



Curriculum Map For Philosophy & Ethics Year 9

YEAR 9	Autumn 1	Autumn 2
Topics	<p style="text-align: center;">Speaking Out</p> <ul style="list-style-type: none"> • Pentecost • Case Studies Of Activists In The World, Past & Present • Injustice & How It Is Challenged 	<p style="text-align: center;">Philosophy of Religion</p> <ul style="list-style-type: none"> • Challenging The Existence Of God • Different Views Of The Afterlife • Design & Cosmological Argument • Theory Of Evolution
Substantive Knowledge – Knowledge Taught About Various Religious & Non-Religious Traditions	<ul style="list-style-type: none"> • Different injustices in the world. • Historical and present-day examples of injustice being challenged. 	<ul style="list-style-type: none"> • Scientific Theory of Evolution. • Religious practices based around the afterlife.
Personal Knowledge: Themes Covered So Students Are Able To Develop Their Own Thoughts & Understanding Building On Prior Awareness	<ul style="list-style-type: none"> • Current injustices and how it is challenged around the world. • How some may see something as an injustice, yet others do not. 	<ul style="list-style-type: none"> • Theodicies supporting the existence of God. • The nature of God (omniscient, omnipotent, omnibenevolent, omnipresent). • Beliefs of the afterlife.
Skills	<ul style="list-style-type: none"> • Critically Thinking • Challenging Religious Ideas • Presenting Skills • Debating Skills • Writing Long Responses to Statements • Applying Evidence and Sources of Wisdom to Support Arguments • Public Speaking (assessment) 	<ul style="list-style-type: none"> • Critically Thinking • Challenging Religious Ideas • Presenting Skills • Debating Skills • Writing Long Responses to Statements • Applying Evidence and Sources of Wisdom to Support Arguments
Links To Prior Learning	<ul style="list-style-type: none"> • Ethics topic in Year 8 	<ul style="list-style-type: none"> • Christian beliefs about God – Autumn 1 and 2 in Year 8
Literacy/ Numeracy	<ul style="list-style-type: none"> • Key Words • Essay Structure • Writing a Speech • Oracy - Discussion and Public Speaking 	<ul style="list-style-type: none"> • Key Words • Essay Structure • Oracy - Discussion
Cross Curricular	<ul style="list-style-type: none"> • PSHE • Form Time – News and Discussion 	<ul style="list-style-type: none"> • Science – Theory of Evolution and The Big Bang
Assessment	<ul style="list-style-type: none"> • To design a speech on injustice students are passionate about in the world today. 	<ul style="list-style-type: none"> • Statement for students to discuss 'Nothing happens after we die; we just stop existing.'

YEAR 9	Spring 1	Spring 2
Topics	<p style="text-align: center;">Evil & Suffering</p> <ul style="list-style-type: none"> • Natural & Moral Evil • Challenging The Existence Of God Using Evil In The World • Theodicies To Support The Existence of God (Augustine, Ireanaeus and Hicks) • Case Studies Of Evil (Racism & The Holocaust) 	<p style="text-align: center;">Religion & Science</p> <ul style="list-style-type: none"> • Abortion • Euthanasia • Animal Rights • Artificial Intelligence
Substantive Knowledge – Knowledge Taught About Various Religious & Non-Religious Traditions	<ul style="list-style-type: none"> • Case studies of evil in the world. • How and why, they are evil. • How they have been responded to. 	<ul style="list-style-type: none"> • Treatment of animals (food, entertainment, testing etc). • Technological advances pushing towards superintelligence. • Laws on abortion and euthanasia.
Personal Knowledge: Themes Covered So Students Are Able To Develop Their Own Thoughts & Understanding Building On Prior Awareness	<ul style="list-style-type: none"> • Theodicies supporting the existence of God. • What is right and wrong and why. 	<ul style="list-style-type: none"> • Ethical and religious views on abortion, euthanasia, artificial intelligence and animal rights. • Christian beliefs on the sanctity of life.
Skills	<ul style="list-style-type: none"> • Critically Thinking • Challenging Religious Ideas • Presenting Skills • Debating Skills • Writing Long Responses To Statements • Applying Evidence and Sources of Wisdom to Support Arguments 	<ul style="list-style-type: none"> • Critically Thinking • Challenging Religious Ideas • Presenting Skills • Debating Skills • Writing Long Responses to Statements • Applying Evidence and Sources of Wisdom to Support Arguments
Links To Prior Learning	<ul style="list-style-type: none"> • 'Speaking Out' Topic 	'Speaking Out' Topic in Autumn 1 and Christianity Topic in Year 8
Literacy/ Numeracy	<ul style="list-style-type: none"> • Key Words • Essay Structure • Oracy - Discussion 	<ul style="list-style-type: none"> • Key Words • Essay Structure • Oracy - Discussion
Cross Curricular	<ul style="list-style-type: none"> • Form Time – Looking At The News 	<ul style="list-style-type: none"> • Science and Technology • PSHE • Form Time – Looking At The News
Assessment	<ul style="list-style-type: none"> • Statement to discuss • 'An omnipotent and omnibenevolent God would not allow evil to exist.' 	<ul style="list-style-type: none"> • None

YEAR 9	Summer 1	Summer 2
Topics	<p style="text-align: center;">Human Rights</p> <ul style="list-style-type: none"> • Human Rights Violations • Extremism • Genocide • Sexism • Racism • Prisoners – Rights & Capital Punishment 	<p style="text-align: center;">War, Peace & Justice</p> <ul style="list-style-type: none"> • Just War Theory • Extremism • Jihad • Nuclear War
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Human Rights articles. • Historical examples of extremism, genocide and sexism. • Prisoners and their rights. • Capital punishment. 	<ul style="list-style-type: none"> • Historical and contemporary causes of war. • Radicalism and extremism. • The criminal justice system and criminal punishment.
Disciplinary Knowledge – Themes Covered So Students Are Able To Develop Their Own Thoughts & Understanding Building On Prior Awareness	<ul style="list-style-type: none"> • Personal opinions on who deserves human rights – should prisoners? • Christian belief on the sanctity of life. • Development of critical thinking and using sources to support arguments. 	<ul style="list-style-type: none"> • Personal opinions about war and peace. • Nuclear disarmament campaign and arguments. • Development of critical thinking and using sources to support arguments.
Skills	<ul style="list-style-type: none"> • Critical Thinking • Challenging Religious Ideas • Presenting Skills • Debating Skills • Writing Long Responses to Statements • Applying Evidence and Sources of Wisdom to Support Arguments 	<ul style="list-style-type: none"> • Critical Thinking • Challenging Religious Ideas • Presenting Skills • Debating Skills • Writing Long Responses to Statements • Applying Evidence and Sources of Wisdom to Support Arguments
Links To Prior Learning	<ul style="list-style-type: none"> • Speaking Out Topic • Christianity and The Sanctity of Life From Year 8 	<ul style="list-style-type: none"> • Islam • Christianity • Human Rights • Ethics – Nuclear Bomb Scenario
Literacy/ Numeracy	<ul style="list-style-type: none"> • Key Words • Essay Structure • Oracy - Discussion 	<ul style="list-style-type: none"> • Key Words • Essay Structure • Oracy - Discussion
Cross Curricular	<ul style="list-style-type: none"> • PSHE - topics covered in different year groups • Assemblies • Debates in Debate Club 	<ul style="list-style-type: none"> • PSHE – topics covered in different year groups
Assessment	<ul style="list-style-type: none"> • 15-mark question using GCSE structure and allowing students to develop extended answers and essay style. 	<ul style="list-style-type: none"> • None