



Theory of Knowledge - Complete Scheme of Work - 2024-25

Diploma 1

Knowledge and the Knower - 8 weeks			
Title	Lesson Objective	Content	Resources
Introduction to TOK	Students will gain an understanding of the facets of a TOK argument.	Fox news 'Judge Jeanie' excerpt - recognising bias, limitation and uncertainty. Introduction to knowledge claims and knowledge questions.	1a Hiro's
Logical Fallacies 1	Introduction to cognitive fallacies and shortcuts in thinking.	Definitions and role-playing worksheet	1b
Logical Fallacies 2	Fallacies in Reasoning.	Piers Morgan and Alex Jones' gun control debate. Students will be introduced to logical fallacies and will practice being able to recognise them.	1c
Reasonable Knowledge	The importance of evidence and coherence.	Exploring the belief-knowledge continuum and how evidence and coherence should inform the acceptance of knowledge.	1d
Generating Knowledge Questions	Deciphering the difference between a first-order, second-order and knowledge question.	Students will be confronted with a mixture of questions and asked to analyse the difference between the information elicited. Students will have to generate their own KQs.	1f.
Personal and Shared Knowledge	Considering how culture informs individual modes of thinking.	Class members will be asked to consider the nature of knowledge communities, and how their personal perceptions are impacted.	1g.
Analysing the News: Bias, Limitation and Uncertainty	Independent analysis of a Real-Life Situation	Selection of a relevant news article and considering the political leanings of the organisation and how perspective might be built into the narrative.	1e.

Knowledge and Politics - 8 weeks			
Title	Lesson Objective	Content	Resources
Introduction: Politics and	The impact of the post-truth age and	Analysing the concept of 'newspeak' and making comparison to the communication of	2a



Theory of Knowledge - Complete Scheme of Work - 2024-25

Language.	alternative facts.	truth in modern media.	2a
Politics: Shaped by History	How are politics and history connected and what implications could this have?	Comparing past and present knowledge, the importance of sources and validity in historical record-keeping	2b
The Problem of Untruths	Defining 'post-truth' and its place in our society.	'What would the world be like if there was no objective truth?'	2c
Cultural Relativity: The World's Most Pressing Problems	Political perspective and its effect on governmental resources.	Students must debate the most pertinent world problems and reach a diplomatic agreement about which ones should be dealt with first - this is to emulate the difficulty of marrying cultural perspectives.	2d
Social Identity Theory in Politics	Henry Tajfel's Social Identity Theory - InGroup and OutGroups	Students will study to what extent this psychological theory can explain the derivation of someone's political identity. Students will also look at extreme political behaviours from a Freudian theoretical perspective.	2e
Generating Real-Life Situations and Knowledge Questions	Identifying how to analyse a Real-Life Situation in TOK	There are four news articles that should be analysed by certain groups in the class to assess bias, limitation and uncertainty. Students should use what they have found to generate knowledge questions.	2f
Knowledge and Politics: Revision	Consolidation of important knowledge questions that have been addressed in the unit.	The class shall make spider diagrams on the walls of the classroom that reflects all of the knowledge and concepts they can associate with each question.	2g. Student Answers

The TOK Exhibition Practice - 2 weeks			
Title	Lesson Objective	Content	Resources
The Theory of Knowledge Exhibition	Exploring the demands of the exhibition assessment..	Exploring the assessment rubric and looking at an exemplar to define expectations.	2h. Hiro's slides
Exemplar: The TOK Exhibition	Matching the demands of the rubric with an example of best practice.	Students will read through a 10/10 exemplar and identify strengths that they can use to incorporate into their own work.	2h.
Structuring the	Presentation of the	Students will use this exemplar to kickstart	2h.



Theory of Knowledge - Complete Scheme of Work - 2024-25

TOK Exhibition	planning document.	ideas for the practice exhibition.	
Exhibition Instructions	Exploring the demands of the exhibition assessment..	Exploring the assessment rubric and looking at an exemplar to define expectations.	2h.

Knowledge and Indigenous Societies - 9 weeks

To what extent do we consider indigenous knowledge a museum for what our world used to be like?

Knowledge and Indigenous Cultures (optional)

Perspective

Scope

Method and Tools

Ethics

- 1) Keywords/Phrases
- 2) Secondary thinkers (theorists/influential figures)
- 3) Real-Life Situation(s)
- 4) Activity - constructing meaning

Title	Lesson Objective	Content	Resources
Indigenous Knowledge and Intro	What is Indigenous Knowledge, and how is it distinct from other knowledge areas?	<p>Example from Heather</p> <p>Definition of 'Indigenous' and how it is problematic to define - i.e.</p> <p>What are the main issues with this AoK.</p> <p>Group mini-exploration</p> <ol style="list-style-type: none"> 1) Find an example of an indigenous society. 2) Name one thing about the society that you would find useful. 3) What is the perception of this group in the developed world 4) *Teach your example to another group. 	Slides (Week1 and Week2)
	How can Knowledge from Indigenous Societies help us to create a more sustainable world?	<p>Environmental Crisis/Climate Change</p> <p>Holistic</p> <p>We live on top of nature instead of with it.</p>	Slides (WEEK 3/4)



Theory of Knowledge - Complete Scheme of Work - 2024-25

		<ul style="list-style-type: none"> - Survival Camp. - "If you were in this situation - what knowledge could you use to survive" - Compare with real case studies of how <p>Point of the lesson - how disconnected from the earth we are, in comparison to indigenous tribes.</p>	
	What are the consequences of losing Indigenous knowledge?	<p>Loss of languages and how this affects culture.</p> <p>Homogeny</p> <p>... people not understanding themselves.</p> <p>Loss of identity (tracing DNA) - considering people as 'the other'.</p> <p>Residential schools.</p> <p>Rabbit-proof Fence - Movie</p> <p>**Introduce PODCAST SUMMATIVE**</p>	Slides (WEEK 5 and 6) - should we introduce summative?
	How does the domination of ideas from powerful and developed countries lead to a biased and limited understanding of the world?	<p>Imperialism</p> <p>Assimilation</p> <p>In the modern world, we are forced to conform.</p> <p>Hiro's personal example.</p> <p>Facebook - Rohingya (indigenous people) ////</p> <p>Scientific theory - understanding of the universe from indigenous to developed nations</p> <p>Astrology/astronomy - understanding of the lunar calendar.</p>	Slides WEEK 6
	How do developed societies and indigenous societies inherit knowledge, and what are the benefits and limitations of each system?	<p>IB education system being homogeneous</p> <p>WHITE MAN'S BURDEN Documentary watching</p> <p>Hypothesis/falsification</p> <p>Storytelling - folk talkies - song - dance</p> <p>Which method of knowledge inheritance is more reliable</p>	Slides WEEK 7



Theory of Knowledge - Complete Scheme of Work - 2024-25

	How can we be ethical in our study, discussion and analysis of indigenous culture?	<p>Ethical relativism and ethical absolutism.</p> <p>(lots of examples of cultural practices)</p> <p>Something done differently in a country or culture that is not your own that has little or no ethical importance. It is just an interesting cultural difference that makes the world more interesting.</p> <p>Something done differently in a country or culture that is not your own that you disagree with on ethical grounds but can tolerate because your ethical disapproval is balanced by your general respect for cultural differences.</p> <p>Something done differently in a country or culture that is not your own that you strongly disagree with on ethical grounds and worth campaigning against at the international sanctions and diplomatic level.</p> <p>Something done differently in a country or culture that is not your own that is so extreme in terms of violating human rights that military intervention or full blown war is required to stop it.</p> <p>WHAT DOES INDIGENOUS KNOWLEDGE MEAN TO ME?</p> <p>WHAT IS MY PERSONAL RESPONSE TO IT?</p>	WEEK 8
Assessment	<p>Podcast/Documentary</p> <p>To what extent do we consider indigenous knowledge a museum for what our world used to be like?</p> <p>(generate 3 questions for students to answer)</p> <p>How can we decide whose ethical codes are the right ones?</p>		



Theory of Knowledge - Complete Scheme of Work - 2024-25

--	--	--	--

Knowledge and Language - 9 weeks (not doing this in 2022)			
Title	Lesson Objective	Content	Resources
The Power of Language	How does control, perceived value and persuasion operate through language and relationship structures?	Work with famous quotations about language and power, analyse and evaluate. Respond to each presentation of power with a Real-Life Situation. <i>In what ways can language be used to influence, persuade or manipulate people's emotions?</i>	3a
How much does language influence our thoughts?	Introduction to Language and Thought: Elizabeth Loftus The Relativity and Determinism of Language	The Car Crash study - students will be introduced to the concept of determinism and how our thoughts may be controlled by the language that we are exposed to - leads to the question: how much does language control our thought processes? This theme provides an opportunity for students to reflect on the role that language plays in our lives, and the influence it has on thought and behaviour. It also encourages students to draw on their personal experience of language learning as part of their DP studies.	3b
Who controls the meaning of what we say?	Considering how intention and interpretation alter the meaning of an utterance - considering the implications of the listening process.	Language is also key to how claims are exposed to public scrutiny; it enables what we think to be communicated, debated, confirmed or refuted. These characteristics provide extremely rich material for TOK discussions. <i>How can the transfer or manipulation of meaning happen during the listening process? Is this conscious or subconscious?</i>	3c
Taboo Language	Exploring how taboo language serves social functions and indicates what is both important and shunned by our societies.	The class shall record their own knowledge of taboo language in order of offensiveness. They will then learn Pinker's definitions of taboo language and the variety of uses. Students will look at anti-HIV adverts and analyse the use of taboo and how this would create an impact in certain communities, and why.	3d



Theory of Knowledge - Complete Scheme of Work - 2024-25

Freedom of Expression: Where should we Draw Boundaries?	Students will be encouraged to think of their position on freedom of expression and the consequences of this liberty.	Harkness discussion: students will consider several Real-Life Situations where freedom of speech has been restricted, and situations where freedom of speech has not been restrained and has led to disastrous consequences. The teacher should assess whether students are	3e.
--	---	--	---------------------

The TOK Essay: Practicing Skill - 2 weeks			
Title	Lesson Objective	Content	Resources
'Making Meaning'	Allow students to develop their own interpretation of an essay question using the views of others as self-leverage. This lesson is knowledge consolidation of the two optional themes.	Students have 1 of 6 essay questions to choose from - they will use a thinking routine to develop a thesis in response to a title. This exercise will allow them to identify important areas, make connections, synthesise and evaluate their thoughts before proceeding with the essay exercise.	4a.
Essay Planning	Discovering how to effectively structure a TOK argument.	Once the students have decided upon the essay question that they want to focus on, they should begin trying to plan the arguments they will make in response to the thesis, then choosing examples they will make that support their knowledge claims.	4b.

The Arts: Value, Power and Ethics - 3 weeks			
Title	Lesson Objective	Content	Resources
What brings an action into the Sphere of Ethics?	Students learn the three principles of Ethical Consideration: intention, agency, consequences.	<ul style="list-style-type: none"> - Students will learn how to talk about 'right' and 'wrong' in a TOK context. - Ethical relativism and absolutism - students get to grips with the concept that ethics is culturally and individually relative. - Students will consider how ethics inhibits knowledge progression, yet 	5a

Theory of Knowledge - Complete Scheme of Work - 2024-25

		protects people at the same time.	
The Arts: How do we Define Value?	What is Art used for in our lives? How do we attribute value to a creative piece? Scope and Perspectives.	<ul style="list-style-type: none"> - Students will explore features that are considered when valuing a piece of art: artists' intention, skill and the response of the audience. - Students will consider what they personally value about a piece of Art. - The knowledge question 'is assessment of value in Art a matter of taste, instead of truth?' 	5b 04/20
Censorship in the Arts: The Power for Harm and Good	Why do we have censorship? Is the method of censoring about power or harm?	<ul style="list-style-type: none"> - RLS - The Beat Generation - Allen Ginsberg's poem 'Howl' - Students will consider the consequences of concealing knowledge - does it serve a purpose? - Students will conduct their own RLS investigation and question: 'how can art change values?' 	5c
Applied Ethics: Boundaries and Expression	When looking through different Ethical lenses, how does it change the way we view the acceptability of Art?	<ul style="list-style-type: none"> - Students will look at the Myra Hindley portrait 'Myra' by Marcus Havey. - We will consider reception, intention and skill to decide what we think of it's value - The class will debate the ethicality of the artwork 	5d 04/27

Diploma 2

Areas of Knowledge - 14 weeks			
Areas of Knowledge: Scope: 2 Weeks			
Considering Scope	<p>Students will explore how each Area of Knowledge fits within our experience - what is it, how is it used?</p> <p>Students will explore the nature of the problems that each Area of Knowledge faces and how these are addressed.</p>	<ul style="list-style-type: none"> - Students will begin this section of the unit by considering their own position in relation to the usefulness and value of the AoKs. Students will be asked to place the five AoKs in a hierarchy and justify (i) their own perception (ii) how they think the world would organise AoKs by hierarchy. - Groups of students will attempt to win a 'AoK Election' to be the presidential party for their particular knowledge area. They will write a manifesto that they think details 'knowledge issues' within their discipline, and particular strategies that they have come up with that will help them deal with these issues. All 	<p><u>5a.</u> <u>Hiro's slides</u></p> <p><u>5b.</u></p>



Theory of Knowledge - Complete Scheme of Work - 2024-25

		manifestos will be presented to the class.	
Areas of Knowledge: Perspectives: 3 Weeks			
Title	Lesson Objective	Content	Resources
The Relativity of Perspectives In the Knowledge Disciplines	Students will be able to explain what happens to a knowledge discipline when different groups of people view and approach the knowledge system.	<p><u>Students will undertake a series of tasks in order to explore how perspective creates relativity within each Area of Knowledge, and will try to recognise the intrusion of bias in the knowledge acquisition process.</u></p> <ol style="list-style-type: none"> 1) Human Sciences: students will review the Rorschach Test and the Beck's Depression Inventory to review the ways that Depression is diagnosed. 2) History: with the objective that students must understand that historians collect a wealth of evidence and make the best interpretation that shapes our understanding, students will choose between a set of primary and secondary sources and debate which ones are most likely to reveal a factual account. Anne Frank's Diary, Napalm Photograph, Pompeii remains, footage of 9/11 tragedy will be analysed. 	6a.
Areas of Knowledge: Methods & Tools: 4 Weeks			
Methods & Tools: Through What Means do we Acquire Knowledge?		<ul style="list-style-type: none"> - Mathematics: the weaponisation of algorithms that has led to the mass encoding of racism, classism and injustice. The 'trust' in numbers and programming - Natural Sciences: OPV Theory - students will watch 'The Age of Aids' documentary and will judge whether the scientific argument prevails over the investigative journalists' - and why. - Arts <p style="text-align: center;"> Assessment: Mini-Essay Assessment Structure Assessment: Essay- Writing Resource </p>	6b Slides - Natural Sciences Arts slides



Theory of Knowledge - Complete Scheme of Work - 2024-25

TOK Essay		Where to save Google docs slides TOK Essay Planner Doc TOK Essay Checklist Doc TOK Essay Example 3 PPF in MB (slides)	
-----------	--	---	--