

KS5 Curriculum Overview: Philosophy of Religion: Component 1 (Year 12)

Rationale: OCR A Level Religious Studies will encourage learners to...

- develop their interest in a rigorous study of religion and belief and relate it to the wider world
- develop knowledge and understanding appropriate to a specialist study of religion
- develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- adopt an enquiring, critical and reflective approach to the study of the world, cultures and beliefs
- reflect on and develop their own values, opinions and attitudes in the light of their study

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Autumn 1	<p>Introductory lesson(s) to Philosophy of Religion x 2</p> <p>Ancient Philosophical Influences – Philosophical views of Plato and understanding of reality, the cave and the forms</p>	<p>Students complete essay/exam question, <u>“The simile of the cave tells us nothing about reality.”</u> <u>Discuss</u></p>	<p>Wider reading</p> <p>Revision and review activities</p>	<p>SOL</p> <p>Power points for each lesson</p> <p>A wide variety of books to support extra reading</p> <p>Websites</p>	<p>Knowledge/Understanding: Plato, Aristotle, Soul, Mind and Body, Arguments for the existence of God, Problem of Evil</p> <p>Skills: Knowledge Expression Application Evaluation</p>	<p>Guided reading tasks</p> <p>Independent study reading tasks</p> <p>Text book support from OCR</p> <p>Extracts taken directly from philosophical texts</p>
Autumn 2	<p>Ancient Philosophical Influences – Philosophical views of Aristotle including, understanding of reality, four causes and Prime Mover</p> <p>Soul, Mind and Body – Soul, mind and body in the thinking of Plato and Aristotle</p>	<p>Students complete essay/exam question <u>‘Aristotle’s theory of the four causes explains nothing.’</u> <u>Discuss</u></p> <p>Students complete essay/exam question <u>‘Plato’s idea of a separate body and soul is convincing.’</u> <u>Discuss</u></p>	<p>Wider reading</p> <p>Revision and review activities</p>	<p>SOL</p> <p>Power points for each lesson</p> <p>A wide variety of books to support extra reading</p> <p>Websites</p>	<p>Knowledge/Understanding: Plato, Aristotle, Soul, Mind and Body, Arguments for the existence of God, Problem of Evil</p> <p>Skills: Knowledge Expression Application Evaluation</p>	<p>Guided reading tasks</p> <p>Independent study reading tasks</p> <p>Text book support from OCR</p> <p>Extracts taken directly from philosophical texts</p>

Spring 1	<p>Arguments based on observation – Teleological and Cosmological arguments</p> <p>Arguments based on reason – The Ontological argument</p>	<p>Students complete essay/exam question <u>'There is no design in the universe.'</u> Discuss</p> <p>Students complete essay/exam question <u>'To what extent does St Anselm's argument prove the necessary existence of God?'</u></p>	<p>Wider reading</p> <p>Revision and review activities</p>	<p>SOL</p> <p>Power points for each lesson</p> <p>A wide variety of books to support extra reading</p> <p>Websites</p>	<p>Knowledge/Understanding: Plato, Aristotle, Soul, Mind and Body, Arguments for the existence of God, Problem of Evil</p> <p>Skills: Knowledge Expression Application Evaluation</p>	<p>Guided reading tasks</p> <p>Independent study reading tasks</p> <p>Text book support from OCR</p> <p>Extracts taken directly from philosophical texts</p>
Spring 2	<p>The Problem of evil – Presentations of the problem of evil, Augustine and Irenaeus' justification for a righteous God</p>	<p>Students complete essay/exam question <u>'There is no satisfactory answer to the problem of evil.'</u> Discuss</p>	<p>Wider reading</p> <p>Revision and review activities</p>	<p>SOL</p> <p>Power points for each lesson</p> <p>A wide variety of books to support extra reading</p> <p>Websites</p>	<p>Knowledge/Understanding: Plato, Aristotle, Soul, Mind and Body, Arguments for the existence of God, Problem of Evil</p> <p>Skills: Knowledge Expression Application Evaluation</p>	<p>Guided reading tasks</p> <p>Independent study reading tasks</p> <p>Text book support from OCR</p> <p>Extracts taken directly from philosophical texts</p>
Summer 1	<p>Augustine's Teaching on Human Nature – Human relationships pre and post-fall, Original Sin, God's grace</p> <p>Death and the Afterlife – Christian Teaching on heaven, hell, purgatory and election</p> <p>Knowledge of God's existence – Natural and revealed knowledge</p>	<p>Students complete essay/exam question <u>'Assess the view that Augustine's teaching on human nature is too pessimistic.'</u> Discuss</p> <p>Students complete essay/exam question <u>'Without the reward of heaven Christians would not behave well.'</u> Discuss</p>	<p>Wider reading</p> <p>Revision and review activities</p>	<p>SOL</p> <p>Power points for each lesson</p> <p>A wide variety of books to support extra reading</p> <p>Websites</p>	<p>Knowledge/Understanding: Plato, Aristotle, Soul, Mind and Body, Arguments for the existence of God, Problem of Evil</p> <p>Skills: Knowledge Expression Application Evaluation</p>	<p>Guided reading tasks</p> <p>Independent study reading tasks</p> <p>Text book support from OCR</p> <p>Extracts taken directly from philosophical texts</p>

Summer 2	<p>The Person of Jesus Christ – Authority as the Son of God, authority as a teacher of wisdom, authority as a liberator</p> <p>Christian Moral Principles – The diversity of Christian moral reasoning and practices and sources of ethics, including, the bible</p> <p>Christian Moral action – Bonhoeffer on duty to state and duty to God</p>	<p>Students complete essay/exam question '<u>Jesus' role was just to liberate the poor and weak against oppression.</u>'</p> <p><u>Discuss</u></p>	<p>Wider reading</p> <p>Revision and review activities</p>	<p>SOL</p> <p>Power points for each lesson</p> <p>A wide variety of books to support extra reading</p> <p>Websites</p>	<p>Knowledge/Understanding: Plato, Aristotle, Soul, Mind and Body, Arguments for the existence of God, Problem of Evil</p> <p>Skills: Knowledge Expression Application Evaluation</p>	<p>Guided reading tasks</p> <p>Independent study reading tasks</p> <p>Text book support from OCR</p> <p>Extracts taken directly from philosophical texts</p>
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