



Humanities Faculty

Head of Faculty: Miss M Rand

Head of Geography: Miss K Tipper

Head of History: Miss M Rand

Head of Religious Studies: Mr O Plumridge

Staff: Miss H Mullins, Miss R Clarke, Miss C Harris, Mrs E Richardson, Mrs M Lewis, Miss P James, Miss D Natee

Our ethos:

*“The humanities define who we are as a people. That is their power -- to remind us of what we each have to offer, and what we all have in common. To help us understand our history and imagine our future. To give us hope in the moments of struggle and to bring us together when nothing else will.
“(Michelle Obama)*

Our aim is to empower students with the inspiration, skills and knowledge required to become active and responsible citizens who are passionate about the planet they will inherit and the diverse people who populate it.

At Worle Community School Academy, the Humanities Faculty provides an ambitious and engaging curriculum providing learners with the transferrable knowledge and skills they need to achieve well and succeed now and on future pathways through education and employment.

KS3

At KS3 History, Geography and RS are taught as three separate disciplines. Students are taught vital knowledge to give them a solid foundation to understand the major aspects of the world around them. This involves all of the major world religions, major physical processes, important historical events since 1066 and understanding of the changing nature of the UK and other countries around the world.

KS4

In KS4, students begin studying GCSEs in the subjects they have opted.

All students study RS.



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In History, students study Medicine through Time 1350-present day, Weimar and Nazi Germany 1919-39, Early Elizabethan England 1558-1588 and Superpower Relations and the Cold War 1941-89. The exam board for this is EDEXCEL.

In Geography, students study physical geography including natural hazards, the living world and physical landscapes in the UK. Students also study human geography focusing on urban issues and challenges, the changing economic world and the challenge of resource management. The exam board for this course is AQA.

RS is a compulsory core subject which all students study. This focuses on the beliefs and practices of Christianity and Islam as well as a consideration of why people do or do not believe in God; peace and conflict in society; important ethical issues like euthanasia; as well as human relationship issues. The exam board for R.E is AQA.

Home Learning

Home Learning for Geography, History and RS will be presented in booklet form. During the cycle, homework will either require students to research new information or consolidate existing knowledge that has been delivered during their lessons.



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Curriculum Intent: RS

'Knowing others is wisdom, knowing yourself is Enlightenment.' Lao Tzu

Our principal purpose is to enable students to become empathetic, understanding and compassionate individuals with a desire to engage with the world around them, be that Worle, Britain or the whole of earth! Our intention is to develop lifelong learners by providing them with the knowledge, skills and the opportunity for them to critically evaluate their own beliefs and the beliefs of others.

At KS3 students study the 6 world religions focussing on facets such as their origins, ways of worship, festivals, pilgrimages and values. At KS4 we focus on the beliefs and practices of Christianity and Islam.

An essential element of our curriculum is the study of philosophy and ethics, developing enquiring minds that grapple with some of life's big questions. Some such topics are:

- Does God exist?
- Is it ever right to go to war?
- When is it acceptable to end a life?

With passionate and knowledgeable teachers we provide RS lessons that create learners who:

- Understand the importance of religion to millions of people;
- Understand the impact religion has on both the religious and secular world;
- Question their own world view and the world view of others;
- Are curious about the people and world around them;
- Are able to integrate with people of different religions and cultures;
- Can communicate their beliefs;
- Can engage with controversial issues.

Religious Studies is a core part of the curriculum here at Worle Community School Academy. We value it as a standalone subject and we value the transferable skills and knowledge that it provides.



	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Year 7	Animal rights	Judaism	Christianity – belief into action	Islam
	<p>Key questions:</p> <ul style="list-style-type: none"> Do humans have the right to eat animals? Should we care for all animals equally? <p>Key concepts:</p> <ul style="list-style-type: none"> Treatment of animals Animal testing Morality Belief Tradition Suffering 	<p>Key questions:</p> <ul style="list-style-type: none"> Why do religions have laws? Are some laws more important than others? <p>Key concepts:</p> <ul style="list-style-type: none"> Belief Worship Tradition Morality 	<p>Key questions:</p> <ul style="list-style-type: none"> What is meant by faith? How have people demonstrated their faith? <p>Key concepts:</p> <ul style="list-style-type: none"> Belief Morality Suffering Commitment 	<p>Key questions:</p> <ul style="list-style-type: none"> What are the core beliefs of Islam? Why do some Muslims wear a hijab? <p>Key concepts:</p> <ul style="list-style-type: none"> Belief Tradition Identity Commitment
	<p>Assessment: Animal testing can never be justified. Evaluation question. Knowledge Test</p>	<p>Assessment: Based on importance of religious laws. Evaluation question. Knowledge Test</p>	<p>Assessment: Martin Luther King – belief into action. Knowledge Test</p>	<p>Assessment: Hajj is the most important of the 5 pillars. Evaluation question. Knowledge Test</p>
Year 8	Cycle 1	Cycle 2	Cycle 3	Cycle 4
	Hinduism	Buddhism	Sikhism	Life after death
	<p>Key questions:</p> <ul style="list-style-type: none"> What is valuable to Hindus? Is Hinduism polytheistic? <p>Key concepts:</p>	<p>Key questions:</p> <ul style="list-style-type: none"> How should Buddhists act? How do Buddhists worship? <p>Key concepts:</p>	<p>Key questions:</p> <ul style="list-style-type: none"> Why do Sikhs wear the 5Ks? Who were the initial Gurus in Sikhism? How should Sikhs act? 	<p>Key question:</p> <ul style="list-style-type: none"> Do we experience more than one life? Does heaven exist? <p>Key concepts:</p> <ul style="list-style-type: none"> Morality



	<ul style="list-style-type: none"> • Identity • Interdependence • Belief • Worship 	<ul style="list-style-type: none"> • Worship • Belief • Morality • Commitment • Suffering 	Key concepts: <ul style="list-style-type: none"> • Identity • Interdependence • Belief • Morality 	<ul style="list-style-type: none"> • Belief • Transcendence • Suffering
	Assessment: It is essential for a Hindu to do their duty. Evaluation question. Knowledge Test	Assessment: Observing sewa is more important than the 5Ks. Evaluation question. Knowledge Test	Assessment: Meditation is vital to achieve nirvana. Evaluation question. Knowledge Test	Assessment: There is no life after death. Evaluation question. Knowledge Test
Year 9	Cycle 1	Cycle 2	Cycle 3	Cycle 4
	Philosophy – Does God exist?	Tackling controversial issues	Ethics – Sanctity of life	Ethics – Social ethics
	Key questions: <ul style="list-style-type: none"> • Is God just a concept? • Why are we here? Key concepts: <ul style="list-style-type: none"> • Creation • Belief • Identity 	Key questions: <ul style="list-style-type: none"> • How should we respond to terrorism? • What is Islamophobia? • Is gay marriage acceptable? Key concepts: <ul style="list-style-type: none"> • Belief • Identity • Suffering • Morality • Citizenship 	Key questions: <ul style="list-style-type: none"> • Is human life more valuable than all other life? • Does anyone have the right to end a human life? Key concepts: <ul style="list-style-type: none"> • Morality • Belief • Identity • Suffering • Interdependence 	Key questions: <ul style="list-style-type: none"> • Why is there poverty in the world? • How can poverty be stopped? • Is it acceptable to go to war? Key concepts: <ul style="list-style-type: none"> • Morality • Belief • Identity • Suffering • Interdependence
Assessment: God created the universe. Evaluation question. Knowledge Test	Assessment: Suffering is caused by human actions. Evaluation question. Knowledge Test	Assessment: Is it acceptable to end human life? Evaluation question. Knowledge Test	Assessment: Can war ever be justified? Evaluation question. Knowledge Test	



	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Year 10	Religion and life	Sex and relationships	Crime and punishment	Peace and conflict
	<p>Key Questions:</p> <ul style="list-style-type: none"> • How was the universe created? • Are science and religion compatible? • Is abortion ever acceptable? • How should we treat the environment? • What happens when we die? • Do we have a right to treat animals how we wish? • Is human life sacred? <p>Key concepts:</p> <ul style="list-style-type: none"> • Sanctity of life • Creation • Beliefs • Morality • Transcendence 	<p>Key questions:</p> <ul style="list-style-type: none"> • Are homosexual relationships acceptable? • Is sex something that should only happen in marriages? • Are all forms of contraception acceptable? • Is divorce acceptable? • Does gender equality exist? • What is the role of the family? • What types of families are there? <p>Key concepts:</p> <ul style="list-style-type: none"> • Morality • Belief • Family • Sexuality • Relationships 	<p>Key questions:</p> <ul style="list-style-type: none"> • Why does crime exist? • Is suffering sometimes necessary? • Are all laws just? • What punishments are there? • What is the aim of punishment? • Is taking a life ever acceptable? • Should we forgive people who commit crimes against us? <p>Key concepts:</p> <ul style="list-style-type: none"> • Citizenship • Morality • Belief • Retribution • Reformation • Law 	<p>Key content:</p> <ul style="list-style-type: none"> • Is protest acceptable? What if it is violent? • What is terrorism? • What are views on terrorism? • What reasons are there for war? • Is peace possible without violence? • What is pacifism? • Is it ever acceptable to use weapons of mass destruction? • How should we help people when war is over? <p>Key concepts:</p> <ul style="list-style-type: none"> • Forgiveness • Reconciliation • Justice • Peace • Belief
	Assessment: Evaluation Q Knowledge Test	Assessment: Evaluation Q Knowledge Test	Assessment: Evaluation Q Knowledge Test	Assessment: PPE



	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Year 11	Peace and conflict	Revision: Islam and Christianity	Revision: Themes	
	<p>Key questions:</p> <ul style="list-style-type: none"> • Is protest acceptable? What if it is violent? • What is terrorism? • What are views on terrorism? • What reasons are there for war? • Is peace possible without violence? • What is pacifism? • Is it ever acceptable to use weapons of mass destruction? • How should we help people after war? <p>Key concepts:</p> <ul style="list-style-type: none"> • Forgiveness • Reconciliation • Justice • Peace • Morality • Belief 	<p>Key content:</p> <ul style="list-style-type: none"> • Key beliefs in Islam – 6 articles of faith; nature of God; Akhirah; Risalah; Holy books. • Key practices in Islam – 5 pillars of Islam; festivals; Jihad. • Key beliefs in Christianity – Nature of God; creation; Jesus’ birth, life and death. • Key practices in Christianity – forms of worship, prayer, pilgrimage, evangelism, charity. <p>Key Concepts:</p> <ul style="list-style-type: none"> • Worship • Belief • Morality • Transcendence • Philosophy 	<p>Key content:</p> <ul style="list-style-type: none"> • Sex and relationships • Crime and punishment • Religion and life • Peace and conflict. <p>Key concepts:</p> <ul style="list-style-type: none"> • Marriage • Divorce • Sexuality • Criminality • Weapons of mass destruction • Pacifism • Just War Theory • Sanctity of life • Creation • End of life 	



	Assessment: PPE (2 papers)	Assessment: PPE (2 papers)	Assessment: Essay style questions – testing of key knowledge	
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