

## History at Castle Hall

Not only does history act as a bridge from the past to the present, but it also acts as a passport to a better future. Mark Twain once famously said "*history does not repeat itself, but it does rhyme*". Here at Castle Hall Academy, we don't just want students to learn about history, we want them to actively engage with it and in doing so, ensure that as a community and civilisation we can strive forward by appreciating our past and how we are, where we are today - and understanding that it is our duty to ensure that we do not allow previous historical actions to take place in society again. Students will also develop transferable skills such as:

- Be critical and question interpretations of the past
- Question why people acted the way they have in the past
- Evaluate causes and consequences of events through history
- Study history in a local and national context
- Evaluate patterns of change and continuity over time
- Respect and listen to the views of others
- Work independently and with others
- Express ideas and develop confidence in communication skills
- Argue a case effectively using evidence both orally and in writing
- Develop research and study skills
- Use and develop ICT skills
- Analyse evidence and make inferences about the past

Historians are regarded as having had an education that trains their minds to assemble, organise and present facts and opinions. These skills are highly valued by employers in a number of professions such as a law, journalism, government officials, teaching, politics, librarian and archaeology. If you do decide to take History as a GCSE you will be in good company. The following also studied History up to degree level: Gordon Brown – former Prime Minister; Sacha Baron Cohen - Ali G; Conan O'Brien - The Simpsons writer; Chris Martin - the band Coldplay; Roland Smith – director of Manchester United.

## Key Stage 3

Year 7	Year 8	Year 9
Ancient Civilisations Norman Conquest Crusades Medieval Society and religion Tudor England inc. Black Tudors English Civil War	British Empire Slavery inc. Africa pre Slave Trade Industrial Revolution Women's Suffrage WW1 Russian Revolution Rise of Hitler	WW2 Holocaust Cold War War on Terror Crime and Punishment since C1000

## Key Stage 4

AQA 8145/1D:

Paper 1: America 1920-73: Opportunity and inequality with a wider world depth study.

AQA 8145/2A

Paper 2: Shaping the nation: Britain health and the people: C1000 to the present day with a British depth study

Students sit the full AQA course. There is no controlled assessment and students sit two exams at the end of Year 11. Each 1 hour 45 minutes long.

History is well recognised for the transferable skills it offers to a whole range of careers. These include law, civil service, TV and radio, journalism, politics, managerial jobs, teaching, the police, the armed forces, museums and archaeology.



### Geography at Castle Hall

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). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Geography at Castle Hall Academy will enable students to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. You will need to be interested in world issues and keep up with current affairs. You need good literacy and maths skills to achieve the highest grades. You have to analyse and interpret a variety of data and also look at ideas from different viewpoints.

### Key Stage 3

Year 7	Year 8	Year 9
Geographical Skills Climate Change Tropical Environments School Environment Project	Biomes of the world Cold Environments Hot Environments Tropical Storms	Earth Hazards Weather Hazards Climate Change Rivers Coasts

### Key Stage 4

What you will study:

#### **Paper 1 - Living with the Physical Environment**

In Living with the Physical Environment you will study the challenge of natural hazards, weather hazards, climate change, the living world, ecosystems, tropical rainforests, hot deserts, cold environments, coastal landscapes in the UK, river landscapes in the UK. In the challenge of natural hazards, you will

cover volcanoes, tsunamis, earthquakes and fold mountains. In landscapes of the UK you will cover the water cycle, river land forms, flooding and flood protection, beaches, spits, caves, arches stacks and stumps. Hard and soft engineering strategies will also be explored. In weather hazards you will cover the weather in the UK, extreme weather, global climate change and tropical storms.

## **Paper 2 - Challenges in the Human Environment**

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs).

## **Paper 3 – Geographical applications**

The Geographical applications unit is designed to be synoptic in that scholars will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

Students will undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. Fieldwork will take place outside the classroom and school grounds on at least two occasions over the GCSE course. The two enquiries will be carried out in contrasting environments and will show an understanding of both the physical and human side of geography. In at least one of the enquiries students will be expected to show an understanding about the interaction between physical and human geography.

### **Method of Assessment:**

Three units of assessment

**Paper 1:** Living with the physical environment Written Paper – A critical look at Tectonic, weather and climate features from around the world, Physical Landscapes that shape the UK, Living World

1 hour 30 mins – 88 marks – 35%

**Paper 2:** Challenges in the human environment – written paper - Students learn about the human element to geography, examining things such Urban Settlements and the Challenge of Resource Management.

1 hour 30 mins – 88 marks – 35%

### **Paper 3: Geographical skills and Fieldwork 1:**

#### How it's assessed

- Written exam: 1 hour 15 minutes
- 76 marks (including 6 marks for SPaG)
- 30% of GCSE
- Pre-release resources booklet made available 12 weeks before Paper 3 exam

### **Careers in Geography:**

- Cartographer
- Commercial/residential surveyor
- Environmental consultant
- Geographical information systems officer
- Planning and development surveyor
- Secondary school teacher
- Town planner

### **Religious Studies at Castle Hall**

Religious studies are a central part of the core curriculum for all students Y7 – Y11. Our aim is to encourage students to become caring, thoughtful, useful members of society with values, an ability to learn independently, and an interest and understanding of the world they live in. Students will consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. In Religious Studies we deal with big questions and often controversial issues such as abortion euthanasia, war and peace, forgiveness, reconciliation, divorce, marriage and the purpose of life. We aim is to affirm, encourage, and challenge students on their own spiritual journey.

#### **Key Stage 3**

We cover all the six major religions – Christianity, Islam, Buddhism, Hinduism, Judaism and Sikhism.

Non-religious beliefs.

#### **Key Stage 4**

All students study GCSE Religious Studies in KS4. It is 100% exam with two papers.

Paper 1: Study of Religions

Paper 2: Thematic Studies

Both papers are 1 hour and 45 minutes.

#### **Christianity**

Students should be aware of the diverse religions, traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.

Students should study the beliefs teachings and practices of Christianity specified below and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Some texts are prescribed for study in the content set out below and questions may be

set on them. Students may refer to any relevant text in their answers and AQA will publish a list of appropriate texts as part of the supporting material for this specification. These additional texts will not be required for study, alternatives may be used, and questions will not be set on them.

## **Islam**

Students should be aware that Islam is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.

Students should study the beliefs, teachings and practices of Islam specified below and their basis in Islamic sources of wisdom and authority. They should be able to refer to scripture and other writings where appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them. Students may refer to any relevant text in their answers and AQA will publish a list of appropriate texts as part of the supporting material for this specification. These additional texts will not be required for study, alternatives may be used, and questions will not be set on them.

Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.

### **Thematic Studies:**

Students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world.

Students will be expected to show their understanding of religion through the application of teachings from religion and beliefs. They will also be expected to make specific references to sources of wisdom and authority including scripture and/or sacred texts.

### **Theme A: Relationships and families**

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.

They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

- Contraception.
- Sexual relationships before marriage.
- Homosexual relationships.

### **Theme D: Religion, peace and conflict**

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.

They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

- Violence.

- Weapons of mass destruction.
- Pacifism.

**Theme E: Religion, crime and punishment**

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.