

BERWICKSHIRE HIGH SCHOOL

HUMANITIES



CURRICULUM 2023-24

HISTORY

- The Ancient World to the Dark Ages
- The Middle Ages and the Early Modern Era
- The Age of Enlightenment
- The Age of Steam
- The Age of Modernity

MODERN STUDIES

- Democracy
- International Issues
- People and Society

GEOGRAPHY

- World Geography
- Physical Environments
- Global Issues
- Human Environments

RELIGIOUS, MORAL AND PHILOSOPHICAL EDUCATION

- World Religions in the 21st Century
- Religious and Philosophical responses to Capital Punishment

BERWICKSHIRE HIGH SCHOOL

HUMANITIES



CURRICULUM 2023-24

HISTORY

The Ancient World to the Dark Ages

- Greece and the Greeks
- The Dark Ages: the birth of Kingship and the Nation State

The Middle Ages and the Early Modern Era

- Medieval society - Feudalism, Religion, War and Plague
- Religion and Reformation

The Age of Enlightenment

- Enlightenment and Exploitation

The Age of Steam

- The Industrial State

The Age of Modernity

- Free at Last - Race relations in the USA
- Armageddon - the Great War

Sequencing Order: 1**Level: 3**

Topic:	The Ancient World to the Dark Ages
Sub-Topic:	Greece and the Greeks
Overview:	Emphasise Greece as the cradle of Western civilisation. Discuss the emergence of urban civilisation, and the development of the first Greek kingdoms. Discuss the birth of the city state (polis) with emphasis on Athens. Discuss citizenship of the city state. Introduce the notion of democracy under threat through the wars with autocratic Persia. Investigate elements of Greek civilisation and the notion of citizenship with reference to slaves, women, the Olympic Games and the Arts. Finish with the spread of Greek civilisation and citizenship through Alexander's conquests.
Content:	<p>The evolution of civilisation</p> <ul style="list-style-type: none">• Hunter gatherer to agriculture - the fertile crescent• Bronze Age Greece - Crete and Atlantis• Bronze Age Greece - Mycenae and the Dark Age <p>The rise of the polis</p> <ul style="list-style-type: none">• Features of a Greek polis• Athens - the cradle of democracy• Comparing Sparta and Athens - Kingship or Democracy <p>Greek Warfare</p> <ul style="list-style-type: none">• The citizen soldier - the hoplite• The Persian Wars - Autocracy vs. Democracy <p>The Arts</p> <ul style="list-style-type: none">• Greek pottery• Greek architecture• The citizen in Greek drama <p>The Greek citizen and Religion</p> <ul style="list-style-type: none">• The Greeks and religion - the Oracle at Delphi• The God and Greek Mythology• The Olympic Games - the Gods, the state and sport <p>Second Class Citizens</p> <ul style="list-style-type: none">• Women in Ancient Greece• Metics and Helots <p>Apogee and Decline</p> <ul style="list-style-type: none">• The conquests of Alexander - Asian Greece• The threat from Rome• Caesar and Cleopatra

Sequencing Order: 2

Level: 3

Topic:	The Ancient World to the Dark Ages
Sub-Topic:	The Dark Ages: the birth of Kingship and the Nation State
Overview:	An investigation of post-Roman Britain and the development of kingship. Discuss the post-Roman nation, including the accuracy of the term 'Dark Ages'. Discuss the evolution of England into an Anglo-Saxon kingdom, the notable personalities of the age and the creation of a true England under Athelstan. Parallel investigation of Scottish nation building discussing society and religion in Pictish and Gaelic Scotland to the formation of a united Scotland under Duncan I. Discuss the pressures of the Viking incursions of the 9 th century, and investigate Viking culture and society.
Content:	<p>The Departure of Rome</p> <ul style="list-style-type: none">• Early Anglo-Saxon England• The spread of the Angles, Saxons and Jutes across Britain• Post Roman society and Arthurian Mythology <p>The Dark Ages</p> <ul style="list-style-type: none">• Petrarch and was there a Dark Age?• Who were the Anglo-Saxons?• Anglo-Saxon culture in England - domestic life, paganism and art <p>The Birth of England</p> <ul style="list-style-type: none">• Alfred the Great, Athelstan and Canute• A discussion of the creation of the nation of England, and the roles of the kings <p>The Dark Ages in Scotland</p> <ul style="list-style-type: none">• The Picts and the Gaels - their location across early Scotland and culture.• Columba and Christianity <p>Men from the North</p> <ul style="list-style-type: none">• The Viking invasions of Britain• Viking Warfare and the Danelaw• Seafaring and expansion• Viking religion and myth <p>The Birth of Scotland</p> <ul style="list-style-type: none">• Kenneth MacAlpin, Malcolm and Duncan• A discussion of the creation of the nation of Scotland, and the roles of the kings. <p>The end of the Dark Ages</p> <ul style="list-style-type: none">• William of Normandy and the Battle of Hastings

Sequencing Order: 3

Level: 3

Topic:	The Middle Ages and the Early Modern Era
Sub-Topic:	Medieval society - Feudalism, Religion, War and Plague
Overview:	Investigating the evolution of Britain from the Dark Ages into a medieval kingdom. Discuss the three main states within the nation as described at the time. Consisting of the creation of a noble cast and the feudal system with an element discussing the ideas of medieval warfare, and chivalry. Investigate the importance of the church in medieval society with special focus on the crusades of the 11 th and 12 th centuries, and the challenges which would lead to the Reformation in the 16 th century. Investigate the outbreak of war between Scotland and England and its notable personalities. Finally, an investigation of the pressures on society of the 14 th century with a focus on the Black death and the Peasant's revolt.
Content:	<p>Medieval Society - those who fight</p> <ul style="list-style-type: none">• William and Norman England• Feudalism and the nobility• Development and construction of castles• Warfare in the Middle Ages - Hastings to Agincourt - the supremacy of the armoured knight <p>Medieval Society - those who pray</p> <ul style="list-style-type: none">• Cathedrals, churches• The monastic way of life• Sanctity and corruption in the Church• The First Crusade• The establishment of Outremer• Richard I and Salah al-Din <p>Medieval Society - those who work</p> <ul style="list-style-type: none">• Serfs and serfdom• The rights and trials of the peasant class <p>Braveheart - the Scottish Wars of Independence</p> <ul style="list-style-type: none">• Alexander, Balliol and Edward I• William Wallace - rise and fall• Robert the Bruce in the media• The Battle of Bannockburn <p>Infection and Insurrection</p> <ul style="list-style-type: none">• The Black Death - causes• The Black Death - consequences and the destabilising of society• The Peasants Revolt

Sequencing Order: 4

Level: 3

Topic:	The Middle Ages and the Early Modern Era
Sub-Topic:	Religion and Reformation
Overview:	Emphasising the role of King Henry VIII in the creation of the Church of England and spreading the Protestant faith in England. Discuss the problems Henry experienced as king leading to his split from Rome. The role of Mary Queen of Scots and her threat to the catholic faith in England. Witchcraft in the 17th Century focusing on the reasons for why people believed in witchcraft, how witches were identified, hunted, and tried.
Content:	<p>The Break with Rome</p> <ul style="list-style-type: none">• Who was Henry VIII - personality• Henry as an autocrat - Wolsey and Cromwell• The search for an heir• Henry's wives and their fates• Henry's children and their importance• Henry's Split from Rome• The dissolution of the monasteries• The reformation in England - its causes and impact• Role of Edward VI - protestant England <p>Queen of Scots</p> <ul style="list-style-type: none">• Who was Mary?• Young Mary - the Rough Wooing• Scotland in the reformation - Treaty of Edinburgh 1560• Lords of Congregation in Scotland• Darnley and Bothwell• Rebellion in Scotland• The ups and downs of Mary's reign• Exile at Elizabeth's court• Plots and execution <p>Heresy and Witchcraft in the 17th Century</p> <ul style="list-style-type: none">• Mary and Elizabeth - heretics in the woodwork• What was witchcraft?• Reasons for belief in Witchcraft• Daemonologie and Malleus Maleficarum• Identifying a witch - tests and stereotyping• Witch Hunters and Trials• Matthew Hopkins 1644• Pendle and Salem

Sequencing Order: 5

Level: 3

Topic:	The Age of Enlightenment
Sub-Topic:	Enlightenment and Exploitation
Overview:	<p>Investigate the contrast between the Age of Enlightenment and the oppression of the Slave Trade. An investigation of the development of thought, science, economics and politics in 17th and 18th century Britain. Contrast this with the abuse of human rights in the slave trade. Investigate the birth of the trade, and its mechanics, and the impact of the trade particularly its economic consequences on Britain and Africa. Discuss the life of a slave, as well as the oppression of the plantations and slave resistance. Discuss the end of slavery in the UK territories.</p>
Content:	<p>The Age of Enlightenment</p> <ul style="list-style-type: none">• Philosophy - Voltaire, Wollstonecraft and Utilitarianism• Science - electricity, chemistry, gravity and inventiveness• Economics - Adam Smith and The Wealth of Nations• Politics - Thomas Paine and The Rights of Man <p>The Slave Trade - Origins</p> <ul style="list-style-type: none">• The Peculiar Institution - an introduction• Why the Slave Trade began• Life in Africa in the 17th and 18th centuries <p>The Triangular Trade</p> <ul style="list-style-type: none">• Slave Factories• The mechanics of the trade• The Middle Passage <p>The Economics of the trade</p> <ul style="list-style-type: none">• Selling slaves• How profitable was the Slave Trade?• How did slavery affect Africa and Europe?• Glasgow and the Slave Trade (impact on industry, economy, infrastructure and people) <p>Life as a slave</p> <ul style="list-style-type: none">• Working on the plantations <p>Brutality and Resistance</p> <ul style="list-style-type: none">• Keeping the slaves in line• Slave rebellions at sea and on land <p>Abolition</p> <ul style="list-style-type: none">• Why did the Slave Trade end?• Ethics, economics and William Wilberforce

Sequencing Order: 6

Level: 3

Topic:	The Age of Steam
Sub-Topic:	The Industrial State
Overview:	An investigation into the spread of the British Empire, with an examination of the industrial base which made it possible. Discuss the extent of the British Empire and the reasons behind expansion. An investigation of the features of the regions of Empire which made them unique including the people, economics and society. Some examination of the wars between indigenous peoples and the Empire. An investigation of the elements of the Industrial Revolution, such as the conditions of coal mines and cotton mills, developments in transportation and urbanisation. Discuss attempts to make Britain more democratic in the period from 1819 to the end of the century.
Content:	<p>Pax Britannica - the spread of Empire</p> <ul style="list-style-type: none">• Colonisation - Roanoke, Jamestown and the Mayflower• The seizure of Canada and loss of North America• The Jewel in the Crown - India and the Raj• Land grab - South Africa, Zulus and Boers• Botany Bay - Captain Cook, Australia and New Zealand• The Orient - China, Opium and the Far East <p>Industry in Victorian Britain</p> <ul style="list-style-type: none">• What was the Industrial revolution?• Coal - Worker's rights and conditions• Textile factories - looms, mills and steam <p>Health and Housing</p> <ul style="list-style-type: none">• Urbanisation and Overcrowding• Tenements and slums• Public health and Cholera• Medical progress <p>Transport</p> <ul style="list-style-type: none">• Canals - mass movement of product• Railways - speed and efficiency <p>The Fight for Democracy</p> <ul style="list-style-type: none">• Peterloo• Rotten Boroughs, corruption and the Great Reform Act• Chartism• Voting reform and the removal of corruption - 1867 to 1884• Early Suffragettes and Suffragists campaigns

Sequencing Order: 7

Level: 4

Topic:	The Age of Modernity
Sub-Topic:	Free at Last - Race relations in the USA
Overview:	<p>A study of the development of race relations in the USA during the years 1918-68, illustrating themes of ideas, identity and power. Topic will begin with early immigration into the USA and changing attitudes to immigrants. The focus will then move to the experiences of black people in the USA up to 1945 under Jim Crow, including WW2. Moving on to the civil rights campaigns of the 50's and 60's, examining key events and figures and the impact. Finally, the topic will examine black radicalism in the 60's and 70's and the impact of violent riots.</p>
Content:	<p>The 'Open Door' policy and immigration to 1928</p> <ul style="list-style-type: none">• The reasons for mass migration to the USA• Nativists, WASPs and white supremacy• The immigrant experience• Changing attitudes towards immigrants <p>Separate but equal</p> <ul style="list-style-type: none">• The 'Jim Crow' laws• Preventing Voting - Grandfather Clause, income and literacy tests• White Terror; lynching; the attitudes and the Ku Klux Klan• The migration of black Americans to the North• The experience of black Americans during World War Two <p>Civil rights campaigns to 1968</p> <ul style="list-style-type: none">• The 1950s: Brown v Topeka; Montgomery Bus Boycott; Little Rock• The 1960s: Sit-Ins; Freedom Rides; Birmingham and Selma• 1963 - I Have a Dream - the role of Martin Luther King and non-violence• Response to these campaigns - the Civil Rights Acts• The death of Martin Luther King <p>The ghettos and black American radicalism</p> <ul style="list-style-type: none">• Black Americans in the North - poverty and police brutality• Riots of the 1960s; Watts, Chicago and Baltimore• Black Power: Stokely Carmichael. Malcolm X and the Black Panthers• The change of views and death of Malcolm X• An assessment of the impact of black American radical protest on US society

Sequencing Order: 8

Level: 4

Topic:	The Age of Modernity
Sub-Topic:	Armageddon - the Great War
Overview:	To investigate the causes and outbreak of the First World War - the build-up of tensions through the arms race and alliance system - the issue of a new Germany, and the region of the Balkans. Discuss the outbreak of war, the rush to enlist, as well as Germany's Schlieffen Plan and why it failed. Investigate factors regarding trench construction, trench warfare and conditions faced by the soldiers. Discuss the emotional side to the war including mental issues and artistic expression through poetry. Document the fall of Russia and American involvement culminating in the end of the war and its long-term consequences.
Content:	<p>Imperial Europe - the origins of conflict</p> <ul style="list-style-type: none">• The Alliance system• The Arms Race• The Kaiser• The Balkans <p>1914 - The rush to war</p> <ul style="list-style-type: none">• Assassination in Sarajevo• Pals - the rush to enlist• The Schlieffen Plan - its elements and its failure• The Race to the Sea and the development of trench warfare• The Christmas Truce <p>Trenches and Trench Warfare</p> <ul style="list-style-type: none">• Trench construction• Daily life and conditions in the trenches• Technology• The Somme - Britain's bloodiest day <p>The War at Sea</p> <ul style="list-style-type: none">• U-boat campaigns and battle for the Atlantic• Battle of Jutland <p>The emotional side of war</p> <ul style="list-style-type: none">• Shell shock• Military Justice and firing squads• Great War poets and poetry <p>The Home Front</p> <ul style="list-style-type: none">• Objectors• Women and the war (Women's Land Army, Nursing and Factory work) and the fight for the vote (1918 and 28 Reform Acts)• DORA

	<ul style="list-style-type: none"> • Political Unrest: Rent strikes and Red Clydeside <p>1917 - Russia out and America in</p> <ul style="list-style-type: none"> • The Russian Revolution - defining communism, spread of communism and Russia's withdrawal • USA joins - Lusitania and the Zimmerman telegram <p>Irish Home Rule</p> <ul style="list-style-type: none"> • The origins of Irish Home Rule (1886 and 93 attempts and 1910 Bill) • Opposition to Home Rule and impact of WW1 • Formation of the IRA and IRA rebellions and Easter Uprising 1916 <p>1918 - Peace</p> <ul style="list-style-type: none"> • The defeat of Germany • Versailles and the seeds of another war
--	---

BERWICKSHIRE HIGH SCHOOL

HUMANITIES



CURRICULUM 2023-24

MODERN STUDIES

Rights and Responsibilities

- Human Rights and the United Nations
- Child Rights in Scotland and around the World

Democracy

- Democracy in the UK
- Democracy in Scotland
- Democracy in the USA

Inequality and Prejudice in the UK

- Child poverty in the UK
- Prejudice and discrimination

The Media

- Role and influence of the media in democracy
- An introduction to social research

World Power: United States of America

- Influence on other countries
- US political system
- US social and economic issues

Crime and the Law in Scotland and the UK

- Causes of crime
- Consequences of crimes
- Responses to crime: Police, Courts, Prisons/alternatives, Government
- Effectiveness of responses

Sequencing Order: 1

Level: 3

Topic:	Rights and Responsibilities
Sub-Topic:	Rights and Responsibilities around the world
Overview:	An introduction to the concept of rights and responsibilities, exploring different types of rights, human rights abuses, and efforts to guarantee human rights.
Content:	<p>Introduction:</p> <ul style="list-style-type: none">• What are rights and responsibilities?• Equality, Equity, Prejudice and Discrimination <p>International Rights:</p> <ul style="list-style-type: none">• Human rights and the United Nations• The Rights of the Child <p>Rights in the UK and Scotland:</p> <ul style="list-style-type: none">• Governments' duties to protect rights / defending human rights - pressure groups• Social and economic rights - in Scotland and in a contrasting society (poverty in the global South) <p>Rights in Scotland Vs the World:</p> <ul style="list-style-type: none">• Children's right to an education (& play) - Scotland Vs Afghanistan• Human rights and child labour - in Scotland and in West Africa• Rights and the justice system - in Scotland and in a contrasting society (USA, death penalty, migrant children in detention)• Political rights - in Scotland and in a contrasting society (China/N Korea/Russia) <p>Human Rights in Conflict and Displacement:</p> <ul style="list-style-type: none">• Human rights and conflict (child soldiers)• Human rights and refugees <p>Rights in Berwickshire High School:</p> <ul style="list-style-type: none">• Rights Respecting School Award (whole year involvement)• Student Council

Sequencing Order: 2**Level: 3**

Topic:	Democracy
Sub-Topic:	Democracy in the UK
Overview:	The emphasis will be on developing knowledge and understanding of the UK's political system, including Scotland's place within this system. Pupils will develop knowledge and understanding of the main institutions and organisations which make up political life in the UK and how they are able to participate in and influence the political system, including the different voting systems in the UK.
Content:	<p>Power and decision-making</p> <ul style="list-style-type: none">• Features of a democratic political society• Defining Devolved and Reserved Powers and what the key matters are (Devolved - education, health and care, environment, law and order and tax. Reserved - Defence, benefits, employment and foreign policy)• Examine the left to right of politics• 4 key political parties, Conservatives, Labour, SNP and Liberal Democrats. Leaders, philosophy and policy.• Role and powers of Prime Minister, Deputy Prime Minister and Chancellor <p>Participation</p> <ul style="list-style-type: none">• Rights and responsibilities of the individual i.e. Convention on the Rights of the Child and UK Government Human Rights Act 1998 and how they prevent discrimination (UN Rights to be picked up in more detail in Aid topic).• Opportunities for individuals to participate, including voting regulations• Elections and campaigning• Influence of Age/Gender/Class/Education/Ethnicity on voting behaviour <p>Influence</p> <ul style="list-style-type: none">• The role of the media and pressure groups i.e. Trade Unions, RSPCA and NSPCA• Role of individuals i.e. protests, petitions, writing to MPs etc.• Political parties and the media i.e. bias and differences between various media forms (bias/influence/target) <p>Representation</p> <ul style="list-style-type: none">• Role of MPs• Representation of women and minority groups in Westminster• Purpose, function and composition of the House of Lords• Role of Monarch <p>Voting systems</p> <ul style="list-style-type: none">• Key features and outcomes of the First Past the Post system used to elect MPs to the UK Parliament

Sequencing Order: 3

Level: 3

Topic:	World Power
Sub-Topic:	United States of America
Overview:	<p>The emphasis will be on developing knowledge and understanding of the US political system. Pupils will develop knowledge and understanding of the main institutions and organisations i.e. Presidency, Congress, Supreme Court and the US Constitution. Examine how people in the US are able to participate in and influence the political system, including the different voting systems. Examine participation across the USA, focusing on minority groups and how such groups and external focuses can influence elections and political decision making. Finally, examining US politics' influence on the UK and the rest of the world.</p>
Content:	<p>The USA</p> <ul style="list-style-type: none">• Immigration - A Melting Pot, a Salad Bowl or a Mosaic? The influence of an 'immigrant' nation on US politics. <p>Political Systems</p> <ul style="list-style-type: none">• The Constitution - Its history and formation, the rights given to the individual and the rights given to the state• Separation of Powers i.e. Presidency, Congress, Supreme Court. What each branch does, the hierarchy and the influence of each branch on how the US is governed.• The 2024 Presidential Campaign and comparison to 2020 campaign <p>How can US Citizens Participate in Politics</p> <ul style="list-style-type: none">• Electoral College Vote System - How it works and the positives and negatives of the system.• Standing as a Candidate• Joining and campaigning for a Political Party• Protesting - focus on recent gun legislation• How can American citizens influence decision making• Influence from external factors i.e. the role of the internet/Russia in Trump's election <p>Participation</p> <ul style="list-style-type: none">• Age, Ethnicity, Education Level, Gender and Participation - Which groups are more/less likely to participate and why <p>Social issues</p> <ul style="list-style-type: none">• Gun violence and gun control• Inequality and poverty <p>Influence on other Countries</p> <ul style="list-style-type: none">• Economic Influence of the USA• Political Influence, in particular on the UK• Militaristic Influence, including on international organisations focusing on NATO and the UN

Sequencing Order: 4**Level: 3**

Topic:	Democracy
Sub-Topic:	Democracy in Scotland
Overview:	The emphasis will be on developing knowledge and understanding of the Scottish political system, including Scotland's place within the UK system. Pupils will develop knowledge and understanding of the main institutions and organisations which make up political life in Scotland and how they are able to participate in and influence the political system, including the different voting systems in the Scottish Parliament.
Content:	<p>Power and decision-making</p> <ul style="list-style-type: none">• 5 key political parties in Scotland, Scottish Conservatives, Labour, SNP, Liberal Democrats and the rise of the Green Party. Leaders, philosophy and policy.• Role and powers of the First Minister, Finance Minister and Minister for Education• Impact of Devolved Powers in Education, Environment and Health. Examine how the Scottish and UK systems differ i.e. free university education, different exam / course structure, leaving ages, greater funding for the NHS, free prescriptions and care for the elderly <p>Participation</p> <ul style="list-style-type: none">• Opportunities for individuals to participate, including voting regulations, focusing on the opportunities to vote in Scotland at 16 i.e. the independence referendum <p>Independence Referendum</p> <ul style="list-style-type: none">• Examine the issue of independence• Look at the two groups and who supported them (YES Scotland and Better Together) and how both groups campaigned i.e. doorstep, TV and Social Media adverts and TV debates and the role of key campaigners i.e. Ruth Davidson and Nicola Sturgeon• The Referendum Question - why the phrasing was important and the importance of asking a direct question• The results and its impact i.e. repercussion, a divided Scotland and the possibility of another vote (Scottish Referendum Act) <p>Representation</p> <ul style="list-style-type: none">• Role of MSPs• Representation of women and minority groups in the Scottish Parliament• Purpose, function and composition of Committees in the Scottish Parliament <p>Voting systems</p> <ul style="list-style-type: none">• Key features and outcomes of Proportional Representation, including the Additional Members System, used to elect MSPs to the Scottish Parliament• Examine the positives (fairer and all votes count) and negatives (complicated system) of the AMS

Sequencing Order: 5

Level: 3

Topic:	People and Society
Sub-Topic:	Inequality and Prejudice in the UK
Overview:	Focus on the social and economic aspects of contemporary social inequality in the UK and Scotland such as income, health and education. Students will develop knowledge and understanding of the causes and consequences of social inequality on various groups of society, considering gender, ethnicity and the family dynamic. There will also be an examination of how different groups in society are discriminated against. Finally, the course will examine attempts by government, other organisations and individuals to tackle inequality and discrimination.
Content:	<p>Defining Inequality</p> <ul style="list-style-type: none">• Social Classification Explained - Working, Middle and Upper Class• Social Class in the 21st Century - Does it still exist and what does it look like? Relationship between graduates and salaries <p>The Nature of Social Inequality</p> <ul style="list-style-type: none">• What evidence is there of inequality in Scotland and the UK?• Income and Wealth Inequality• Health Inequality• Educational Inequality• Is inequality inevitable in a capitalist sociality? <p>The Impact of Social Inequality</p> <ul style="list-style-type: none">• Gender• Single Parents• Ethnic Minorities <p>Discrimination</p> <ul style="list-style-type: none">• Islamophobia - Nature of Islamophobia, preventative campaigns i.e. MEND and HOPE and government legislation to prevent discrimination i.e. Anti-Muslim Hatred Working Group• Homophobia - Nature of homophobia, prevent campaigns i.e. LGBT and government legislation to prevent discrimination i.e. LGBT Action Plan, Same Sex Marriage Laws and Equality Act 2001• Gender Discrimination - Nature of gender discrimination, prevent campaigns i.e. FAWCETT and government legislation to prevent discrimination i.e. Equality Act 2001 <p>Causes and Consequences of Poverty</p> <ul style="list-style-type: none">• Individual i.e. lifestyle choices or State i.e. inadequate welfare system (changes to Universal Credit) <p>Attempts to tackle Inequalities and their effectiveness</p> <ul style="list-style-type: none">• UK Government Action- The Welfare State and the Benefits System. Are we too generous or not generous enough?• Tackling Educational Inequality• Tackling Health and Ethnic Inequality

Sequencing Order: 6

Level: 4

Topic:	Media
Sub-Topic:	Media and Research
Overview:	The focus will be on media; how it is regulated, bias in the media, the rise of fake news and the influence of media. Examining how the media is regulated and how that impacts on us as individuals. Looking at how the media demonstrates bias and how we can identify bias. Leading on to the rise of fake news, how we can identify fake news and how it can be used to influence people's opinions. Finally looking at how media influences people, society and politics, including the influence of media ownership.
Content:	<p>What is Media</p> <ul style="list-style-type: none">• Defining Media• Types of media i.e. newspapers, social media, television <p>Media and Regulation</p> <ul style="list-style-type: none">• Media Regulation i.e. Ofcom and its responsibilities• Individuals' Rights i.e. Article 19 and UN Declaration of Human Rights• Press Freedom i.e. exploring freedom of speech and regulation (INCITE)• Press Censorship - why and how it happens <p>Bias and Exaggeration</p> <ul style="list-style-type: none">• Defining bias• Bias through selection, omission, placement, headlines, images, captions, statistics and source control• Detecting bias and exaggeration <p>Fake News</p> <ul style="list-style-type: none">• Defining 'Fake News' - Article 17 of the UNCRC and its regulation of Fake News• Identifying Fake News, how do we do it and who do we trust i.e. sources.• Impact and Influence of Fake News <p>Media Influence on Society</p> <ul style="list-style-type: none">• Explore cases where the media has had a direct impact on attitudes i.e. vaccinations and HIV• Social Media and its influence on the young i.e. Facebook and Instagram (influencers)• Influence of language in media• Media in Elections - how does the media influence and support political parties <p>Media Ownership and Influence</p> <ul style="list-style-type: none">• Digital media ownership i.e. Google, Facebook and popularity of use i.e. impact of the internet• Newspapers and Ownership i.e. News UK and DMG• The Murdoch Family and Viscount Rothermere

Sequencing Order: 7

Level: 4

Topic:	People and Society
Sub-Topic:	Crime and the Law in Scotland and the UK
Overview:	The focus will be on the nature, extent and causes of crime. Examining what crime is and the extent of crime across the UK and Scotland and examining trends. Looking at the impact of crime on individuals and society and how that has a negative impact on those impacted. Finally looking at the role of individuals, the police, the legal system and the state in tackling crime and evaluating their successes and failures.
Content:	<p>Nature of crime</p> <ul style="list-style-type: none">• Nature and extent of crime in Scotland and the UK i.e. white collar V. blue collar. Defining key terms such as manslaughter / culpable homicide and murder.• Evidence of crime in Scotland and the UK, such as official reports and academic research. Examining trends in crimes such as increases in fraudulent crime and knife crime. <p>Causes of crime</p> <ul style="list-style-type: none">• Social causes and explanations of crime i.e. drugs, alcohol and peer pressure.• Economic causes and explanations of crime i.e. poverty.• Biological causes and explanations of crime i.e. nature Vs. nurture. <p>Consequences of crime</p> <ul style="list-style-type: none">• Impacts on perpetrators, victims, families, communities and wider society. Examining the social, personal and economic impact of crime. Focus on the impact of crime on the Glasgow area. <p>Criminal justice system</p> <ul style="list-style-type: none">• Role and structure of the criminal courts (including the Children's Hearing system)• Powers of the criminal courts (including the Children's Hearing system)• Effectiveness of criminal courts in tackling crime <p>Responses to crime</p> <ul style="list-style-type: none">• Government responses - Government responses to crime and effectiveness of government responses.• Police - Role, structure and powers of police in Scotland and effectiveness of the police in Scotland in tackling crime• Prison - Purpose and effectiveness of prisons and purpose and effectiveness of alternatives to prisons i.e. the Swedish model• Scotland - ban on minimum sentencing, tags, community service

BERWICKSHIRE HIGH SCHOOL

HUMANITIES



CURRICULUM 2023-24

GEOGRAPHY

World Geography

- World Geography and OS Mapping
- Regional Geography - Comparing the Scottish Borders/North East England and the Highlands

Physical Environments

- Formations of Physical Features
- Climates and Ecosystems - Tundra and Equatorial

Global Issues

- Environmental Disasters

Human Environments

- India - ELDC and EMDC

Sequencing Order: 1

Level: 3

Topic:	World Geography
Sub-Topic:	World Geography and OS Mapping
Overview:	This topic will focus on enhancing world knowledge of physical features, continents, and oceans. This will improve their world knowledge and encourage map reading skills. A key component of the topic is to develop Ordnance Survey (OS) map reading skills and interpreting them to locate key features. Additionally, this topic will improve knowledge of physical and human geography of the world's continents.
Content:	<p>World Map</p> <ul style="list-style-type: none">• Locate the seven continents and the major oceans• Locates the equator, the hemispheres, tropics, and poles (Arctic and Antarctic circle), Tropic of Cancer, Tropic of Capricorn, latitude and longitude and map projection• Read world maps using latitude and longitude lines and know terms such as equator and Greenwich Meridian <p>OS Mapping</p> <ul style="list-style-type: none">• Read 4 figure and 6 figure grid references using an OS Map• Use the points of a compass (8 Point): north, east, south, west, northeast, southeast, northwest and southwest.• Reading and interpreting scale• Map Symbols (identifying OS symbols for roads and paths, railways, public access, archaeological and historical features, general features, vegetation and tourist and leisure information) <p>UK Geography</p> <p>Using a map of the UK:</p> <ul style="list-style-type: none">• Locate England, Scotland, Wales and Northern Ireland• Locate capital cities: London, Edinburgh, Belfast and Cardiff• Identify regional differences between England, Scotland, Wales and Northern Ireland. For example: identify the flags, major mountain ranges, major rivers, lakes and other distinguishing characteristics <p>World Geography</p> <ul style="list-style-type: none">• Identify the seven continents and describe unique geographical attributes of each continent including capital cities, countries, cities, landscape features, famous landmarks and population• Locating the 7 wonders of the new world (Great Wall of China, Chichén Itzá, The Khaznah, Machu Picchu, Christ the Redeemer, Colosseum and Taj Mahal)

Sequencing Order: 2

Level: 3

Topic:	Physical Environments
Sub-Topic:	Formations of Physical Features
Overview:	Students will be aware of how the landscape changes naturally from the power of water. There will be a series of river and coastal formations studied. The formations of these features will be analysed and to interpret the key processes required to create them.
	<p>Weather</p> <ul style="list-style-type: none">• Difference between weather and climate• Key terms: temperature and precipitation• Hydrological Cycle <p>Weather within the context of the United Kingdom</p> <ul style="list-style-type: none">• Effect of latitude, relief, aspect and distance from sea on local weather conditions• Climate is the average weather conditions measured over year <p>Rivers</p> <ul style="list-style-type: none">• Definition of drainage basin/catchment area• Diagram of a V-shape valley including upper, middle and lower course• Key terms: Source, tributary, course, confluence, mouth, floodplain• Processes of erosion: traction, saltation, suspension, and solution• Formation of features; Meander, waterfall, and an ox-bow lake• Land use in catchment area (forestry, renewable energy, recreation and tourism)• Follow the course of a river from source to mouth while using a map.• Discuss differences between mountain streams and lowland meandering rivers• Major rivers in Scotland; Tay, Spey, Clyde, Tweed, Dee, Don and Forth• UK major rivers; Thames, Trent, Severn, Tyne, Ouse, Great Ouse, Wye, Tweed, Exe,• Europe; Volga, Danube, Rhine• Asia; Ob, Yellow (Huang He), Yangtze (Chang Jiang), Ganges, Indus, Tigris, Euphrates,• Africa; Nile, Niger, Congo, South America: Amazon, Parana, Orinoco• North America; Mississippi, Missouri, Colorado, Rio Grande, Yukon, Mackenzie, Churchill,• Australia; Murray-Darling

Coasts

- Constructive and Destructive waves (swash and backwash)
- Processes of erosion: hydraulic action, corrosion, attrition and solution
- Process of transportation
- Berwickshire Coastline
- Process of deposition: longshore drift
- Formation of a stack and a cliff
- Identify depositional features such as a spit and tombolo.
- Land users (water enthusiasts (sailing, fishing, surfing etc), tourism and wildlife watchers)

Flooding

- Coastal, river and flash flooding
- Flooding in the Scottish Borders and prevention i.e. Hawick
- Case studies: Tewkesbury, Gloucestershire 2007
- Follow the course of a river from source to mouth while using a map
- Management against flooding; dams, dykes, channels, diversion slipways, floodplain zoning, afforestation and wetland restoration

Glaciated Uplands

- Location of glaciated areas in the UK (Cairngorms, Lake District and Loch Lomond)
- Formation of a Corrie with tarn, Pyramidal peak.
- Identify arête, u-shaped valley, plucking, freeze thaw, interlocking spurs, ribbon lake, moraine, hanging valley.
- Identifying these features on an OS map
- Drawing and annotating the process found in glaciated uplands

Sequencing Order: 3

Level: 3

Topic:	Regional Geography
Sub-Topic:	Regional Geography - Comparing the Scottish Borders/North East England and the Highlands
Overview:	This section will focus on regional Geography of the local area as well as the Highlands of Scotland. Students will learn about the key features of the areas, how the geography of the area impact on the area's population distribution, infrastructure and the use of land.
Content:	<p>Farming</p> <ul style="list-style-type: none">• Introduction to different farming types. (Arable, Pastoral)• Comparison of farming techniques used in Highlands and Scottish Borders/North East England• Factors affecting type of farming chosen: Relief, Climate, Labour, Technology, Government policy and Social Factors e.g inheritance of land.• Highlands - Hill Sheep Farming• Scottish Borders/North East England - Cattle Farming <p>Urban</p> <ul style="list-style-type: none">• Where are settlements found? Along roads, river valleys or the coast• Why did people originally choose these locations? Access to water, farmland, wood or for defence• Distinguish between rural, urban and suburban areas - CBD, urban sprawl and transport• Characteristics of a CBD - Transport Hubs, Museums, Historic Buildings, Offices, Services.• Comparison of Urban areas in Highlands and Scottish Borders/North East England - Population, Services, Transport Links, Historic Buildings, Employment opportunities.• Use an OS map to identify the site and situation of case study settlements• Highlands - Inverness• Scottish Borders/North East England - Newcastle Upon Tyne <p>Tourism</p> <ul style="list-style-type: none">• Exploring the importance of tourism to local communities - Revenue boosting local economy, creation of jobs, diversification of culture.• Comparison between Tourism in Highlands and Scottish Borders/North East England• Why are tourists attracted to these areas? - Areas of natural beauty, Hunting, Fishing, Outdoor Pursuits• Positive impacts of tourism - Income, Jobs, Development of local area, preservation of historic buildings and areas of natural beauty.• Negative impacts of tourism and conflicts with locals - Tourists v Farmers and Tourists v Residents

	<ul style="list-style-type: none"> • Attractions in Highlands: Cairngorm National Park, Munro's, Findhorn River, Aviemore, Lochness, Glencoe, Thurso (coast), Inverness Castle and Inverness • Attractions in Scottish Borders: River Tweed, Berwickshire Coastline, Glentress, Borders Railway, Tweed Valley Forest Park and Floors Castle • Attractions in North East England: Northumberland National Park, Cheviot Hills, Tyne River Hadrian's Wall, Berwick, Newcastle-upon-Tyne
--	--

Sequencing Order: 4

Level: 3

Topic:	Global Issues
Sub-Topic:	Environmental Disasters
Overview:	This topic will enhance awareness of how environmental disasters occur. Analysis of the importance of the earth's structure, tectonic plates and geographical locations on environmental disasters. Three case studies of the most significant natural disasters will be studied to encourage interest in current disasters. Each disaster will cover the cause of the disaster, the impacts and future prevention and mitigation against further disasters.
Content:	<p>Structure of the Earth</p> <ul style="list-style-type: none">• Structure of the Earth (key layers - crust mantle inner core)• Tectonic Plates (7 large plates; Pacific Ocean, African Plate, Antarctic Plate, Eurasian Plate, Indo-Australian Plate, North American Plate and South American Plate. Smaller plates; Somali, Nazca, Indian, Amurian and Sudna)• Annotate map of constructive, conservative and destructive plate boundaries <p>Volcanic Eruptions</p> <ul style="list-style-type: none">• Key features of volcano: crater, cone, secondary cone, ash cloud, lava bombs, lava, magma• study Mount St Helen's Washington 1980 and Eyjafjallajökull (Transport)• Impact of the eruption - social, economic and environmental• Prevention and mitigation strategies to reduce the impact of further eruptions; emergency alerts, town planning, personal planning, seismometers, tiltmeters, thermal imaging, camera imagery, measuring gas escapes and temperatures <p>Earthquakes</p> <ul style="list-style-type: none">• Key features of earthquake: epicentre, shock waves, fault lines, plates• Boxing Day Tsunami 2004• Impact of the earthquake - social, economic and environmental• Prevention and mitigation strategies to reduce the impact of further earthquakes; emergency alerts, town planning, personal planning, seismometers, tiltmeters, camera imagery, measuring gas escapes and temperatures <p>Tropical Storms:</p> <ul style="list-style-type: none">• Key features - eye, eye wall, rainbands• Hurricane Katrina 2005• Impact of tropical storm - social, economic and environmental• Prevention and mitigation strategies to reduce the impact of further storms; building structures, personal planning and town planning

Sequencing Order: 5

Level: 3

Topic:	Human Environments
Sub-Topic:	India - ELDC and EMDC
Overview:	This topic will allow an in-depth look at India and its human and physical factors. We will look at how India's geographical location has encouraged its population and financial growth. Additionally, we will look at how cities such as Mumbai are suffering from an influx of rural to urban migration forcing the development of shanty towns. We will analyse the key development indicators and compare India to UK.
Content:	<p>Developed Vs Developing World:</p> <ul style="list-style-type: none">• Definition of EMDC (Economically More Developed Countries) and ELDC (Economically Less Developed Countries) <p>Physical Geography of India:</p> <ul style="list-style-type: none">• Himalayan Mountains, river deltas, low-lying area, rice farming, major cities, trading coastal ports, railways climate including monsoons.• Main rivers are the Ganges, the Brahmaputra, the Yamuna, the Godavari, the Kaveri, the Narmada and the Krishna.• India has three seasons - summer, rainy or monsoon, and winter.• Natural resources: Coal and Iron Ore <p>Population Growth and Distribution:</p> <ul style="list-style-type: none">• Population pyramid, mega city, location of settlements, population demographics including birth rate, death rate and life expectancy• Rural to urban migration• Distinguish between areas where people are dispersed (rural) and crowded (towns and cities) <p>Urbanisation:</p> <ul style="list-style-type: none">• Distinguish between rural, urban and suburban areas• India's main cities are New Delhi (capital), Mumbai (Bombay), Kolkata (Calcutta), Chennai (Madras), Bangalore, Cochin, Jaipur, Shimla, Varanasi.• Development of shanty towns (Dharavi in Mumbai)• Shanty town living conditions (Dharavi - homes, sanitation, disease etc.) <p>Development Indicators:</p> <ul style="list-style-type: none">• Comparison of Development with UK• Development indicators: social, economic and environmental indicators• Social indicators including health, education, diet, life expectancy, infant mortality• Economic indicators including: Gross National Product (GNP), Gross Domestic Product (GDP), wages and poverty.• Comparing key differences and analysing why

Sequencing Order: 6

Level: 4

Topic:	Physical Environments
Sub-Topic:	Climates and Ecosystems - Tundra and Equatorial
Overview:	This topic is to enhance awareness of different natural regions around the world and how they are changing due to human and environmental influences. The two studies investigated are equatorial and tundra regions. These areas will be analysed by considering their climate and natural features. Additionally, we will analyse how people use and misuse the environments and how this can be managed.
Content:	<p>Mapping of Tundra and Equatorial Regions:</p> <ul style="list-style-type: none">• Key affected locations for tundra and equatorial regions i.e., North Pole, Canada, Finland, Kenya, Brazil and Ecuador <p>Tundra Region:</p> <ul style="list-style-type: none">• Tundra ecosystem• Vegetation; Shrubs, mosses, heaths and lichens• Animals; Polar bear, snowshoe hare and arctic fox• Key landscape features: marshes, lakes, bogs and permafrost <p>Use and misuse of tundra environments by people:</p> <ul style="list-style-type: none">• Tundra• Inuit hunter's sustainable traditional lifestyle• Misuse of tundra landscape; mining, oil rigs, natural gas, illegal hunting and pollution <p>Effects of land degradation on people and the tundra environment:</p> <ul style="list-style-type: none">• Local people finding employment in new industries and changing their traditional lifestyle• Influences from the modern 'Western' world• Impact to wildlife• Melting of the permafrost damaging the carbon store• Damage to infrastructure including the Trans-Alaskan oil pipeline <p>Management strategies to minimise impact/effects to the tundra:</p> <ul style="list-style-type: none">• Sustainable development to protect future generations (Habitat Conservation Programmes and Biodiversity Action Plan) <p>Equatorial Region:</p> <ul style="list-style-type: none">• Equatorial ecosystem• Vegetation: Layers of the rainforest (Forest floor, under canopy, canopy and emergent layer), lianas, buttress roots, fan palms and strangler figs.• Animals: jaguar, tarantula, sloths and emerald tree boa• Key Landscape Features: Convectional rainfall, humidity, abundant vegetation and nutrient-rich but shallow soil

Use and misuse of equatorial environments by people

- Native tribes (Kayapo Amerindian Tribe) sustainable traditional lifestyles
- Shifting cultivation and slash and burn
- Roads and infrastructure including the Trans-Amazonian Highway
- Exploited resources including iron ore, manganese, gold, silver and diamonds
- Plants removed for wood and medicinal purposes
- Employment in logging, cattle ranching, coffee plantations, mining and the construction of hydro-electric power schemes

Effects of land degradation on people and the equatorial environment

- Soil's fertility is exhausted, crops no longer grow well
- Loss of the traditional way of life for native tribes.
- Tribes dying of 'Western' diseases, eg flu and measles because of a lack of immunity.
- Land clearance for farming, transportation and mining causes deforestation. Hardwood trees take many years to grow - they are difficult to replace.
- Clearing the rainforest threatens the survival of many rare plant, bird and animal species and could lead to their extinction as their habitat is destroyed.
- Loss of vital ingredients for life-saving medicines, many of which remain undiscovered.

Management strategies to minimise impact/effects on equatorial environment

- National parks i.e. El Cajas, Cotopaxi and Cerreo
- Agro-forestry and Afforestation
- Sustainable Forestry Schemes including selective logging
- Education

BERWICKSHIRE HIGH SCHOOL

HUMANITIES

CURRICULUM 2023-24



RELIGIOUS, MORAL AND PHILOSOPHICAL EDUCATION

S1 WORLD RELIGIONS

- World Religions in the 21st Century
- Key Practices - Winter Festivals
- The Supreme Beings
- Beliefs in Action

CITIZENSHIP

S3 and S5 Citizenship

- Overview of key topics

S6 Citizenship

- Overview of key topics

Sequencing Order: 1

Level: 3

Topic:	World Religions
Sub-Topic:	World Religions in the 21st Century
Overview:	Developing the understanding of Scotland's religious diversity with the main World religions and their place in society. Investigating and reflecting on key religious practices; explaining the significance of these for religious people today.
Content:	<p>Religions in Scotland</p> <ul style="list-style-type: none">• The main religions in Scotland and the world; Christianity, Judaism, Islam and Hinduism• The religions and their countries of origin; Christianity, Judaism, Islam and Hinduism• The World religions and Scotland and these religions have affected Scottish society; worship, education, food and law <p>Christianity around the world</p> <ul style="list-style-type: none">• What countries are seen as Christian; Germany, USA and Brazil• How many Christians in the world, UK and Scotland• Key Christian groups in Scotland: Catholic, Protestant, Free Church• How significant is Christianity to Scotland; worship, education, celebration and law• How significant is Christianity to the world; worship, education, celebration and law <p>Books and Teachings -The Holy Books</p> <ul style="list-style-type: none">• Who uses them; church, law makers and personal use• Why are they important; law and morality• How have they influenced Scotland? - schools and rules <p>Sacred places -The Holy Buildings</p> <ul style="list-style-type: none">• How are they used; worshiping, community and charity• Why are they important; important to the individual, family, community and people e.g. foodbanks and Gurdwara and homeless charities• The old and the new i.e. ancient buildings such as Rosslyn Chapel and pre reformation Vs. New community buildings• How have they influenced Scotland; influence the church has had in creating community

	<p>Influence on Scotland</p> <p>Scotland and the Church - The Old</p> <ul style="list-style-type: none">• The Saints; Columba, Andrew and Margaret <p>Scotland and the Church - The New</p> <ul style="list-style-type: none">• The Church and schools• The Church and charities <p>World religions and Scotland</p> <ul style="list-style-type: none">• Influence and significance and religions and charities
--	--

Sequencing Order: 2

Level: 3

Topic:	World Religions
Sub-Topic:	Key Practices - Winter Festivals
Overview:	Developing the understanding of Scotland's religious diversity by exploring the main winter festivals celebrated by religious people in Scotland and their links to people around the world. Investigating and reflecting on the beliefs and practices linked to these festivals, explaining the significance of these for religious people today.
Content:	<p>The Moon Festival:</p> <ul style="list-style-type: none">• The story of the Moon festival• Who celebrates the moon festival; East Asia, China, Malaysia etc.• How is the Moon festival celebrated; lanterns, mooncake, fireworks, dragon dancing etc.• Links between the beliefs and actions• Links to Scotland's diversity <p>Diwali:</p> <ul style="list-style-type: none">• The story of Diwali: Rama and Sita• How is Diwali celebrated; home decorating, gifts, pujia, meals etc.• Links between the beliefs and actions• Links to Scotland's diversity <p>Hanukkah:</p> <ul style="list-style-type: none">• The story of the Maccabees• How is Hanukkah celebrated; lighting of the menorah, traditional food, gifts etc.• Links between the beliefs and actions: Ner Shal Tzedakah• Links to Scotland's diversity <p>Christmas:</p> <ul style="list-style-type: none">• The story of Christmas• It's importance to Christians• Links to Paganism and ancient beliefs - Vikings, Celts, Romans• Links to Christians in Scotland - Free Church, Catholic, Protestant• Links between the beliefs and actions; The Samaritans and Salvation Army

Sequencing Order: 3

Level: 3

Topic:	World Religions
Sub-Topic:	The Supreme Beings
Overview:	Investigating and developing an understanding of the key beliefs of religious people. Using and analysing sources to explain a range of beliefs that people have about their God and gain an understanding of their importance to people in Scotland and the world.
Content:	<p>Christianity: Using the Bible to explore Christian beliefs about God</p> <ul style="list-style-type: none">• Creator• Omnipresent, omnipotent, omniscient, omnibenevolent <p>New Testament: Using the Bible to explore Christian beliefs about Jesus</p> <ul style="list-style-type: none">• Miracles• Resurrection <p>Islam: Using the Qur'an to explore Muslim beliefs about Allah</p> <ul style="list-style-type: none">• Omnipotent, Omnipresent, Omniscient, Omnibenevolent• Basic articles of faith about Allah - only one God, no shape or form, no equal.• Belief in predestination• Sunni and Shi'ite <p>Judaism: Using the Torah to explore Jewish beliefs about Yahweh</p> <ul style="list-style-type: none">• The story of Abraham - The covenant• The story of Moses - Exodus and the commandments <p>Hinduism: Using the Vedas to explore Hindu beliefs about Brahman</p> <ul style="list-style-type: none">• Creation• Brahman, Vishnu, Shiva <p>Sikhism: Using the Guru Granth Sahib to explore Sikh beliefs about God</p> <ul style="list-style-type: none">• One God, of all the universe• God: creator, preserver and destroyer• Omnibenevolence and revelation

Sequencing Order: 4

Level: 3

Topic:	World Religions
Sub-Topic:	Beliefs in Action
Overview:	Developing the understanding of Scotland's religious diversity with the main moral teachings of Christianity and the World's religions. Investigating and reflecting on key religious moral beliefs and teachings; explaining the significance and influence of these on the morals of religious people today. Investigate and understand the nature of belief and morality for people independent of religion.
Content:	<p>Christianity - The Bible</p> <p>Old Testament</p> <ul style="list-style-type: none">• The Ten Commandments• David and Goliath <p>New Testament</p> <ul style="list-style-type: none">• Prodigal Son (Parable of Loss and Redemption)• Good Samaritan (Parable of love and forgiveness) <p>Islam - The Qur'an</p> <p>Using the Qur'an to explore how Muslim beliefs lead to actions</p> <ul style="list-style-type: none">• The 5 Pillars - Zakat• Al 'Amal Assalih - individual virtues <p>Buddhism - Dhammapada</p> <ul style="list-style-type: none">• The 5 Precepts• Kamma and Metta (loving kindness) <p>Sikhism - Sikh Guru's and the Guru Granth Sahib</p> <ul style="list-style-type: none">• Gender equality• Race equality• Share with others• Sewa - care for all humanity <p>Philosophy</p> <p>Using the philosophical moral teachings of the Utilitarian's and Humanist to explore secular ideas about moral issues</p> <ul style="list-style-type: none">• Utilitarian - Act and Rule• Humanism - Moral relativism

Citizenship

Topic:	S3 and S5 Citizenship
Sub-Topic:	Topics Covered 2023-24
Overview:	<p>We have put together a programme of topics which will cover a wide range of issues that will help develop your awareness of the world around you. These topics have been chosen to firstly inform, but secondly to encourage and facilitate discussion and debate.</p> <p>The topics will (in the most part) have religious, moral, political and philosophical perspectives. However there will be more informative topics e.g. the Left to Right of British Politics etc. You will also be expected as a class to pick a topic that interests you. This gives you the element of personalisation and choice throughout this course. There will be adjustments in what is offered as the course evolves.</p>
Topics Covered:	<ul style="list-style-type: none"> • Left to Right of Politics: An Introduction • Abortion: Equal rights for all? (S5) • The Holocaust and Modern Day Genocide (S3) • Living in an age of Islamophobia • Sport, a man's game? Gender equality in sport • The legalisation of drugs • War, what is it good for? • Organ Donation (S5) • Charities: Always for the greater good? • Food Banks • NHS: Can we afford to help everyone? • Student Choice • <i>People in Society Award?</i>

Topic:	S6 Citizenship
Sub-Topic:	Topics Covered 2021-22
Topics Covered:	<ul style="list-style-type: none"> • Why do we do the things we do? • Illegal Immigrants - Who's 'problem' are they? • Euthanasia - Should everyone have the right to choose when they die? • Adulthood - A guide to leaving the nest • My online life • The True Cost of Christmas • Israeli Palestine Question • Benefits Britain; Can we afford it? • The Issue of Consent • Islamophobia • Student Choice