



**Art** – Through analysis of artworks students will explore the values and beliefs associated with them. Art from other cultures, such as Aboriginal art, will provide an opportunity to understand human feelings and emotions towards their belief systems.

**Geography** – The ‘tour of the world’ module allows students to produce case studies on various countries around the world, focusing on issues such as natural disasters, cultural diversity and migration. Students bring in food from various countries and learn about local music to further their knowledge about different cultures.

**ICT** – Students understand the developing trends of social networking and how they link various cultures together through the use of e-mapping. Students also understand the dangers of social networking and cyber-bullying and the problems of phishing (which have been culturally damaging to some countries, for example Nigeria).

**English** – Year 7 students take part in an in-house Media Day, where they meet journalists and are encouraged to report news in various ways. Year 8 students have the opportunity to study the Gothic Romantic period and the cultural clash between Science and Religion.

**History** – The study of Revolutionary Russia enables students to compare views about Communism and reflect upon political and societal development more widely.

**MFL** – Students learn French and Modern Hebrew. They learn about different festivals using the Christian, Islamic and Jewish calendars. This provides them with the opportunity to learn about new cultures, customs and traditions as well as compare them to their own.



**Creative Arts** – Subjects in this area encourage students to engage in independent research of art, fashion and media of different cultures and of different societies. For example, in Media Studies, students look into news reports about major economic, political and social events and the way they are presented in different countries.

**Geography** – The study of issues such as migration and HIV/AIDS, and the cultural, religious and social attitudes towards them, enables students to reflect upon a wide variety of socio-political issues affecting the world today.

**Physical Education** – Students reflect upon the drug use in sport and how cultural differences influence participation in sport. Students also learn about the importance of healthy competition (respecting others and accepting defeat).

**English** – Students are encouraged to engage in a wide variety of events such as the Speak Out! Challenge which helps them develop their public speaking skills. Students are also encouraged to attend events such as Jewish Book Week. Studying literary texts enables students to reflect upon different cultures' and eras' social attitudes.

**History** – A study of life in the USA between 1920 and 1941 and how economic and societal values differ to those now, allows students to reflect upon how attitudes to socio-political issues are affected by their context.

**Science** – Students learn about biodiversity and habitats around the world and the ways in which population increase and energy demands have put various pressures on them.





## KEY STAGE 5

**Economics** – Students learn how African countries are developing as centres of commodity production and how their GDP is developing through use of local, small scale micro economics.

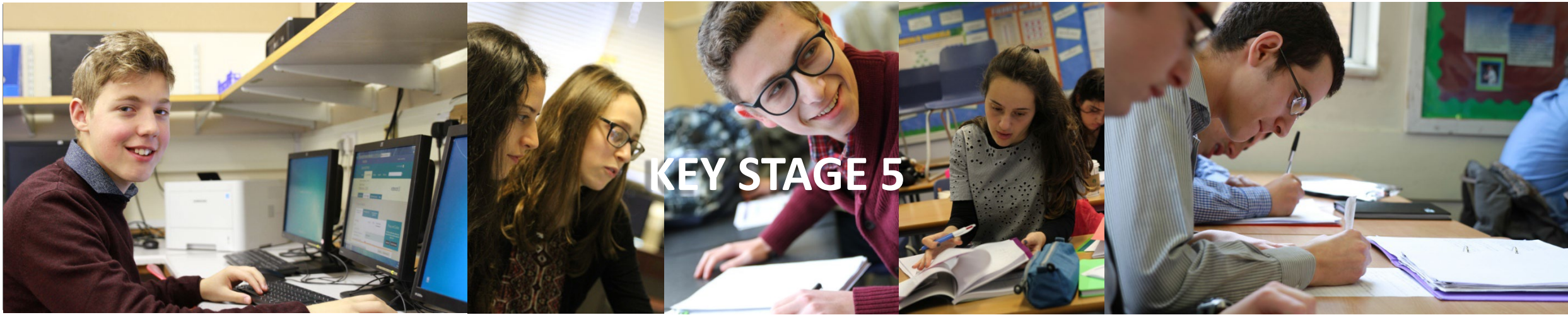
**Economics** – Students challenge racial and social stereotypes by looking at how sustainability and Fairtrade operates in South America through coffee growing.

**English** – Students read the works of writers such as Chinua Achebe and Franz Fanon to explore colonialism and how certain cultures have experienced persecution, racism and a questioning of their cultural values.

**Geography** – Students learn about geo-political disputes regarding energy and water, and about the effects of countries taking on superpower status. Particular focus is given to the relationships between countries outside of the EU and those within it, and understanding the effect of 'Brexit'.

**History** - Students study life in Germany between 1891 and 1991 to reflect upon the huge changes the country went through, also learning about the ideologies of Nazism and Communism. Students develop their own cultural awareness and knowledge of the contemporary world to understand how racism has been addressed in various democracies and dictatorships.

**MFL** – In Modern Hebrew students learn about literature and focus on topics such as the Holocaust migration, including Ethiopian Jewry emigrating to Israel. In French, German and Spanish, students focus on issues such as the impact of fashion and travel on the global environment and the extension of marriage rights and adoption. Students consider ways to uphold their own spiritual beliefs and show tolerance towards those who subscribe to other faiths or belong to different cultures.



**Government & Politics** – Students study democratic systems and its place in modern politics and, for example, how the lives of various minorities are protected in different countries.

**Government & Politics** – Various election systems in modern democracies, such as those used in the UK and in the USA are explored to foster an understanding of different versions of democracy.

**Government & Politics** – Students reflect upon attitudes towards societal changes in the UK and USA, focusing on the Civil Rights movement and the role pressure groups play in representing minority groups. Students learn about landmark legislation for minorities e.g. legalisation of Same-Sex Marriage.

**Photography** – Students explore photographs from various cultures and periods in history and their cultural contexts. Students research a range of sources and visit art galleries in order to widen their experience and understanding of global photography.

**Psychology** – Students evaluate a wide variety of social theories e.g. Piaget's view that all children develop according to the same continuum, regardless of culture. Various attitudes to child development are also studied e.g. focusing on those which predominate in the UK and those which do so in Japan. Students also gain an understanding of cultural and societal reactions to mental health issues such as anorexia and bulimia.

**Sociology** – Students explore different theories of ideology, science and religion, as well as the relationship between religious beliefs and social change/stability. Students investigate different theories about the causes of crime in the UK and the distribution of crime by age, ethnicity, gender, locality and social class. They also study mass media and crime, green crime, human rights and state crime.