

## Modern Britain Curriculum

### Intent (standard for all subjects)

*'where are we going' or 'what sort of curriculum did we want to create'?*

A curriculum in which knowledge is delineated *carefully*, taught *explicitly*, and placed *forensically*...

Where skills are taught, spiralled and *deliberately* practised ...

Where skills can be applied to a number of different situations

Where students can retrieve and apply knowledge to a given question

*'What sort of Modern Britain Curriculum did we want to create'*

- Mastery at KS3 of the British Values (Democracy, Rule of Law, Tolerance and Mutual respect, Diversity) as directed by DFE November 2014 which ignites students curiosity and fosters a love of learning
- A curriculum that allows students to gain an understanding of the contemporary society in which they live
- A curriculum that allows students to gain an understanding of the fundamental British values and develops young people to respect and tolerate others of different cultures in their society
- A curriculum that allows students to develop their self knowledge, self esteem and self confidence
- A curriculum that enables students to see right from wrong and to respect the law
- A curriculum that enables students to look at the Rule of Law and Justice system in contemporary Britain
- A curriculum that encourages students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to society
- A curriculum that encourages people to understand and have knowledge of enterprise
- A curriculum that spirals all the key skills from Year 7
- A differentiated curriculum where students are given the skills and opportunities to exceed their targets
- A curriculum that allows students to develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in Modern Britain
- A curriculum which respects the beliefs of students and their parents while always aiming to provide students with the knowledge they need to study modern Britain and sit the Religious Studies GCSE

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## **Implementation**

Where did we start? By picturing our typical KS4 student, and identifying what we would like them *to know* and *to understand* to become our **ideal** student.

	Year 7	Year 8	Year 9	Year 10
<b>Diversity</b>	X	X	X	X
Students will develop their understanding of Diversity in contemporary Britain	X	X	X	X
Students will develop an understanding of British heritage and the positive impact that immigration has had on British culture	X	X	X	X
Students are given the opportunity to learn about and celebrate diversity in Britain by developing a mutual respect of those who are different	X	X	X	X
Students will develop a working knowledge of the major religions in Britain today with a particular focus on Christianity and Islam	X	X	X	X
<b>Democracy</b>	X	X	X	X
Students will understand the key concept of democracy and a working knowledge of the main political parties	X	X		
Students will learn about the differences between democracy and dictatorship	X	X		
Students will be able to describe the way laws are made in the UK	X	X		
<b>Tolerance and Mutual respect</b>	X	X	X	X
Students will be able to identify the values people have both individually and in society as a whole	X	X	X	X

Students will investigate the 7/7 bombings and the impact it had on political, economic and social aspects of life	X			
To develop the concept of mutual respect at all levels in society	X	X	X	X
<b>Rule of Law</b>	X	X	X	X
Students will develop their knowledge of the rule of law	X		X	X
Students will understand the process of the justice system	X		X	X
Students will explore the concepts of rights and responsibilities	X		X	X
Students will understand what is meant by social justice and compare these with the religious views of Islam and Christianity			X	X
Students will explore the issues of religious freedom and belief in secular societies and compare these with the religious views of Islam and Christianity			X	X
Students will understand the difference between prejudice and discrimination and compare these with the religious views of Islam and Christianity	X	X	X	X
Students understand the different attitudes to wealth held by different groups of people	X		X	X
Students will understand the meaning of the term exploitation , the repsonsibilities of gopvernments to the poor and compare these with the religious views of Islam and Christianity			X	X
<b>KS4</b>				
<u>Relationships and Families</u>	X			
Students will understand the consequences of the treats to the Rule of law by events like the				

Westminster Bridge attacks				
Students will follow the AQA Religious Studies B covering the four themes of and the Practices and Beliefs of Christianity and Islam			X	X
Students will explore the role of the family in contemporary Britain and compare these with the religious views of Islam and Christianity		X	X	X
Students will consider the contemporary attitudes to sexuality in Britain and compare these with the religious views of Islam and Christianity			X	X
Students will have knowledge of family planning of people in Britain and compare these with the religious views of Islam and Christianity			X	X
Students will be aware of the different views on sex before marriage and compare these with the religious views of Islam and Christianity		X	X	X
Students will look at the main views on marriage and gender equality and compare these with the religious views of Islam and Christianity		X	X	X
<u>Peace and conflict</u> Students will be aware of the key terms (eg Peace, Conflict, Justice, Pacifism etc) and be able to use them in their writing			X	X
Students will be aware of the causes of conflict and ways of resolving differences	X	X	X	X
Students will be aware of the UK laws regarding protest and violence and compare these with the religious views of Islam and Christianity	X	X	X	X
Students will explore the idea of Just war and compare these with the religious views of Islam and Christianity			X	X

Students will be aware of WMD, their impact , the arguments for and against using them and compare these with the religious views of Islam and Christianity			X	X
Students will consider the reasons for pacifism and compare these with the religious views of Islam and Christianity			X	X
Students will be aware of the impact and victims of war and conflict and compare these with the religious views of Islam and Christianity	X	X	X	X
<u>Crime and Punishment</u> Students will be aware of the legal position on crime and punishment , they will appreciate the difference between good and evil actions			X	X
Students will know and understand the reasons why some people commit crime and compare these with the religious views of Islam and Christianity			X	X
Students will understand that there are different types of suffering and compare these with the religious views of Islam and Christianity			X	X
Students will investigate the purposes of punishment both in a secular society and compared with the religious views of Islam and Christianity. They will also investigate the views on capital and corporal punishment			X	X
Students will understand the concept of forgiveness for individuals and compare these with the religious views of Islam and Christianity			X	X
<b>General</b>				
All students retain knowledge through the use of low stakes quizzing in every lesson which retests students at timely intervals to support long term memory	X	X	X	X

All students in Years 7-10 are supported to revisit key subject knowledge through self quizzing homeworks. Students are made aware of the knowledge that must be learnt and are given the strategies and resources to do so	X	X	X	X
Students at KS4 are supported with independent work through the google classroom			X	X
Success is celebrated and communicated to parents via the Department postcard	X	X	X	X
All lessons are planned and executed using the six teaching principles	X	X	X	X
Students are given the opportunity to develop behavior for learning habits through the integration of the six teaching principles in lessons	X	X	X	X
Students in all lessons are exposed to high quality modelling from teachers ensuring that they have the necessary skills to decode the question	X	X	X	X
Students are given timely and regular feedback on key pieces of writing and exam style questions. DIRT activities are planned to redress the misconceptions	X	X	X	X
Teaching groups are modified where possible following triangulation of assessment data, students feedback and pastoral oversight	X	X	X	X

### **Impact**

- All students are supported in working towards their attainment targets
- All students are supported to have high levels of confidence in Modern Britain
- Assessments and schemes of learning are refined in light of data analysis, specification reforms and changing needs of particular cohorts. Individual teachers will 'tweak' schemes of learning to meet the needs of their classes
- Students are assessed following a whole school calendar leading to data collection, distribution and reactive planning for the next cycle
- Leaders set and meet targets which are realistic and ensure progress for all groups of students