

## Humanities

- Religious Education. Citizenship, Employability and Philosophy and Ethics.
- Geography
- History

### **Religious Education. Citizenship, Employability and Philosophy and Ethics**

A high-quality education helps to provide students with knowledge, skills and understanding to prepare them to play a full and active part in society. Citizenship education should foster student's keen awareness and understanding of democracy, government and how laws are made and upheld.

Religious Education is an important curriculum subject, both in its own right and it's ability to make a unique contribution to the spiritual, moral, social and cultural development of pupils which supports wider community cohesion.

These subjects will equip students with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare students to take their place in society as responsible citizens.

The national curriculum for citizenship aims to ensure that all students:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs

The DfE guidance on Religious education states:

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

### **Key Stage 3 - Religious Education & Citizenship (REC)**

Students will use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

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Students will be taught citizenship topics about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals

Students will be taught Religious topics about:

- The ways people of different backgrounds Express this religious faith
- About the festivals that people celebrate festivals in different faiths
- The influences that religious stories play in the lives.
- The different ways that evils and suffering can impact on the ways that people live their lives.

#### **Key Stage 4 - Philosophy Ethics Employability and Citizenship (PEEC)**

Students will develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Students will be taught Philosophy and Ethics modules about:

- How people are affected by and have an impact on the Environmental and Medical issues present in society.
- The students will look at the ways people and communities promote community cohesion.
- Students will then develop their beliefs about right and wrong and inform their moral decision making
- We will also review relationships and the different values that people attach to relationships

Students will be taught citizenship modules about:

- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity

Students will be taught employability modules links to the Efl charter:

The Charter will endeavour to ensure that every learning provider follows the requirements below:

- The standards indicate personal qualities rather than particular skills
- All levels are achievable to all learners

- Each learning provider will endeavour to work with business partners to promote the award and preparation for employment

## **Promoting Modern British Values and SMSC**

Many of the values are studied explicitly as religious and non-religious concepts across the key stages in Religious Education and Citizenship. In our lessons we aim to foster mutual respect through structured debate and discussion. Students are encouraged to question and explore sensitive and controversial issues, whilst maintaining tolerance and respect for the views and beliefs of others. Much of the Religious Education and Citizenship curriculum is focused on understanding the beliefs and world-views of different people all over the world and through understanding, true tolerance develops. Being able to hold a debate, explain one's own view and the views of others clearly is key to building resilience of character and conviction. Students also develop practical values of self-esteem through these debates. At both KS3 and KS4 issues to do with the moral agency and liberty of the individual and our responsibility as citizens is explored through ethical issues and discussions. Through these courses, students are also encouraged to consider the philosophical religious foundations on which concepts of democracy and liberty are built.

## **Homework**

Homework is set and marked regularly and is seen as an essential tool to aid learning in the classroom.

## **Geography**

### **Key Stage 3**

Geography in Key Stage 3 aims to stimulate an interest in the wider world and the wide variety of human and physical environments that exist. It helps to provide a knowledge and understanding of the major problems that lie ahead of us, and allows students to develop their own ideas and responses to them.

In lessons we investigate a wide variety of topics based upon different places, and at different scales. Fieldwork is carried out to reinforce understanding and encourage students to understand issues and processes studied in the classroom. It also helps students to appreciate how complex the world is. Homework is a vital part of the geography course and students will be given a wide variety of activities to complete.

#### Year 7 topics:

- My local area;
- British or European;
- Weather and Climate;
- Rivers
- Brazil
- Rainforests/ecosystems;  
(Field Study)

#### Year 8 topics:

- Water Works;
- Global fashion;
- Kenya;
- Population;
- Migration;
- Coasts (Field Study)

#### Year 9 topics:

- The diamond trade;
- Development;
- Bangladesh
- Plate tectonics;
- Map skills;
- Tourism (Field Study)

All Year groups will study Geographical skills

## **Key Stage 4**

### **Course Content**

The course consists of four units:

- Geographical skills and challenges;
- The natural World; Rivers, coastal landscapes, Tectonic landscapes and Wasteful world
- The human environment; Tourism, economic change, settlement and population change
- Investigating geography Controlled assessment

These units will be explored using case studies from a variety of locations and at a variety of scales from local and national to global. The subject is of particular interest to those students keen to explore major World issues.

Geography students will be expected to use a wide range of skills from identifying, analysing, evaluating geographical questions and issues, to interpretative and communication skills.

### **Syllabus Details**

The Examination Board is Edexcel: Syllabus A.

### **Assessment**

There are two tiers of entry: Foundation and Higher. Students will be advised as to the tier best suited to their ability. There are three written papers worth 75% of the final mark.

### **Promoting Modern British Values in Geography**

Students learn about British Values through Geography lessons at by exploring how places have been changed by the contexts and processes that have shaped them. It helps pupils to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds e.g. Kenya Year 8 and British or European in Year 7.

Appreciating diversity encourages positive relationships and shared values. It promotes tolerance and partnership, within local and wider communities. These values are also encouraged and rewarded in our day-to-day teaching, showing that tolerance, mutual respect, teamwork, resilience, are valued as we aim to build students' self-esteem. This includes, for example, respecting each other and following the rules as well as adhering to the spirit of fair play when taking part in quizzes and other competitions in lessons.

### **Requirements**

Although there is no specific requirement for prior knowledge in Geography the GCSE course will build on the work already completed by students in previous years under the revised National Curriculum.

### **Controlled Assessment**

There is one coursework element;

- An investigative study based on fieldwork worth 25%.

### **Field Studies**

A number of visits will take place. The investigative study; will involve a coastal study or Tourism. Students will be given the opportunity to go on a day trip to study coastal processes and management or Impact of tourism.

## **Homework**

Homework is set and marked regularly and is seen as an essential tool to aid learning in the classroom.

The study of Geography at GCSE covers a range of topics taken from physical, human and environmental aspects of the subject.

## **Learning Styles / Additional Information**

- GCSE Geography students must be able to present information in a clear and appropriate way through written and oral communication;
- It is essential that students are able to work independently for their controlled assessment; and
- Geography students must be willing to create and present their information in both an oral and a written manner.

## **History**

### **Key Stage 3**

History at Key Stage 3 is an exciting course and we aim to inspire an interest in, and love of, the past, so that students will continue to read and enjoy history throughout their adult lives and find how History impacts on contemporary issues and has an effect on our own lives.

The course follows a broadly chronological path divided as follows:

Year 7: after a brief introduction on to the nature of History as a discipline, students move on to study the History of Britain from 1066 to 1603 in three main strands; Ruling, Living and Working, and Moving and Travelling.

Year 8: study the same three strands for the period comprised between 1603 and 1901, whilst Year 9: carry on from 1901 to the present day.

Key Stage 3 covers aspects of Roman, Anglo Saxon, Norman, Medieval, Tudor, Stewart, Hanoverian, Victorian, Edwardian and Windsor Britain making emphasis on key events that help students understand those essential components of History: change and continuity, chronology, significance, diversity and empathy, causation and consequence, source and Historical enquiry.

Homework is a vital part of the History course and students will be given a wide variety of activities to complete.

### **Key Stage 4**

The GCSE course consists of four units. Each of the four units makes up 25% of the final mark.

Unit One is a development study through time on the History of Medicine and Treatment, including public health from 50 A.D through to the creation of the NHS and beyond into the 21<sup>st</sup> century. Students look closely at a range of factors influencing medicine from the Middle Ages until the

present day. They also research the work of key individuals and the role of government in public health in Britain.

Unit Two is an in-depth study of the American West covering the Struggle for the Plains from c1845-c1890. Students will consider reasons for settlement of the Plains by various groups including gold miners, Mormons, ranchers, homesteaders and the conflict between these settlers and the Native Americans.

Unit Three is a Source Enquiry focused on the Transformation of Surgery from c1845-c1918. Students will examine how the development of anaesthetics, antiseptics, and blood groups helped to make surgery much safer and less painful. They will analyse, evaluate and judge a variety of primary and secondary sources of history.

The final unit, Unit Four, is a Controlled Assessment that will give an opportunity for students to carry out a historical enquiry and source analysis on a topic in greater detail.

### **Syllabus Details**

The examination board is Edexcel: Schools History Project Syllabus Number: 1336 History B.

### **Assessment**

The GCSE course is assessed by external Examination for Units One, Two and Three and Unit Four Controlled Assessment is undertaken in lesson time. The four units each represent 25% of the final mark. Students will be expected to complete peer and self-assessment on a regular basis during their course, together with Mock exams

### **Promoting Modern British Values in History**

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum. Students explore issues such as democracy in their historical context and relate them to the modern day through studying events such as the Civil War and establishment of the Republic and also the Suffragette movement. This enables the students to understand how, overtime, changes happened and to evaluate their impact. By looking at the achievements of famous British people, students develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of the impact of their work in periods such as the Industrial Revolution as well as the contribution made in both World Wars. Teaching students to respect and value diversity is developed in the study of issues such as Britain's involvement in the slave trade. Furthermore by investigating modern day issues such as terrorism, students are made aware of the importance of British values overtime. These values are also encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

### **Requirements**

- An interest in finding out the causes and consequences of key events and people in the past;
- Ability to research independently;
- A willingness to work hard and complete homework regularly and to a good standard; and
- Good literacy level

### **Learning Styles / Additional Information**

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Topics are highly accessible to all students and are enjoyable and stimulating. A variety of different methods of learning are used, such as film, documents, Internet research, visits to museums and a Student Revision Conference is available in Year 11.

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