

Humanities

Students at Looe Academy enjoy the opportunity to study individual subjects in Humanities of EPR (Ethics, Philosophy and Religion), Geography, and History.

Geography students improve their understanding of people and the planet, exploring the world in terms of what it does, where, when, how and why? Students have the opportunity to learn in a variety of ways, are encouraged to think creatively and work in their preferred learning styles on varied challenges. Use of GIS, debates, current news related topics and of course Geographical Fieldwork, help stimulate interest and curiosity. Sustainable development is a central theme, exploring how we as citizens of the planet, live in different ways that can either hinder or help all our futures.

'It is hard to imagine a citizen of the planet who does not value the study of geography as vital in their enjoyment and understanding of the world around them, how they fit into it and how they can alter it, hopefully for the better'. – Paul Pilling

KS3;

Yr7

- What is Geography?-It's your Planet
- Globes/Atlases/Maps
- Location Location Location-Know your World!
- Water Water Everywhere - Future Floods?
- Shop 'til you drop!
- People Everywhere?-(Population & Urbanisation)

Yr8

- Welcome to Africa & India– Place Detectives!
- The Earth is Restless! Geological timescales (Volcanoes/Earthquakes)
- Water World-Rivers/Coasts/Glaciation. Changing Landscapes!
- Investigating the Geography of Crime
- Rocks/Weathering & Soils
- The Middle East

Yr9

- Weather & Climate Patterns, Change & Hazards!
- Paradise Lost?-Tourism Good or Bad?
- Globalisation & the Fashion Industry– Made in China/India/Bangladesh?
- Tropical Rainforests– Use or Abuse of Natural Resources?
- International Development- Rich world Poor World

KS4;

Yr10 & Yr11

The choice of topic areas studied will be;

- **The Restless Earth** (e.g Supervolcanoes and tsunamis).
- **The Coastal Zone** (e.g Rising sea levels, coastal landforms, flooding, habitats and conservation)
- **Water on the Land** (e.g rivers and flooding, water supply in the UK)
- **Population Change** (e.g Economic and refugee migration in the EU)
- **Tourism** (e.g Mass tourism, sustainable tourism, tourism in extreme environments)

- **Globalisation** (e.g Developments in ICT. China as an industrial giant. Pollution control, Global food supply issues)
- **Changing Urban Environments** (e.g Planning issues in urban areas. Urban deprivation. Squatter settlement redevelopment. Sustainable urban living).
- **Changing Rural Environments** (e.g Pressures on remote rural areas, support for the rural economy, agribusiness)

How will I be assessed?

- Controlled Assessment (25% of the total marks). A Local Fieldwork Investigation, written up under direct supervision in class, in a total of 20 hours.
- 2 examination papers each of 1 hour 30 minutes. Each Paper is worth 37.5% of the total GCSE marks, with two tiers of entry according to performance.

What will I be working towards?

GCSE Geography grade A*-G awarded by AQA based on the 'A' specification.

This can then be used to go on to AS/A Level or related higher education course, or as a supplementary GCSE, with a broad base of skills and knowledge to use on other courses/careers and everyday life.

What happens when you have finished?

We need Geography to understand our surroundings. It helps us to put world events into place and to be involved in influencing decisions that affect ourselves and our environment, whether locally or globally. Colleges, universities and most importantly employers, regard people with qualifications in Geography as having skills in real world decision making, about people and how they act and react to their physical environment, past, present and future. Key skills include: communication (written, oral, ICT), teamwork, flexibility, decision making, self-management, creativity, problem solving and analysing. The list of potential careers is vast.

Ethics, Philosophy and Religion, is taught in accordance with the aims and content of the Cornwall Agreed syllabus. Students enjoy a balanced programme based on themes that cover aspects of Christianity, Buddhism and Islam, along with a range of ethical and philosophical issues that are explored. We aim to help students to enhance their spiritual, moral, social and cultural development. At Key Stage 4, students begin GCSE Religious Studies in Year 9, studying issues related to Religion and Life, and Religion and Society. The students study these from a Christian, Muslim and personal point of view. Students attend assemblies which reflect the broadly Christian character and tradition of the local community. As both EPR and assembly are provided in a non-denominational way it is hoped most parents will allow students to participate. Parents have the right to withdraw students from both. Any request should be in writing to the Headteacher.

yr 7;

- Who Am I?
- What do you believe in?
- Who is Special?
- Looe in a Box

Yr 8;

- Are We Free?
- Evil and Suffering
- Is Everyone Equal?
- What does it mean to be Cornish?

Yr 9/10/11;

The GCSE is split into 2 Exams "Religion and Society" and "Religion and Life". The students have two 1 ½ hour exams at the end of year 11. Each paper is split into 4 sections and students have to answer a question from each section;

Religion and Society Units

- Peace and Conflict
- Crime and Punishment
- Environment and Medical Issues
- Rights and Responsibilities

Religion and Life

- Believing in God
- Matters of Life and Death
- Marriage and the family
- Religion and Community Cohesion

HISTORY at Key Stage 3 covers the Medieval, Tudor and Stuart eras through to the Victorians and the 20th century. Thinking skills, storytelling, source analysis, solving mysteries and challenging interpretations all form part of the learning experience, along with creative expression such as product manufacture and drama. Students re-enact themes and scenes in history as well as creating freeze-frames and other performance related skills.

GCSE students have opportunities to develop a wider range of historical skills, focusing on the Modern World. Topics such as the Cold War and Vietnam, Weimar and Nazi Germany and British History form the basis of GCSE study. Field Trips reinforce learning done in the classroom to provide a broader scope of historical input. Our History teachers encourage independent thought, creativity and challenge whilst "doing" history. We hope to bring the past to life.

"History is not just the study of the past. It is also about the journey we have undertaken to get to where we are today and understand the wonderful and sometimes awful things that have happened along the way." Jerry Kevern

KS3;

Yr7

- Medieval village lives
- The Black Death
- Living in 15th Century towns
- Power and control – barons and church vs the King
- Norman Conquest and changing England
- Tudor Depth Study
- Civil War

Yr8

- Revolution: French, American and why not a British one?
- Local history study on Looe and surrounding area
- Slavery
- Industrial Revolution
- The migration of people to Britain pre 1066

Yr9

- Causes and events of World War 1
- Inter war years
- Some events of WW2, mostly British
- The Holocaust
- International Terrorism
- Individual study

KS4;

Yr10 & Yr11

The choice of topic areas studied will be;

- The beginning of the Cold War
- The Cuban Missile Crisis
- Vietnam Conflict
- Weimar and Nazi Germany
- British History 1890-1918: Liberal reforms, Suffragettes and Britain during WW1
- Controlled Assessment: The Civil Rights movement in the USA