

# CURRICULUM ROAD MAP

Subject Philosophy and Politics

Year / KS

Year 8



## INTENT

Philosophy and Politics within the creative curriculum plan is ambitious in its aims and goals. There exists a lack of oracy and articulation skills throughout the school which has been identified as a focus within the school improvement plan. Coupled with this work, the Philosophy and Politics curriculum hopes to provide students with the necessary skills and confidence with which to debate and discuss complex concepts and theories. To this end, the two hour workshops will be split into: the first hour; which will establish the knowledge about each topic, and the second hour; which will give students the opportunity to debate and discuss their findings in a structured and rigorous way. This will involve the use of whole-school oracy resources and aids to best develop articulate and confident young people.

I have decided to split Philosophy and Politics up into an equal six week weighting of teaching time. The intent behind this is twofold. Firstly, although Philosophy and Politics have very clear overlap, both subjects are distinct disciplines within their own right. It seems intuitive to recognise this difference. Secondly, Philosophy and Politics have strong links with GCSE RPE and GCSE History, respectively. Keeping this separation within the planning allows for greater pooling of resources and discussions collaboratively within the Humanities department. The separation between the two subjects is also much more student friendly as it has a more coherent structure conducive to maximise student understanding.

The rationale behind this plan is to provide learners with a clear and balanced view of Philosophy and Politics and their significance within contemporary society. In addition, there exists an obvious link between Politics in this context and GCSE History, ditto with Philosophy and GCSE RPE. This is as much about building skills as it is about preparing those that wish to pick GCSE History and/ or GCSE RPE and providing them with some important contextual knowledge which will aid their learning experience at KS4.

Assessment will take place in both formative and summative form. At the end of each six week block (one for Philosophy and one for Politics) there will be a summative assessment. For Politics, this will use the GCSE History 12 mark question stem. Similarly for Philosophy, this will use the GCSE RPE 15 mark question stem. A grade will also be given for participation within discussions and debates. Indicative content on this to follow.

## IMPLEMENTATION

**IMPACT** - See Key Learning Indicators

Students will gain a foundational understanding of Philosophy and Politics. This will enable students to develop cultural capital which has been identified as being lacking throughout the school. The topics we will cover enable students to gain a better understanding of the world around them, while also nurturing a love of questioning and debate.

Topics we will cover in **Politics** include:

- Introduction to Democracy
- Voting and Elections
- Political Parties
- The Prime Minister
- The Role of the Media

Topics we will cover in **Philosophy** include:

- Origin of the Universe: Christian Account
- Origin of the Universe: Scientific Account
- Origin of the Universe: Alternative Theories
- Theories on the End of the Universe
- The Big Debate

During this key stage the following aims will be met:

- A better understanding of current affairs
- A well-rounded and balanced knowledge of Politics and Philosophy
- A powerful oracy-based skill set
- An ability to reflect on and develop opinions
- Presentation skills
- Confidence in speaking and more generally
- Well-rounded, holistic individuals
- A head start with GCSE History and GCSE RPE content and skills

Students will be assessed throughout the year against the Key Learning Indicators

1	2	3	4	5	6	7	8	9
KLI1 - Political Knowledge	KLI2 - Philosophical Knowledge	KLI3 - Ethical Development	KLI4 - Similarity and Difference	KLI5 - Quality Communication	KLI6 - Academic Rigour	KLI7 - Critical Thinking	KLI8 - Written Communication	KLI9 - Making Judgements

1. **Political Knowledge** - How you apply knowledge to show your understanding of key political events and features. **KLI1**
2. **Philosophical Knowledge** - Students will develop their religious and philosophical knowledge in relation to a variety of topics **KLI2**
3. **Ethical Development** - We aim to teach students to discover and understand their own worldview in relation to matters of ethics. **KLI3**
4. **Similarity and Difference** - Learning about the similarities and differences across political features **KLI4**
5. **Quality communication**- Appropriate communication techniques are used to communicate design thinking clearly and effectively. **KLI5**
6. **Academic Rigour** - Our aim is to teach the skills necessary for students to make a critical evaluation of the truth claims made by faiths and philosophies **KLI6**
7. **Critical Thinking** - Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification **KLI7**
8. **Written Communication** - We aim to develop in students the skills necessary to demonstrate their knowledge and understanding confidently in formal writing. **KLI8**
9. **Making Judgements** - How you arrive at balanced and well supported views of opinions **KLI9**

**English:**

**Reading**

Students will read a variety of challenging ideas and views. Students will cover a range of sources in their enquires.

**Writing**

Students will learn to construct well-balanced and structured arguments dealing with complex topics. Students will also learn to write persuasively.

**Grammar and vocabulary**

Students will develop grammatical experience with the chance to correct grammar and spelling errors if appropriate.

**Spoken English**

Students will develop powerful oracy skills, learning debating and articulation skills. Students will learn how to listen actively and carefully. This makes up a large part of the course.

## CONTENT MAP

Topics covered throughout the term



<b>Autumn Term</b>	Philosophy and Politics - Group 1	
<b>Spring Term</b>	Philosophy and Politics - Group 2	
<b>Summer Term</b>	Philosophy and Politics - Group 3	

KEY LEARNING INDICATORS			YEAR 8 SUCCESS CRITERIA
1	<b>Political Knowledge</b>		You apply knowledge in your answers which has some links to the key question.
			You apply accurate and reasoned knowledge in your answers, with links to the key question
			You apply accurate, detailed, reasoned knowledge in your answers linked specifically to the key question.
2	<b>Philosophical Knowledge</b>		I can identify minimal religious knowledge. I can give an answer to a philosophical question but this will only be my opinion.
			I can correctly use religious knowledge in my answers. I can give my opinion on a philosophical question and offer an alternative answer.
			I can confidently use religious knowledge in my answers. I can evaluate a variety of ideas about a philosophical question and assess which is most likely.
3	<b>Ethical Development</b>		I can sometimes correctly identify what is right and wrong. I can sometimes see that something isn't always right or wrong.
			I can correctly identify if something is right or wrong, and when it is unclear. I can look at a variety of issues and suggest and justify what a person should do.
			I can confidently identify if something is right or wrong, and when it is unclear. I can suggest what a person should do in a situation, and explain why someone else may disagree.

4	<b>Similarity and Difference</b>	You begin to identify similarities or differences
		You identify and describe similarities or differences
		You explain one or more than one similarity or difference
5	<b>Quality communication</b>	I can communicate to a reasonable level
		I can communicate to a good level, starting to use counter examples
		I can communicate to an excellent level, using a full array of counter examples, evidence and devil's advocate statements
6	<b>Academic Rigour</b>	I try to justify my answer in response to a religious or non-religious belief.
		I can explain why a religious person may have certain beliefs and why a non-religious person may have a different belief.
		I can assess the beliefs of religious and non-religious people, I can justify their views and explain why someone would not agree with them.
7	<b>Critical Thinking</b>	Students can reflect on their working and evaluate their work against criteria.
		Clear informed and detailed improvements are identified with regards to their outcome.
		Students are able to think critically about difficult concepts
8	<b>Witten Communication</b>	My written work is limited and I don't structure my work.
		I use PEEL paragraphs but sometimes my evidence or explanation is a bit weak.
		I confidently use PEEL paragraphs and then I offer a counter argument to develop my work.
9	<b>Making Judgements</b>	You begin to make some judgements about opinions
		You make reasoned judgements about opinions
		You make well-reasoned and balanced judgements about opinions

WEEK	TOPIC	OBJECTIVES	CONTENT - all lessons include at least 30 minutes of debate	ASSESSMENT/HOMEWORK
1	Introduction to Democracy	<ul style="list-style-type: none"> <li>• <u>Developing</u>: To outline how democracy works</li> <li>• <u>Secure</u>: To explain how democracy works</li> <li>• <u>Extending</u>: To assess the strengths and weaknesses of democracy</li> </ul>	<p><b><u>Do Now Task:</u></b> What is Democracy?</p> <p><b><u>Teacher-led:</u></b> Explanation of Democracy and context</p> <p><b><u>Main Task</u></b> Information sheet - read the examples answer the questions.</p>	
2	Voting and Elections	<ul style="list-style-type: none"> <li>• <u>Developing</u>: To outline the different voting systems</li> <li>• <u>Secure</u>: To explain the difference between the two</li> <li>• <u>Extending</u>: To assess the strengths and weaknesses of the different voting systems</li> </ul>	<p><b><u>Do Now Task:</u></b> Recall and retrieval</p> <p><b><u>Teacher-led:</u></b> Explanation of voting systems and key differences</p> <p><b><u>Main Task</u></b> Comparison of voting systems, looking at 2019 election results</p>	
3	Political Parties	<ul style="list-style-type: none"> <li>• <u>Developing</u>: To outline how political parties work</li> <li>• <u>Secure</u>: To outline different political parties and their main features</li> <li>• <u>Extending</u>: To assess the strengths and weaknesses</li> </ul>	<p><b><u>Do Now Task:</u></b> Recall and retrieval</p> <p><b><u>Teacher-led:</u></b> What is a political party and the political spectrum</p> <p><b><u>Main Task:</u></b></p>	

		of different political parties	Design and debate own political party	
4	The Prime Minister	<ul style="list-style-type: none"> <li>• <b>Developing:</b> To outline the role of the Prime Minister</li> <li>• <b>Secure:</b> To explain the role of the Prime Minister and Cabinet</li> <li>• <b>Extending:</b> To assess how powerful the Prime Minister is in the UK political system</li> </ul>	<p><b>Do Now Task:</b> Quiz so far testing knowledge</p> <p><b>Teacher-led:</b> Explanation of the Prime Minister's role and the Cabinet</p> <p><b>Main Task:</b> Information sheet - read the examples answer the questions.</p>	FORMATIVE: testing knowledge so far
5	The Role of the Media	<ul style="list-style-type: none"> <li>• <b>Developing:</b> To outline how social media can be dangerous</li> <li>• <b>Secure:</b> To explain how social media can be dangerous and influence elections</li> <li>• <b>Extending:</b> To assess the extent to which social media can be dangerous and influence elections</li> </ul>	<p><b>Do Now Task:</b> List as many media outlets that you can</p> <p><b>Teacher-led:</b> Explanation of Facebook scandal</p> <p><b>Main Task:</b> Complete letter to MP about Facebook scandal and debate</p>	HOMEWORK: Revise for test
6	Assessment: Politics	<ul style="list-style-type: none"> <li>• To complete an assessment which involves knowledge questions and history-based extended writing questions (4 and 8 marks)</li> </ul>	<p><b>End of Topic Assessment 1</b> <b>Assessment testing KLI's: 1, 4, 8 - History</b></p>	SUMMATIVE: Main formal assessment on topic
7	Origins of the Universe: Christian Account	<ul style="list-style-type: none"> <li>• <b>Developing:</b> To outline the Christian creation account</li> </ul>	<p><b>Do Now Task:</b> What is Philosophy? Discuss</p>	

		<ul style="list-style-type: none"> <li>• <u>Secure</u>: To explain how the Christian creation account works</li> <li>• <u>Extending</u>: To assess the strengths and weaknesses of the Christian creation account</li> </ul>	<p><b><u>Teacher-led:</u></b> Introduction to Christian creation account and theories of ontology</p> <p><b><u>Main Task:</u></b> Storyboard of the creation account and debate</p>	
8	Origin of the Universe: Scientific Account	<ul style="list-style-type: none"> <li>• <u>Developing</u>: To outline the scientific account</li> <li>• <u>Secure</u>: To explain how the scientific account works</li> <li>• <u>Extending</u>: To assess the strengths and weaknesses of the scientific account</li> </ul>	<p><b><u>Do Now Task:</u></b> Quiz based on prior learning</p> <p><b><u>Teacher-led:</u></b> Introduction to Big Bang Theory and Q&amp;A</p> <p><b><u>Main Task:</u></b> Information sheet and debate</p>	
9	Origin of the Universe: Alternative Theories	<ul style="list-style-type: none"> <li>• <u>Developing</u>: To outline alternate theories on the creation of the universe</li> <li>• <u>Secure</u>: To explain alternate theories on the creation of the universe</li> <li>• <u>Extending</u>: To assess the strengths and weaknesses of alternate theories on</li> </ul>	<p><b><u>Do Now Task:</u></b> Introduction to the multi-verse theory</p> <p><b><u>Teacher-led:</u></b> Multi-verse theory explanation and Q&amp;A</p> <p><b><u>Main Task:</u></b> PEEL paragraph comparing theories so far and debate</p>	



		the creation of the universe		
10	Theories on the End of the Universe	<ul style="list-style-type: none"> <li>• <b>Developing:</b> To outline theories about the end of the universe</li> <li>• <b>Secure:</b> To explain theories about the end of the universe</li> <li>• <b>Extending:</b> To assess the strengths and weaknesses of theories about the end of the universe</li> </ul>	<p><b>Do Now Task:</b> How do you think the world will end?</p> <p><b>Teacher-led:</b> Explanation of the Big Crunch and Big Freeze theories</p> <p><b>Main Task:</b> Information sheet and debate</p>	FORMATIVE: Testing knowledge so far
11	The BIG Debate	<ul style="list-style-type: none"> <li>• <b>Developing:</b> To identify debating techniques in a discussion</li> <li>• <b>Secure:</b> To incorporate debating techniques in a discussion</li> <li>• <b>Extending:</b> To accurately use a variety of debating techniques in a discussion</li> </ul>	<p><b>Do Now Task:</b> Summing up what we have learned so far</p> <p><b>Teacher-led:</b> Explanation of how debate will work and setting the rules</p> <p><b>Main Task:</b> BIG debate for considerable time</p>	HOMEWORK: Revise for test
12	Assessment: Philosophy	<ul style="list-style-type: none"> <li>• To complete an assessment which involves knowledge questions and a</li> </ul>	<p><b>End of Topic Assessment 2</b> <b>Assessment testing KLI's: 2, 6, 8 and 9 - RE</b></p>	SUMMATIVE: Main formal assessment on topic

		RE-based extended writing question (15 marks)		
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## Assessment feedback grid focusing on the Key Learning Indicators

All criteria in the central column must be met for a student to be making expected progress in these skills. What will the learning look like?



Learning Indicator Ref	Learning Indicator Description	Working Towards Access Supported	Working At Consistent Secure	Working Beyond Mastery Independence
1. <b>Political Knowledge</b>	<b>Political Knowledge</b> - How you apply knowledge to show your understanding of key political events and features.. <b>KLI1</b>	You apply knowledge in your answers which has some links to the key question.	You apply accurate and reasoned knowledge in your answers, with links to the key question	You apply accurate, detailed, reasoned knowledge in your answers linked specifically to the key question.
2. <b>Philosophical Knowledge</b>	<b>Philosophical Knowledge</b> - Students will develop their religious and philosophical knowledge in relation to a variety of topics <b>KLI2</b>	I can identify minimal religious knowledge. I can give an answer to a philosophical question but this will only be my opinion.	I can correctly use religious knowledge in my answers. I can give my opinion on a philosophical question and offer an alternative answer.	I can confidently use religious knowledge in my answers. I can evaluate a variety of ideas about a philosophical question and assess which is most likely.
3. <b>Ethical Development</b>	<b>Ethical Development</b> - We aim to teach students to discover and understand their own worldview in relation to matters of ethics. <b>KLI3</b>	I can sometimes correctly identify what is right and wrong. I can sometimes see that something isn't always right or wrong.	I can correctly identify if something is right or wrong, and when it is unclear. I can look at a variety of issues and suggest and justify what a person should do.	I can confidently identify if something is right or wrong, and when it is unclear. I can suggest what a person should do in a situation, and explain why someone else may disagree.
4. <b>Similarity and Difference</b>	<b>Similarity and Difference</b> - Learning about the similarities and differences across political features. <b>KLI4</b>	You begin to identify similarities or differences across political features	You identify and describe similarities or differences across political features	You explain one or more than one similarity or difference across political features
5. <b>Quality communication</b>	<b>Quality communication</b> - Appropriate communication techniques are used to communicate design thinking clearly and effectively. <b>KLI5</b>	I can communicate to a reasonable level	I can communicate to a good level, starting to use counter examples	I can communicate to an excellent level, using a full array of counter examples, evidence and devil's advocate statements

<b>6. Academic Rigour</b>	<b>Academic Rigour</b> - Our aim is to teach the skills necessary for students to make a critical evaluation of the truth claims made by faiths and philosophies <b>KLI6</b>	I try to justify my answer in response to a religious or non-religious belief.	I can explain why a religious person may have certain beliefs and why a non-religious person may have a different belief.	I can assess the beliefs of religious and non-religious people, I can justify their views and explain why someone would not agree with them.
<b>7. Critical Thinking</b>	<b>Critical Thinking</b> - Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification <b>KLI7</b>	Students can reflect on their working and evaluate their work against criteria.	Clear informed and detailed improvements are identified with regards to their outcome.	Students are able to think critically about difficult concepts
<b>8. Written Communication</b>	<b>Written Communication</b> - We aim to develop in students the skills necessary to demonstrate their knowledge and understanding confidently in formal writing. <b>KLI8</b>	My written work is limited and I don't structure my work.	I use PEEL paragraphs but sometimes my evidence or explanation is a bit weak.	I confidently use PEEL paragraphs and then I offer a counter argument to develop my work.
<b>9. Making Judgements</b>	<b>Making Judgements</b> - How you arrive at balanced and well supported views of opinions <b>KLI9</b>	You begin to make some judgements about opinions	You make reasoned judgements about opinions	You make well-reasoned and balanced judgements about opinions

### Assessment Map Overview

Learning Indicator Ref	Learning Indicator Description- All KLI's are covered 3-4 times over the period of a year.	When	Format
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<p>KLI 1 KLI 4 KLI 8</p>	<p><b>Political Knowledge</b> - How you apply knowledge to show your understanding of key political events and features <b>KLI1</b></p> <p><b>Similarity and Difference</b>- Learning about the importance of people, events and changes across different historical periods. <b>KLI4</b></p> <p><b>Written Communication</b> - We aim to develop in students the skills necessary to demonstrate their knowledge and understanding confidently in formal writing. <b>KLI8</b></p>	<p>End of Assessment 1: Politics</p>	<p>Summative Assessment - Knowledge questions and 4 mark and 8 mark question</p>
<p>KLI 2 KLI 6 KLI 8</p>	<p><b>Philosophical Knowledge</b> - Students will develop their religious and philosophical knowledge in relation to a variety of topics <b>KLI2</b></p> <p><b>Academic Rigour</b> - Our aim is to teach the skills necessary for students to make a critical evaluation of the truth claims made by faiths and philosophies <b>KLI6</b></p> <p><b>Written Communication</b> - We aim to develop in students the skills necessary to demonstrate their knowledge and understanding confidently in formal writing. <b>KLI8</b></p>	<p>End of Assessment 2: Philosophy</p>	<p>Summative Assessment - Knowledge questions and 15 mark question</p>
<p>KLI 3 KLI 5 KLI 7 KLI 9</p>	<p><b>Ethical Development</b> - We aim to teach students to discover and understand their own worldview in relation to matters of ethics. <b>KLI3</b></p> <p><b>Quality communication</b>- Appropriate communication techniques are used to communicate design thinking clearly and effectively. <b>KLI5</b></p> <p><b>Critical Thinking</b> - Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification <b>KLI7</b></p> <p><b>Making Judgements</b> - How you arrive at balanced and well supported views of opinions <b>KLI9</b></p>	<p>Throughout the 12-week course</p>	<p>Formative Assessment – assessing student discussion and critical thinking abilities</p>