

Theme:	Cross curricular content:
<p>Development of the political system and democracy in the UK.</p>	<p>PE (KS4): Students participate in a voting process to determine activities for the year and sports leaders/captains, students study the International Olympic Committee and how countries elect members.</p> <p>English (Year 9): Lessons on poetry (dictatorships and communism).</p> <p>History (Year 7): Introduction to parliament, 1066, the Battle of Hastings, Harrying of the North and the Feudal system.</p> <p>History (Year 8): The Peterloo Massacre, The Chartists and the development of democracy.</p> <p>History (GCSE): Democracy and dictatorship.</p> <p>RE (Year 9): Expression unit, should we be more like Greta? Students demonstrate advocacy and representation.</p>
<p>The roles of citizens, parliament and the monarch.</p>	<p>PE (GCSE): The Olympic legacy (London).</p> <p>History (Year 7): Introduction to Parliament. 1066 and the Feudal system. Medieval monarchs, Magna Carta, Peasants Revolt</p> <p>History (Year 8): What was wrong with democracy in the industrial period? The Peterloo Massacre, The Chartists, English civil war, 18th century monarchy, 18th century elections, 19th century feminists</p>
<p>The operation of parliament, voting and elections.</p>	<p>History (Year 8): Democracy and voting, 18th century elections, 19th century feminists.</p> <p>English (KS3): Politics in Persuasive Speeches (Churchill, Obama, Hillary Clinton & Trump).</p>

<p>Roles of the police, operation of courts and tribunals.</p>	<p>Business studies (KS4): Employment legislation and the impact of legislation on a business and employees, How not following legislation can lead to tribunals.</p> <p>PE (KS4): The role of WADA (World Anti-Doping Agency) in policing performance enhancing drugs used across the world.</p> <p>RE (Year 8): Capital punishment.</p> <p>RE (KS4): Crime and Punishment unit.</p> <p>History (Year 9): Douglas Haig trial.</p> <p>History (KS4): Crime and punishment unit.</p> <p>English (KS4): Death Penalty in Persuasive Speeches.</p>
<p>Roles played by public institutions and voluntary groups in society. Working together to improve communities.</p>	<p>PE (KS4): Voluntary organisations such as sports clubs are discussed and students are ‘audited’ to establish which clubs and sports they participate in. Public institutions (PFA and Wembley are included in the curriculum.</p> <p>Maths (KS3): Looking at distribution of overseas aid - % from gov, charities etc.</p> <p>MFL (KS3): Exploring social issues close to home, equality and problems associated with young people, home and the environment and solutions to environmental problems.</p> <p>Health and social care (KS4): Tertiary sector services and organisations are part of the health and social care syllabus and there is a focus on support and services that meet the needs of different groups of young people.</p> <p>Computing (KS3): The role of individuals and groups that offer support (CEOP). Impact of ICT on society.</p> <p>RE (Year 7): Community cohesion, langar, sewa etc</p>

	<p>RE (Year9): Medical ethics, ‘Why does our school support Willow Wood?’</p> <p>RE (Year 11): Human rights: Does the government do enough to tackle radicalisation?, How can we improve community cohesion and interfaith dialogue? How can we improve multi-ethnic communities?</p> <p>Geography (Year 8): Slum conditions, child labour, bananas unpeeled documentary looks at how organisations are working to improve working conditions in LEDC’s.</p> <p>Art (KS4): The impact of graffiti on local communities</p> <p>DT (KS4): Researching materials, existing products etc. When using materials teaching aims to make sure students are aware of wider social issues - responsibilities of using less materials, replacing natural resources, etc. The 6 'R's' - reduce, reuse, recycle, refuse, repair, rethink.</p>
<p>Functions and uses of money. Importance and practice of budgeting and managing risk.</p>	<p>Maths (KS3): Interest returns on investments and paying back loans and mortgages, understanding risk: probability related to gambling; chance of dying due to different illnesses/accidents/terrorism etc.</p> <p>MFL (KS3): Leisure time, the media, shopping and fashion. Income and spending habits.</p> <p>Health and Social Care (KS4): Analysis of how income can affect health and wellbeing. Students complete a budgeting plan relating to provision of food for a family. Child poverty and decision making by low income families is studied.</p> <p>Business studies (KS4): Costs and profits, budgeting for a business. Financial records including budgeting, costs and ratios and analysis of risk for investment.</p> <p>PE (KS4): The role of National Governing Bodies of sport in sourcing and distributing money.</p> <p>Art (KS4): Costings brief for clothing.</p>
<p>Local, regional and</p>	<p>PE (KS4): National and International Governing Bodies of Sport are studied in detail, as is the International Olympic Committee. Previous Olympic Games are looked at, in particular where there were incidents such as in the Munich</p>

<p>International governance.</p> <p>Human rights</p>	<p>RE (KS4): Multiculturalism, human rights including limiting human rights, personal conviction and freedom of expression.</p> <p>Computer Science (KS4): Human rights. e.g. the right to data protection. However international law is not covered, only UK law. Taught in Year 11.</p> <p>English - Laws and justice in 19th Century extracts.</p> <p>Art (KS3): Hundertwasser project, the impact of war on art and regime change.</p>
<p>Volunteering and active citizenship</p>	<p>English: Buddy Reading in the library, charity and poverty in A Christmas Carol, Climate change / Environment in Trash novel & Grammar for Writing.</p> <p>RE (Year 9): Expression, ‘should we all be like Greta?’ – skills of advocacy and representation.</p>