



## Philosophy Curriculum for Key Stage 2

Year A (starting Sep 2019)

WB, August 2019

Term and School Value	Key Questions and ideas for activities	Resources
<b>1 - Togetherness</b>	<p><b>What is friendship?</b></p> <p>Why is it important? One reason we choose our friends is because we like doing the same stuff as them, but would it be better to have friends who are different to us we can learn stuff from? Is it possible to become friends with an enemy? Or someone very different like Wilbur (a pig) and Charlotte (a spider).</p> <p><i>You have been my friend. That in itself is a tremendous thing.</i> - Charlotte's Web</p> <p><b>Would you have more friends if you were richer, or if you were poorer? What makes a friend? (Write a definition and /or come up with essential attributes as well as things friends could do and things that completely rule out someone counting as a friend – Must/Could/Must Never)</b></p> <p><b>What is love?</b></p> <p>If everyone loved everyone would the world be a better place? What different kinds of love are there? (I don't, for example, love peanut butter the way I love my sisters, so there must be more than one kind) Obviously. Most people from philosophers to pop stars are fans of love as a positive force in the world - it's good to remember to tell those we love that we love them and why. Ask yourself what you mean when you say you love someone or something and how it</p>	<p><a href="https://www.thephilosophyman.com/wp-content/uploads/2018/04/Christianity-Sharing-the-Harvest.pdf">Sharing the Harvest lesson plan</a> from <a href="https://www.thephilosophyman.com/wp-content/uploads/2018/04/Christianity-Sharing-the-Harvest.pdf">https://www.thephilosophyman.com/wp-content/uploads/2018/04/Christianity-Sharing-the-Harvest.pdf</a></p>

	<p>makes you feel? Would loving your enemy, as hard as that is, make them your friend? If everyone did that, what would happen?</p> <p><b>Play 'love/ like' tennis: One partner says, eg 'I love my dog', the other says, 'I like chips'; keep alternating 'I love' and 'I like' sentences. How many you can think of (no pauses longer than 5 secs). Swap roles.</b></p> <p><b>Collate some of the 'I love..', 'I like...' sentences. Is there agreement about which go with 'love' and which go with 'like'?</b></p> <p><b>Does 'love' always mean the same thing? Use the peanut butter/ sisters example. Draw people who are closest to you and write about why you love them.</b></p> <p>Piglet "how do you spell love?" Pooh: "you don't spell it you feel it."</p> <p style="text-align: right;">- Winnie The Pooh</p> <p><b>When things go wrong, is this always someone's fault? What is 'collective responsibility'?</b></p> <p><b>Stimulus</b></p> <p>Fred and Josie are brother and sister. Their elderly neighbour has had a fall. Mum and dad have taken her to hospital. On the way, they drop Fred and Josie at Grandad's.</p> <p>Grandad isn't happy. The rugby is on. It's England versus Wales and all he wants to do is watch the match on TV.</p> <p>He tells Fred and Josie, "Just go and amuse yourselves in the garden." They go outside and start to play football.</p> <p>Josie is in goal. Fred is being Ronaldo. He takes a run-up and kicks the ball as hard as he can. Just then, Josie's phone rings.</p> <p>Distracted, she looks down at her phone. The ball sails through the goal. It hits</p>	
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	<p>a window. The glass shatters.</p> <p>Grandad comes out of the house. Fred, Josie and Grandad are all staring at the broken window.</p> <p><b>Vote With Your Feet: Whose fault is it that the window is broken?</b></p>	
<p><b>2 - Independence</b></p>	<p><b>How much are we independent of our friends?</b>  Read the story #Goldilocks. Think of 5 things you did over the holiday. How many of them were because you wanted to, and how many did you do in order to get someone else's approval?</p> <p>LKS2 – Write about an activity you did and why you did it.  UKS2 – Discuss and come up with a small set of guidelines for being independent on the internet.</p> <p><b>What's the difference between grown-ups and children?</b></p> <p>Do grown-ups have all the answers? Do kids sometimes know stuff too? Kids are inquisitive, always checking how things work and how they come apart, and kids know how to muck about and be silly, a very important part of life. Some grown-ups forget how to do that. Ask yourself what grown-ups can learn from kids and vice versa.</p> <p><i>All grownups were children first, but few remember it.</i>  - The Little Prince</p> <p><b>How much are we free to do what we want?</b>  Video 3 – 'Privacy' from 'Spot and Stripe' on thephilosophyman.com  <a href="https://www.thephilosophyman.com/free-p4c-resources/ks2#ss">https://www.thephilosophyman.com/free-p4c-resources/ks2#ss</a>  Use Argumentennis to develop this. Then write a balanced argument piece.</p> <p><b>What is so great about the world anyway?</b></p>	<p><a href="#">#Goldilocks story</a></p> <p>Video 3 – 'Privacy' from 'Spot and Stripe' on thephilosophyman.com  <a href="https://www.thephilosophyman.com/free-p4c-resources/ks2#ss">https://www.thephilosophyman.com/free-p4c-resources/ks2#ss</a></p> <p>Use the <a href="#">Argumentennis</a> format for a debate on 'It's better to be a child/ It's better to be an adult'</p> <p><a href="#">Panopticon lesson plan</a> from  <a href="https://www.thephilosophyman.com/wp-content/uploads/2018/04/Behaviour-Panopticon.pdf">https://www.thephilosophyman.com/wp-content/uploads/2018/04/Behaviour-Panopticon.pdf</a></p>

	<p>A good question, and one that can be difficult to answer while we're dashing about everywhere, too busy to just notice lovely stuff. Go outside and ask these questions to help you focus on the beauty of the world and just be present:</p> <p>What can you see in the clouds? (The shape of an elephant? A man with a beard?) How many colours can you see around you? What can you hear close by? What can you hear far away? What can you smell? If you close your eyes, what do you feel on your face and on your hands?</p> <p><i>Those who don't believe in magic will never find it.</i></p> <p style="text-align: right;">- Roald Dahl</p> <p>For this session, book a yoga/ mindfulness instructor to lead part of the session!</p> <p><b>How far should we be allowed privacy in our lives?</b></p>	
<p><b>3 - Ambition</b></p>	<p><b>Is everything connected?</b></p> <p>Thinkers from all ages and countries have discussed the idea that we are all connected and that everything we do affects everything else - what do you think about this? Imagine if you dropped a piece of litter by accident - what might happen to it? What might happen to that piece of litter/what might it become if you recycled it? What might the story of that piece of litter be?</p> <p><i>When we die our bodies become the grass, and the antelopes eat the grass. So we are all connected.</i></p> <p style="text-align: right;">- The Lion King</p>	

	<p><b>Can one person change the world?</b></p> <p>Given the gloominess of the news, you'd be forgiven for thinking that there's not much point in doing anything much, and that anything you do won't make a difference. What about if you just try to make a difference in your tiny bit of the world? There are loads of kids who have done just that and changed laws and lives. Ask yourself what change would you like to see in the world? Then- how can you go about making it happen?</p> <p><i>Unless someone like you, cares a whole awful lot, nothing is going to get better, it's not.</i></p> <p style="text-align: right;">- The Lorax</p> <p><b>What does it mean to be rich?</b></p> <p>Look at a variety of questions about differences between being rich and poor, taken from the <a href="#">YB T3 resource 'Qz Rich and Poor'</a></p>	<p><a href="http://reblaura.files.wordpress.com/2011/10/0000poverty-and-wealth.jpg">http://reblaura.files.wordpress.com/2011/10/0000poverty-and-wealth.jpg</a></p>
<p><b>4 - Respect</b></p>	<p><b>How should we treat animals?</b></p> <p>Is it possible that some animals (dolphins, chimps, birds, dogs etc) have sophisticated languages that we aren't able to interpret YET? (But we might be able to in the future.) Imagine ordering a burger if you could understand what a cow was saying or thinking? Animals might not "think" in the way we do because they experience the world differently, but does this mean they are not equal to us? Is it our responsibility to look after all species as well as our own?</p> <p><i>I do not understand the human race, Has so little love for creatures with a different face, Treating animals like people is no madness or disgrace, I do not understand the human race.</i></p> <p style="text-align: right;">- Dr Doolittle</p>	<p>Videos 1 &amp; 2 from 'Spot and Stripe' on thephilosophyman.com <a href="https://www.thephilosophyman.com/free-p4c-resources/ks2#ss">https://www.thephilosophyman.com/free-p4c-resources/ks2#ss</a></p> <p><a href="https://www.thephilosophyman.com/wp-content/uploads/2018/04/Rivers-The-Water-Catcher.pdf">Water catcher lesson plan</a> from <a href="https://www.thephilosophyman.com/wp-content/uploads/2018/04/Rivers-The-Water-Catcher.pdf">https://www.thephilosophyman.com/wp-content/uploads/2018/04/Rivers-The-Water-Catcher.pdf</a></p>

	<b>(Why) do we have a responsibility to share?</b>	
<b>5 - Excellence</b>	<p><b>Are the best things in life free?</b></p> <p>Things like friends, family and good memories are free but other stuff, like trainers and video games, are quite expensive. Think about the truth of this statement and what great things you can get for free, and what things you can give for free, like your time and your attention. These things are hard to get off people these days.</p> <p><i>The best things in life are free.</i></p> <p style="text-align: right;">- Anon</p> <p><b>What makes a successful (excellent) species?</b></p> <p><b>How much of the meaning of what we say is in the way that we say it?</b> (Precision as a form of excellence)</p>	<p><a href="https://www.thephilosophyman.com/wp-content/uploads/2018/04/Animals-What-makes-a-successful-species.pdf">Evolution lesson plan</a> from <a href="https://www.thephilosophyman.com/wp-content/uploads/2018/04/Animals-What-makes-a-successful-species.pdf">https://www.thephilosophyman.com/wp-content/uploads/2018/04/Animals-What-makes-a-successful-species.pdf</a></p> <p><a href="https://www.thephilosophyman.com/wp-content/uploads/2018/04/Poetry-Ah-hah.pdf">Poetry lesson plan</a> from <a href="https://www.thephilosophyman.com/wp-content/uploads/2018/04/Poetry-Ah-hah.pdf">https://www.thephilosophyman.com/wp-content/uploads/2018/04/Poetry-Ah-hah.pdf</a></p>
<b>6 - Happiness</b>	<p><b>Can kindness change the world?</b></p> <p>Karma is the idea, put very simply, that if you act well, things will be good, and if you act badly, things will be bad. Do you agree with this? Is it good to be kind all the time to everyone? What do you think would happen if everyone did this? Think about how kindness makes you feel. Is it more important to be kind to yourself or to others, or is it of equal importance? Think about the effect of kindness and unkindness on the world.</p> <p><i>No act of kindness, however small, is ever wasted.</i></p> <p style="text-align: right;">- Aesop</p>	<p><a href="#">What do you need to be happy?</a></p>

	<p><b>Can I think myself happy?</b></p> <p>Does focusing on happiness make you happy? Is it possible to “think” yourself into being happy all the time by positive thinking?</p> <p>Try keeping a happiness diary and record one thing every day you thought was beautiful, one thing that made you happy, and one thing you are thankful for. Notice how it makes you feel and behave.</p> <p><i>Don't cry because it's over, smile because it happened.</i></p> <p style="text-align: right;"><i>- Dr Seuss</i></p>	
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### Types of enquiry for LKS2:

- Think/ pair/ share
- Making a list of pros and cons
- A poster to promote an idea
- Shuffleswap (see below)

### Additional types of enquiry for UKS2:

- A written balanced argument
- A written persuasive letter
- A videoed debate analysed later

## References and key resources

Bernadette Russell's top 10 philosophical questions children should ask: <https://www.theguardian.com/childrens-books-site/2016/feb/14/philosophical-questions-children-should-ask-bernadette-russell>

### Shuffleswap:

A very simple but highly effective warm-up game that gets the whole group arguing in an animated way instantly from a cold start. Named by guinea-pigs in Year 5 at Lawn Primary, Northfleet.

Get the class to stand in two lines facing each other. You stand at the end so both lines can see you. You can get them to shake hands to ensure everyone is paired up with a person opposite. Ask a two-sided question, for example, "Does the universe go on forever?". Allocate one half to argue one way, and one half to argue the other.

Before that argument runs out of steam, the player at your end of the line on your right moves to the far end, and everyone in that line shuffles along so as to swap partners. Pose a new question and repeat. Two quick low stakes questions and one more solid and serious question are good for a quick warm-up. (Examples below).

But you can keep the game running for several swaps. With a small group of 12 or 14, it's nice to go all the way round so that the line ends up back where it started.

Low stakes questions: Sharks or crocodiles? Spots or stripes? Triangles or squares? Christmas or birthdays? UK or Australia?

Juicy questions: Is it better for a lamb to live a short life and then be eaten, or not to live in the first place? Is human life getting worse or better? If companies can't advertise cigarettes on TV, should they be allowed to advertise alcohol? Can something be popular and rubbish at the same time?

Notes: You can vary the game by getting people to swap sides half way through. If there is an odd number, joining in yourself gives you a good chance to practise facilitation skills quite intensively, and also helps you gauge how long each round should run. It helps to intensify the energy of the game if you "sportify" it. Pose the question, then hold them back, "Ready... Ding ding!" (C) Jason Buckley 2013 [www.thephilosophyman.com](http://www.thephilosophyman.com)

### Ingredients games:

These games analyse concepts into their constituent parts or contributing factors. You can provide the ingredients, or have players decide on their own.

In or Out Players decide what ingredients are needed for a concept to be realised – “Which of these do you need to be happy?” Each group has a set of cards with words, preferably illustrated, to show the candidate ingredients – family, friends, love, purpose, Xbox, etc. for the example of happiness. They place those they think are in – the ones needed for happiness – on a large sheet of paper, table top or inside a circle of string. They could create their own cards for missing ingredients. As always, it’s important that each group’s decisions can be seen by the others. You can use this structure to sort which cards are examples of something – good arguments, for example. Players tend to put borderline cases on the edge and paradigm cases in the middle.

Sufficient conditions This is a good activity for looking at what is “enough” for something – the smallest set of ingredients where you can’t take anything else away and still have, for example, happiness. [www.thephilosophyman.com](http://www.thephilosophyman.com)