

Humanities

Geography

“Geography illuminates the past, explains the present and prepares us for the future. What could be more important than that?”

Michael Palin (former president of the Royal Geographical Society with IBG).

Geography is a hugely important subject and at TCS we want to take the opportunity to pass on thousands of years of discoveries about how our world works and to equip students with the skills to add to these discoveries in the future. An education about our planet is our children’s inheritance. Geography is the ideal subject to help young people become confident and knowledgeable about their home nation, be outward looking and internationally engaged – and to have the skills and knowledge to understand how the wider world works. Our young people learn geography because it helps them to understand the world they live in and the roles they can play within it both now and in the future.

Our geography curriculum at KS3 stimulates and inspires in students a curiosity and sense of wonder about the world that will remain with them for the rest of their lives. We equip students with knowledge about diverse places, people, resources and natural and human environments. As students’ progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks that explain how the Earth’s features at different scales are shaped, interconnected and change over time. Through new technologies, including geographical information systems (GIS), young people are able to obtain, present and analyse information. By exploring their own place in the world, their values and their responsibilities to other people, the environment and the sustainability of the planet, geography enables pupils to become global citizens.

At KS4 and KS5, the exciting and relevant course facilitates the study of geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Upon completion of the course, students will have the skills and experience to progress onto degree level study and beyond.

Our choice of topics ensure we meet the key requirements of the National Curriculum, GCSE and A level, and thread key concepts such as environmental processes, global governance, sustainability and globalisation throughout. As well as this our curriculum refers to a range of scales from local to national, through to international and global. Through the careful curriculum design at KS3, we encourage students to continue with their study of geography at GCSE and A Level – facilitating the delivery of a carefully sequenced 7-year learning journey for students.

At TCS geographical skills and concepts are taught through issue-based enquiry and thematic approaches, whereby ICT is used to as a tool to enhance the quality of teaching and learning, whilst a variety of teaching and learning strategies are deployed that are student centred and designed to challenge and engage students, including those with SEND. We also promote opportunities for students to 'think like a geographer' by developing the ways in which students think about the world and providing opportunities for the development of discussion skills. In addition to lessons, students have opportunities to develop their geographical understanding outside the classroom. Fieldwork promotes geographical knowledge and understanding by bridging the divide between the classroom and the real world and as a result students will have the opportunity to visit places such as Dawlish Warren, Exeter Quayside and Iceland.

History

The History Curriculum at Teignmouth Community School focuses on developing an understanding of our context as a South West coastal town, so we can understand our roots. However, it is equally important that students have similar educational opportunities to others around the country including the equality of cultural experience and a wider perspective of the world. This means they will gain an understanding of local, national and international history. The curriculum also focuses on how the topics we study in History relate to modern day and popular culture which is significant for understanding the world we live in.

Each topic and lesson is framed by a key enquiry question. These are often controversial, encourage debate and intend to present different views and wider experiences. This will help students investigate and understand the past and how it has influenced the world. The needs of students will be met through the key enquiry questions and also through the use of Academic Vocabulary and Scaffolding to the top in order to build knowledge, skills and understanding. This means students will all be aiming for the highest level but will take different routes to get there. We want to challenge our students but also support them, so gradually we want to be able to take away the scaffolding as students get more confident.

In KS3, students study History thematically in order to gain an understanding of significant periods of time and their common, yet different, characteristics. This starts with the Romans and finishes in modern day, covering over a 1000 years of History. They also focus on key concepts of consequence, continuity and change, similarity, difference and significance. This creates a foundation for skills for students to develop at KS4. Students are assessed in a way that builds their knowledge and skills in order to answer controversial historical questions through debate and assessment.

In KS4, students study a broad range of topics that continue to develop skills of causation, consequence, chronology, continuity and change, similarity, difference and significance. These topics include the Anglo-Saxons and Normans, the American West, Crime and Punishment, c.1000-modern day and The USA: Conflict at home and abroad. Controversial enquiry questions are used again to frame the stories of conquest, injustice and students are assessed in line with the expectations of the exam, this involves practice exam questions and practice papers. Students will build on their knowledge from KS3 where they have been introduced to these skills and knowledge. At KS4, they are provided with opportunities to further deepen their knowledge and skills.

In KS5, students continue to study a range of topics that give students a wider experience of the world building on prior knowledge of key periods. Students study: The later Tudors, Popular culture and the Witchcraze of the 16th and 17th centuries and Russia 1894-1941. The skills they develop focus on the use of precise knowledge, argument, interpretations and the use of sources alongside knowledge and skills they have built since KS3 and KS4. They also have the opportunity to practise these skills in a Topic Based

Essay, which is coursework. Students are assessed in line with the expectations of the exam, this involves practice exam questions and practice papers.

Religious Studies

What is Religious Studies?

Religious Studies is taught from a secular, non-religious viewpoint and is a rigorous and demanding academic discipline in its own right. It stimulates critical thinking in the search for truths in uncertain areas. It encourages philosophical thought, decision making skills, collaboration and independent working skills and the search for compromise and conflict resolutions that work.

Religious Studies makes a key and distinctive contribution to the curriculum. It promotes understanding differences, values and futures. It provides an exceptional opportunity for young people to engage with controversial issues, develop social, cultural, political, philosophical and historical awareness.

At this time, communities are becoming increasingly diverse; culturally and religiously. Religious Studies plays a vital role in enhancing social cohesion and promoting not just tolerance, but acceptance, of others by celebrating our differences and what joins us together as humans. Simply put, the more people know about the faiths currently thriving in Britain the more likely we will be, as a nation, to embrace our multi-cultural society.

Religious Studies is relevant for all children, whatever their religion or beliefs. It encourages and promotes pupils to understand their own personal identity and place in the world, to respect themselves and others and to understand their own and others rights and responsibilities. The overall aim of the subject is to open student's minds to the way other people live and how they themselves might want to live their lives.

What will my lessons be like?

The Religious Studies curriculum has been designed to be thematic in nature to enable students to benefit from the exposure to a diversity of religious beliefs and practices.

Each topic and lesson should be framed by key enquiry questions designed to challenge possible misconceptions and question social norms and practices around us. Students will be considering how belief influences actions and decisions we make day to day and on a global scale.

The needs of students will be met through the key enquiry questions, Academic Vocabulary and Scaffolding to the top in order to build knowledge, skills and understanding.

This can be seen through various styles of assessments such as:

- key word testing
- baseline
- interleaving tests
- PPE style exam questions

All students, including SEND, will be encouraged to reach their full potential but may take different routes to get there. They will use a wide range of learning strategies, thematic modules and learning enquiry questions. Pupils will be challenged but also supported through scaffolding which will be taken away

gradually as they gain increased confidence. This will be at different times for all pupils and will be implemented according to their own personal needs. The overall aim is for students to become independent, confident learners with the ability to listen to other points of view, whilst also justifying their own.

Psychology

Students studying psychology are those who seek to understand the behaviour of others and the ways in which help can be given. Psychology is important in understanding events that occur and the reasons behind them. Ultimately this knowledge could prevent future atrocities from happening. While Teignmouth might seem remote from the issues facing some larger towns and cities, studying Psychology increases awareness of current concerns within the UK and worldwide, giving students an opportunity to develop their cultural awareness. Students who take Psychology can become confident in understanding behaviours that occur in our everyday lives, and to develop a scientific understanding of human behaviour. Understanding the Psychology of behaviour is of increasing importance in our lives, as we gain further understanding into how the mind works and the significance of mental health. Studying Psychology can therefore help young people to understand the actions of others and what intervention can be given. Students are encouraged to be analytical and evaluate the explanations and interventions, enabling them to consider different perspectives through use of scientific evidence.

The Edexcel specification allows students to study the fundamental approaches within Psychology. This gives them the grounding for year 2, where they study clinical psychology and either child or criminal psychology. The specification develops students' awareness of links to the real world by using key questions to link theory to issues facing society today e.g. drug addiction, football hooliganism and the reliability of an eyewitness. Students are also required to carry out their own investigations for each approach within Psychology, enhancing their skills as researchers and applying taught knowledge to practical situations.

Psychology is a subject that is only offered at A Level at TCS. The course encourages students to develop skills in critical thinking, analysis and evaluation, mathematical skills and written communication/essay writing. This builds on the skills students may have developed at GCSE in subject areas such as English, Maths, Science, and Humanities. Studying A Level Psychology gives students a good foundation to study Psychology further at university as students will have developed the skills and experience relevant to studying at degree level. Students who study Psychology find that it links well to a wide range of other subjects including: Biology, Maths, Health and Social Care, Physics, Law, Sociology, History and English, with transferable skills and knowledge, making it a versatile subject to study.

Students are assessed in line with the expectations of the exam, this involves practice exam questions and practice papers. As it is an A Level subject, there are three 2 hour exam papers which are sat at the end of year 13.

Sociology

Our vision is that Sociology will open the eyes of our students to the world around them. That it will build their interest in society and why it behaves the way it does. To question how much is down to the individual and how much goes beyond that. We want our students to recognise inequality, so as to be empowered to challenge it in the future. To understand the ways in which social institutes affect us. We

hope this will build a lifelong engagement with theories about society and the methods we can use to research it, so that our students can be perceptive and considered.

Sociology is only offered at A level at TCS however it builds on the topics students are taught within Humanities such as EPR, so is suitable for students who have a keen interest in exploring issues in society further. Sociology is all around us, and students are encouraged to watch the news and keep an interest in current affairs, and to bring this to the classroom to participate in discussion in a safe space.

By studying sociology students are able to understand how society functions and to try and explain some of the issues we face in our lives. Throughout the course students will study important institutes in society, such as the family and education, and to explore attitudes towards these and the role they play in society. Sociology enables students to consider their own experiences and how this might differ to others, and the reasons behind this. This makes it an interesting subject for students to study.

Students are assessed in line with the expectations of the exam board, this involves completing practice exam questions which students are supported in structuring, and practice exam papers. As it is an A level subject, there are three 2 hour exam papers which are sat at the end of year 13. Within lessons students are able to participate in discussion of issues in society in a safe environment, enabling them to develop their understanding and beliefs and challenge any preconceived ideas. Students are encouraged to think through ideas for themselves to encourage independence and resilience and to develop skills that will help them in further studies or the workplace.