KS5 Philosophy AQA

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y12	***Teacher 1*** P1 - Utilitarianism P1 - Kant ***Teacher 2*** P1 – What is knowledge? Teacher 1 begins with the simplest and most engaging question of moral philosophy: how we should behave morally? Teacher 1 starts by exploring the theories of normative ethics	***Teacher 1*** P1- Virtue Ethics ***Teacher 2*** P1 – Perception as a source of knowledge Teacher 1 introduces a third topic from normative ethics (Aristotle's virtue ethics) which provides an interesting contrast to the two previous act-centred theories of moral philosophy (utilitarianism and	***Teacher 1*** P1- Meta-ethics ***Teacher 2*** P1 – Reason as a source of knowledge Teacher 1 begins with metaethics which is a wholly different and unfamiliar approach to ethics. Students are now better prepared for a challenging topic as they	***Year 2 Content*** ***Teacher 1*** P2 – Concept of Mind P2- Substance dualism ***Teacher 2*** P1 – Scepticism P2- Concept of God P2- Teleological argument Towards the end of term teachers will introduce students to some of the Year 2 content.	AP1 ***Teacher 1*** P2 – Physicalism P2- Mind Brain Identity Theory P2- Behaviourism ***Teacher 2*** P2- Cosmological argument P2- Ontological argument Both teachers continue with theories of mind and	***Teacher 1*** P2 – Revision of mind theories ***Teacher 2*** P2- Revision of God arguments The course is filled with large amounts of content this final "free" half term acts as a buffer as content always over

	of Immanuael Kant and Jeremy Bentham, inviting students to investigate the key differences in their approaches to the question of what makes an action morally right or wrong. Both theories are act-centred theories of ethics, whereas Aristotle's virtue ethics- which follows these- is an agent-centred theory. As such, it is appropriate to address these two theories first as they provide the best point for comparison and contrast to start. Teacher 2 starts with the broadest question in epistemology- the foundational question of what knowledge is- before proceeding on to specific theories. Starting with the wider questions helps students develop a schema for subsequent learning, and to have a clearer understanding of how to approach philosophical questions by investigating different arguments, alongside counterexamples and key criticisms. The modules above, for both papers, are foundational to the rest of the course.	deontology). Case studies and debate questions relating to real world examples help students to understand the complexities of the topic of ethics, and to compare and contrast all three approaches. Teacher 2 moves away from the global question of 'what is knowledge?' to specific instances of knowing. In this instance, through sense perception. Students will consider three theories about the relationship between the perceiver and the world and evaluate them.	have sufficient grounding of how philosophers use of normative ethical claims new such as 'stealing is wrong and Teacher 2 continues to a their understanding diffe theories knowledge to domains of rational in knowledge.	There are importato crossovers with scepticism nce dualism as Rene Des ' ideas are of in different way This allows students the links betwee and develop a synoptic understanding them.	developing for God build the knowledge a questions course. to philosophi throughout	runs and if content is complete this gives an opportunity for revision of Paper 1 & Paper 2 content to be completed – student voice informs which topics teachers go back to and cover in more depth or from a different perspective now that all of Paper 1 & Paper 2 content is complete.

Y13	***Teacher 1*** P2- Functionalism P2- Eliminative Materialism	***Teacher 1*** P2- Property Dualism ***Teacher 2***	Revision Both teachers will go over Year 1 content as this is the	Revision Both teachers will prepare students for exams and focus	Revision	EXAMINATIONS
	Teacher 2 P2 – Problem of Evil Teacher 1 addresses two theories which are outliers in the philosophy of mind and provide an alternative approach to physicalist and dualist theories. Up to this point the debate has been between competing visions of what the mind is made of, whereas functionalism and eliminative materialism both reject the view that the mind is made of anything. Since these are challenging and counterintuitive theories it is appropriate that they should be addressed after grasping the classic debate. Teacher 2 introduces students to a counterweight to the arguments for the existence of God- an argument for why God (which follows the classical definition) cannot exist. This is important to balance the positive with the negative case for God and develop students' understanding of the debate	P2- Religious Language Teacher 1 finishes with property dualism which brings the dualist challenge full circle after addressing physicalist and other approaches. The philosophy of mind course has a narrative coherence and symmetry, beginning historically with Descartes' dualist challenge and finishing with contemporary versions of his arguments. Teacher 2 begins the topic of religious language, which expands students' understanding of the metaphysics of mind by moving away from questions of existence to questions of meaning	least fresh in students' minds. Students will have an opportunity to RAG rate content and do quizzes and other formative assessments to determine where they need to pay more attention in their revision.	on revision strategies, practice questions, and identifying and addressing specific knowledge gaps.		

Subject rationale: Philosophy

Philosophy is a popular A-Level subject at Pimlico Academy and forms a key part of our Social Sciences offer. It challenges students to explore fundamental questions such as: *What makes an action morally right or wrong? What can we know for certain—if anything?* and *Is the mind a physical thing?* In grappling with these deep and complex ideas, students learn to think critically, reason logically, and use imaginative thought experiments to clarify problems and explore possible answers.

Studying philosophy places students within a long-standing tradition of enquiry—engaging with questions that have been debated for thousands of years. It offers them access to some of the best that has been thought and said, encouraging reflection on their own views and assumptions.

In Year 12, students begin with **Epistemology** and **Moral Philosophy**. In Epistemology, they explore the nature and limits of knowledge—investigating how we acquire knowledge through reason and sense experience, and confronting philosophical scepticism. Moral Philosophy introduces students to ethical theories that examine what makes actions right or wrong, as well as *meta-ethics*, which asks what we are doing when we make moral claims and whether such claims can be objectively true.

In Year 13, students build on these foundations by studying the **Metaphysics of God** and the **Metaphysics of Mind**. They engage with classic and contemporary arguments for the existence of God and consider philosophical challenges to religious belief. In the Metaphysics of Mind, students explore the nature of consciousness and personal identity—asking whether the mind is simply the brain, or if it exists as something distinct from the body.

A-Level Philosophy at Pimlico follows the AQA specification, known for its academic rigour and its emphasis on the analysis and evaluation of arguments. The course not only develops subject-specific knowledge but also nurtures essential skills such as open-mindedness, independent thinking, and logical reasoning. These skills are transferable across other disciplines and invaluable in wider life.

Philosophy is both a challenging and deeply rewarding subject. It encourages students to apply philosophical thinking to real-life situations and personal experience, helping them to engage more thoughtfully with the world around them—and with themselves.