

New River College – PSHE curriculum maps 2018-19

KS3 – WJEC Humanities Entry Pathways Certificate (entry level 3, 13-36 credits)

Half term	Autumn HT1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2
Topic 1	RS: Famous Followers of Religion (3 credits)	Geography: Volcanoes, Earthquakes and Tsunamis (4 credits)	History: A British Society in the Past: Jack the Ripper investigation (4 credits)	Citizenship: Taking a role in society in the UK: Power, Politics and Us (3 credits)	History: A non-British Society in the Past: Native Americans (4 credits)	Cross-curricular: The effects of consumerism on today's society/ <i>the ethics of food production</i> (3+3 credits)
Assessment criteria	<p>AC1.1 Identify a famous follower of religion.</p> <p>AC1.2 Describe the life of a famous follower of religion.</p> <p>AC2. Give reasons why a famous follower of religion acted in this way.</p> <p>AC2.2 Describe how the work of a famous follower of religion fulfilled religious teachings.</p> <p>AC3.1 Give reasons why a famous follower of religion is important to religion.</p> <p>AC3.2 Give reasons why a famous follower of religion is important to other people.</p>	<p>AC1.1 Describe features of tectonic events.</p> <p>AC1.2 Identify areas of the world affected by tectonic events.</p> <p>AC2.1 Describe effects of tectonic events on people.</p> <p>AC2.2 Describe effects of tectonic events on the environment.</p> <p>AC3.1 Select a range of information on help that is needed after a tectonic event.</p> <p>AC3.2 Describe help that can be given by people in the UK to countries after a tectonic event.</p> <p>AC3.3 Select information on ways of warning people about impending tectonic events.</p>	<p>AC1.1 Describe features of a British society in the past.</p> <p>AC1.2 Describe the importance of certain people in a British society in the past.</p> <p>AC2.1 Describe similarities between a British society and their own times.</p> <p>AC2.2 Describe how people's lives were different in a British society in the past from lives today.</p> <p>AC3.1 Categorise different types of historical sources.</p> <p>AC3.2 Use historical sources to make observations about a British society in the past.</p>	<p>AC1.1 Identify key terms associated with the electoral system in the UK.</p> <p>AC1.2 Describe events connected with elections in the UK.</p> <p>AC2.1 Describe how people help in the election process.</p> <p>AC2.2 Describe ways that people can vote in elections.</p> <p>AC2.3 Give reasons why people decide not to vote in an election.</p> <p>AC3.1 Give reasons why people support others in society.</p> <p>AC3.2 Describe ways in which people can help those in need in society.</p>	<p>AC1.1 Describe features of a non-British society in the past.</p> <p>AC1.2 Describe the importance of certain people in a non-British society in the past.</p> <p>AC2.1 Describe similarities between a non-British society and their own society.</p> <p>AC2.2 Describe how people's lives were different in a non-British society from lives today.</p> <p>AC3.1 Categorise different types of historical sources.</p> <p>AC3.2 Use historical sources to make observations about a period of non-British history.</p>	<p>AC1.1 Identify popular teenage-consumer goods</p> <p>AC1.2 Identify popular teenage-consumer goods produced in other countries.</p> <p>AC2.1 Describe working conditions of producers of consumer goods in other countries.</p> <p>AC2.2 Describe how production affects the environment.</p> <p>AC3.1 Describe ways consumers can reduce the effects of consumerism.</p> <p><i>AC1.1 Describe how crops grown in the UK are transported for sale in the UK.</i></p> <p><i>AC1.2 Describe how crops grown in other parts of the world are transported to the UK for sale.</i></p> <p><i>AC2.1 Identify ways in which food is transported.</i></p> <p><i>AC2.2 Describe how transport of food can affect the environment.</i></p> <p><i>AC3.1 Describe features of ethical retailing.</i></p> <p><i>AC3.2 Describe ways consumers can take ethical actions.</i></p> <p><i>AC3.3 Describe ways retailers can take ethical actions.</i></p>
Project work	Poster/ display work	Fact-file/ presentation	Essay	Mock election participation and reflection	Essay	Poster/ display work
Topic 2	History/ Citizenship: People and Protest (3 credits)	Citizenship: Working as part of a group and working towards goals: Taking Action for Human Rights (2+2 credits)	Geography: Fragile Environments (4 credits)	RS: Religious Festivals (2 credits)	RS: Religious and Moral Arguments about Contentious Issues (2 credits)	Geography: Sustainable Tourism (3 credits)

<p>Assessment criteria</p>	<p>AC1.1 State general reasons why people decide to protest. AC1.2 Give reasons why specific groups decided to protest. AC2.1 Describe methods used by groups to protest. AC2.2 Give reasons why protest groups used certain methods. AC3.1 Show whether protests studied have improved people's lives. AC3.2 Give reasons why protests studied have been successful or not successful.</p>	<p>AC1.1 Contribute to setting ground rules for working with others. AC1.2 Make suggestions about the role they should play in the group. AC2.1 Carry out agreed activities when working with others on a group task. AC2.2 Make suggestions and receive feedback appropriately. AC2.3 Ask for or offer help when required. AC3.1 Review their work with others. AC3.2 Identify how they contributed to the group. AC3.3 Identify what went well and areas they could improve in working with others. AC1.1 State their strengths and what they need to improve. AC1.2 Identify an appropriate short-term goal to work towards. AC1.3 Agree the goal with an appropriate person. AC2.1 Identify what needs to be done to work towards the goal. AC2.2 Identify sources of support to help achieve their goal. AC2.3 Say what the deadlines are for achieving the goal. AC3.1 Carry out activities to achieve the goal. AC3.2 Review their progress towards achieving the goal. AC3.3 Identify whether the goal has been achieved.</p>	<p>AC1.1 Identify features of a natural environment. AC1.2 Identify a range of fragile natural environments in the UK. AC2.1 Describe how the natural environment in the UK can be endangered by people. AC2.2 Describe how the natural environment in other parts of the world can be endangered by people. AC3.1 Select a range of information on how people can protect the natural environment. AC3.2 Select a range of information on how governments and/or global organisations can protect the natural environment.</p>	<p>AC1.1 Identify a religious festival. AC1.2 Describe the story behind a religious festival. AC2.1 Describe religious aspects of the celebration of a religious festival. AC2.2 Describe social aspects of the celebration of a religious festival. AC3.1 Give reasons why a religious festival is celebrated. AC3.2 Give reasons why a religious festival is important to believers. AC3.3 Explain why a religious festival is important to the wider community.</p>	<p>AC1.1 Identify examples of contentious issues. AC1.2 Describe background connected with contentious issues. AC2.1 State arguments relating to contentious issues. AC2.2 Describe religious teaching relating to contentious issues. AC3.1 Present an argument relating to contentious issues.</p>	<p>AC1.1 Know what is meant by 'tourism' and 'tourists'. AC1.2 Describe a range of popular tourist destinations for UK residents at national, European and global scales. AC1.3 Describe 'long haul' and 'short haul' destinations. AC2.1 Recognise that UK residents are taking more holidays. AC2.2 Describe reasons for UK residents taking more holidays. AC3.1 Describe ways that tourism may impact on people. AC3.2 Describe ways that tourism may impact on the natural environment. AC3.2 Describe aspects of sustainable tourism. AC3.3 Describe ways people and /or governments can make tourist areas more sustainable.</p>
<p>Project work</p>	<p>Essay</p>	<p>Active citizenship project</p>	<p>Fact-file/ presentation</p>	<p>Poster/ display work</p>	<p>Debate</p>	<p>Sustainable travel guide and holiday plan</p>