

LONG TERM PLANS

Year Overview (Philosophy of Religion – Year group: 12)

Humanities Faculty	
YEAR 12 Philosophy of Religion	
Autumn term	
Half term 1	Half term 2
<p>Plato: the Analogy of the Cave & the concept of the Forms</p> <p>Aims: To identify what the 'Forms' are according to Plato using the 'analogy of the Cave'. To explore the 'Forms' and the Phenomena and the relation of the 'Form of the Good' and to other 'Forms'.</p> <p>Key Assessment Activity:</p> <p>Written assessment: Based on two questions from a past paper. Questions include; “Explain Plato’s analogy of the cave” (25 marks) and “Plato doesn’t value experience”. Discuss (10 marks)</p>	<p>Aristotle: ideas about cause and purpose in relation to God</p> <p>Aims: To identify what the role of the Four Causes are and understand how they relate to purpose and cause. To identify and explore Aristotle’s ideas of the ‘Prime Mover’ and the soul.</p> <p>Key Assessment Activity:</p> <p>Written assessment: Students will put together a presentation or something similar based on the ‘Four causes’ and the ‘Prime Mover’ in relation to a 25 and 10 mark question</p>
Spring term	
Half term 1	Half term 2
<p>Judaeo-Christian influences on philosophy of religion: God as creator and the Goodness of God module</p> <p>Aims: To identify and explore what the Judaeo-Christian beliefs are on ‘God as creator’ using Biblical, Torah scripture (including philosophical ideas) and the commentaries made from Theologians and teachers of the Torah (Jewish faith)</p> <p>To identify and explore various ideas of the ‘Goodness of God’ using Biblical and Torah scripture (including philosophical ideas) and the commentaries made from Theologians and teachers of the Torah (Jewish faith)</p> <p>Key Assessment Activity:</p> <p>Written assessment: Students will answer two different questions from a past paper. Both are 25 and 10 mark questions specific to the topics. Questions include; “How do the writers of the bible explain the concept of God as Creator?” (25 mark) & “Assess the claim that God created humanity for a purpose”. Discuss (10 mark)</p>	<p>Traditional arguments for the existence of God</p> <p>Aims: To familiarise students to four traditional arguments for the existence of God including the various challenges from the likes of Mill, Darwin and Freud. The arguments are: ‘The Cosmological argument’ based on Aquinas’ ‘First Cause’ argument, ‘the Design Argument’ based on Paley’s “Qua Purpose” and Aquinas’ “Qua Regularity” arguments. The Third argument is the ‘Ontological argument’ based on Anselm’s argument for the existence of God using reason alone. This is known as an argument that does not use experience or examples from the outside world, but is purely based on logic. The last argument is ‘the Moral argument’ based on Kant’s argument that postulates the existence of God using the idea of duty and the ‘Summum Bonum’</p> <p>Key Assessment Activity (Mock exam): Students will be given a mock exam based on four 25 and four 10 mark questions. They choose two to complete based on what they have covered so far.</p>

Summer term

Half term 1

The problem of evil

Aim: To identify the classic 'Problems of Evil' with an emphasis on the 'Theodices' of Augustine and Irenaeus

To identify and compare 'moral' evil and 'natural' evil

To identify and explain the ideas of 'free will' and the origins of evil.

Key Assessment Activity:

Writing assessment: Students will complete a 25 mark and 10 mark question based on what they have studied in this topic. Questions include; **"Explain Irenaeus theodicy" (25 mark)** & **"There is too much evil in the world to believe the argument in the theodicies" Discuss . (10 mark)**

Half term 2

Religion and science

Aim: To identify and explain the philosophical and scientific views on the creation of the universe

To identify and explain Darwinism and Creationism are in relation to the origins of humanity and the universe. To be able to critique these ideas presented by both Evolution, the intelligent design and Creationism

To identify what the religious responses are to challenges posed by scientific views

Key Assessment Activity:

Students will complete a 25 and 10 mark question based on what they have studied in this topic. Questions include **"Explain Darwinism and the evolutionary theory" (25 mark)** & **"The universe is too complex for evolutionary theory to explain it". Discuss (10 mark)**