



## Epistemology

Year 6 | Summer 2

CURRICULUM SPOTLIGHT: PSHCE | PRE | HISTORY

### ENQUIRY

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Can we be certain of anything?

### OUTCOMES

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- How can thinking about how we think bring meaningful change into the world? Considering the knowledge built up through primary school and what will be done with it – action plan

### VOCABULARY

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a priori, awareness, belief, controversial, empirical, evidence, ijthad, justification, knowledge, mysticism, opinion, pragmatism, proof, rationality, revelation, scepticism, Sunnah, Taqwa, Tawid, theory, truth

### KEY TEXTS

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- Big Ideas for Curious Minds: An Introduction to Philosophy by The School of Life

### BACKGROUND KNOWLEDGE

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- <https://www.britannica.com/topic/epistemology>
- Audi (2010) Epistemology: A Contemporary Introduction to the Theory of Knowledge
- Shultz (2010) The Made-Up Mind
- [https://www.youtube.com/watch?v=r\\_Y3utleTPg](https://www.youtube.com/watch?v=r_Y3utleTPg)
- [Plato's Allegory of the Cave: Life Lessons on How to Think for Yourself. – Mayo Oshin](#)
- [Are we living in a simulation? - Zohreh Davoudi - YouTube](#)

### RESOURCES

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Examples of the philosophical theory in action

## CORE CURRICULUM LEARNING OUTCOMES

English	Mathematics	Physical Education	Art
<p>Spelling: Revision</p> <ul style="list-style-type: none"><li>▪ Hyphens to avoid ambiguity</li><li>▪ Punctuation to create a specific effect</li></ul> <p>Narrative</p>	<ul style="list-style-type: none"><li>▪ Co-ordinates (4 quadrants) – translating shapes</li><li>▪ Draw 2D shapes from angles and properties</li><li>▪ Classify shapes and find unknown angles</li></ul>	<p>Personal</p> <ul style="list-style-type: none"><li>▪ Coordination-sending and receiving</li><li>▪ Agility- ball chasing</li><li>▪ Athletics</li><li>▪ Rounders</li></ul>	<p>Drawing</p> <ul style="list-style-type: none"><li>▪ Adapt drawings according to evaluations and discuss further developments</li></ul> <p>3D</p> <ul style="list-style-type: none"><li>▪ Recognise sculptural forms in the environment and use these as inspiration for their own work</li><li>▪ Demonstrate experience in relief and freestanding work using a range of media</li><li>▪ Independently select sculpture as a method of producing work, if this fits the criteria of the task</li><li>▪ Confidently carve a simple form</li></ul>
PSHCE	History	Spanish	
<ul style="list-style-type: none"><li>▪ Healthy Lifestyles</li></ul>	<ul style="list-style-type: none"><li>▪ History of Philosophy and Islam</li></ul>	<p>En el colegio</p> <ul style="list-style-type: none"><li>▪ Grammar: Nouns, gender, definite articles; Revision of definite article el, la, los and las; Full verb conjugation of the verb IR (to go);</li><li>▪ Phonics: B V CC QU Z; B sound in 'aburrido' &amp; QU sound in 'porque'; stress markers e.g. matemáticas, inglés, fácil;</li><li>▪ Vocabulary: 10 nouns and definite articles for school subjects.</li></ul>	
PRE	Science		
<ul style="list-style-type: none"><li>▪ Epistemology – truth, existence and reality</li><li>▪ Review Islam</li></ul>	<p>ELECTRICITY</p> <ul style="list-style-type: none"><li>▪ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li><li>▪ Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li><li>▪ Use recognised symbols when representing a simple circuit in a diagram.</li></ul>		