with a clear emphasis on introducing students to a more inclusive range of scholars such as: Mary Warnorck, Philippa Foot, Marcella Althaus-Reid, Margaret Anscombe, Mary Midgley, Yujin Nagasawa, Sophia Belle, Anthony Reddie, Delores Williams, Francesca Stavrakopoulou, or Eleanor McLaughlin.	Students are encouraged to explore University options such as Philosophy, Law, Psychology , Clasics, and combined degrees like PPE Students have opportunities to reflect on the role of religious leaders in communities and the impact also of modern philosopers such as Vardy or Dawkins., with a clear emphasis on introducing students to a more inclusive range of scholars such as: Mary Warnorck, Philippa Foot, Marcella Althaus-Reid, Margaret Anscombe, Mary Midgley, Yujin Nagasawa, Sophia Belle, Anthony Reddie, Delores Williams, Francesca Stavrakopoulou, or Eleanor McLaughlin.	Students are encouraged to explore University options such as Philosophy, Law, Psychology , Clasics, and combined degrees like PPE Students have opportunities to reflect on the role of religious leaders in communities and the impact also of modern philosopers such as Vardy or Dawkins., with a clear emphasis on introducing students to a more inclusive range of scholars such as: Mary Warnorck, Philippa Foot, Marcella Althaus-Reid, Margaret Anscombe, Mary Midgley, Yujin Nagasawa, Sophia Belle, Anthony Reddie, Delores Williams, Francesca Stavrakopoulou, or Eleanor McLaughlin.	Students are encouraged to explore University options such as Philosophy, Law, Psychology , Clasics, and combined degrees like PPE Students have opportunities to reflect on the role of religious leaders in communities and the impact also of modern philosopers such as Vardy or Dawkins., with a clear emphasis on introducing students to a more inclusive range of scholars such as: Mary Warnorck, Philippa Foot, Marcella Althaus-Reid, Margaret Anscombe, Mary Midgley, Yujin Nagasawa, Sophia Belle, Anthony Reddie, Delores Williams, Francesca Stavrakopoulou, or Eleanor McLaughlin.	Students are encouraged to explore University options such as Philosophy, Law, Psychology , Clasics, and combined degrees like PPE Students have opportunities to reflect on the role of religious leaders in communities and the impact also of modern philosopers such as Vardy or Dawkins., with a clear emphasis on introducing students to a more inclusive range of scholars such as: Mary Warnorck, Philippa Foot, Marcella Althaus-Reid, Margaret Anscombe, Mary Midgley, Yujin Nagasawa, Sophia Belle, Anthony Reddie, Delores Williams, Francesca Stavrakopoulou, or Eleanor McLaughlin.

Year 13

	Term Aut 1 Unit 1	T A Unit 2	Term Spr 1 Unit 3	Term Spr 2 Unit 4	Term Sum 1 Unit 5	Term Sum 2 Unit 6
	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage
Unit Title	**Philosophy of religion**	**Religion & Ethics**	**Development in Christian thought**	**Development in Christian thought**		
Knowledge / Skills	**Content:** - The nature or attibutes of God - Religious languate: negative, analogical or symbolic -Religious language:twentieth-century perspectives **Skills**: -Evaluation skills, using a wider range of scholars & sources of wisdom (A02) - Essay planning and writing using (A01) - Synoptic links (A01 & A02)	**Content:** - Meta-ethical theories - Conscience -Sexual ethics **Skills**: -Evaluation skills, using a wider range of scholars & sources of wisdom (A02) - Essay planning and writing using (A01) - Synoptic links (A01 & A02)	**Content:** - Religious pluralism &theology - Religious pluralism & societhy -Gender & society **Skills**: -Evaluation skills, using a wider range of scholars & sources of wisdom (A02) - Essay planning and writing using (A01) - Synoptic links (A01 & A02)	**Content:** - Gender & theology -The challenge of secularism -Liberation theology & Marx **Skills**: -Evaluation skills, using a wider range of scholars & sources of wisdom (A02) - Essay planning and writing using (A01) - Synoptic links (A01 & A02)	**Revision of Content:** - Knowledge tests / MCQ -Revision workbooks **Skills**: - Essay practice (A01 & A02) - Timed essay writting	Public Examinations
Lit / Num	Further reading is encouraged in and out of the lesson by: providing scholarly articles as an extension task (printed and hyperlinked on slides) , mentioning or showing books that are available for students from the 6th form Resource centre, bringing case studies, newspaper articles and other sources of wisdom. Numeracy concepts are embeded and explored in certain topics	Further reading is encouraged in and out of the lesson by: providing scholarly articles as an extension task (printed and hyperlinked on slides) , mentioning or showing books that are available for students from the 6th form Resource centre, bringing case studies, newspaper articles and other sources of wisdom. Numeracy concepts are embeded and explored in certain topics	Further reading is encouraged in and out of the lesson by: providing scholarly articles as an extension task (printed and hyperlinked on slides) , mentioning or showing books that are available for students from the 6th form Resource centre, bringing case studies, newspaper articles and other sources of wisdom. Numeracy concepts are embeded and explored in certain topics	Further reading is encouraged in and out of the lesson by: providing scholarly articles as an extension task (printed and hyperlinked on slides) , mentioning or showing books that are available for students from the 6th form Resource centre, bringing case studies, newspaper articles and other sources of wisdom. Numeracy concepts are embeded and explored in certain topics	Further reading is encouraged in and out of the lesson by: providing scholarly articles as an extension task (printed and hyperlinked on slides) , mentioning or showing books that are available for students from the 6th form Resource centre, bringing case studies, newspaper articles and other sources of wisdom. Numeracy concepts are embeded and explored in certain topics	Further reading is encouraged in and out of the lesson by: providing scholarly articles as an extension task (printed and hyperlinked on slides) , mentioning or showing books that are available for students from the 6th form Resource centre, bringing case studies, newspaper articles and other sources of wisdom. Numeracy concepts are embeded and explored in certain topics
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