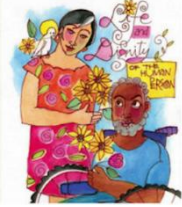





Catholic Social Teaching in History

	KS3	KS4	KS5
<p>Life and Dignity of the Human Person</p> <p><i>All created in the image and likeness of God</i></p> 	<p>Year 7 – Migration and Immigration To understand the shifting population composition in the UK and how it developed into a multicultural society that we have today.</p> <p>The Transatlantic Slave Trade (Year 8, Term 2) Understanding the concept of what makes us human and what happens when freedom and dignity is removed.</p>	<p>Medicine Through Time – Treatment of the sick, including the role of the church and charity. (Year 9 Term 1-5).</p> <p>Weimar/Nazi Germany – Yr10 & Yr11 Study of the persecution of minority groups, 1933-1941.</p>	<p>Yr13 Civil Rights in the USA Yr13 study the causes, events and consequences of segregation and civil rights issues in the period 1850-2009. Topics included are the Jim Crow Laws, the use of lynchings and the activities of the Ku Klux Klan.</p>

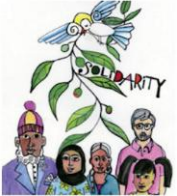


Catholic Social Teaching in History

	KS3	KS4	KS5
<p>Call to family, community and participation</p> <p><i>Whatever is needed for each person to flourish</i></p> 	<p>WWI, D-Day, Holocaust Remembrance whole school assemblies</p> <p>The First World War and the Second World War (Year 8, Term 3-5) Study of the need for conscription, and the use of propaganda and government interventions on the Home Front. Study of the Battle of Britain and the Blitz as key events.</p> <p>Year 8 – Holocaust Education To learn about the atrocities and crime against humanity committed in the Holocaust, in hopes that history would not repeat itself.</p> <p>The Peasants’ Revolt. Understanding the power of standing together to achieve greater fairness for all. (Year 7, Term 3)</p>	<p>Weimar and Nazi Germany set-up of the Nazi dictatorship and the opposition to the Nazis. (Year 10, Term 4). Study of voting systems and Weimar Constitution.</p> <p>Yr11 Henry VIII, start of the English Reformation. Study of religious changes and opposition (Pilgrimage of Grace).</p> <p>Medicine Through Time - Increased government intervention and funding of public services in the Industrial period (Year 9, term 3-4)</p> <p>Modern Medicine- the introduction of the NHS in 1948. (year 9, Term 5)</p> <p>Yr11 Superpower Relations 1960s -Test ban Treaties, the participation and co-operation of both USA and USSR to to make a safer world, reduce the risk of a nuclear war, and limit the spread of nuclear weapons – all for the greater good! (Year 11, Term 3)</p>	<p>Yr12 Tudors English Reformation. Study of religious changes in the Tudor period, and the Elizabethans laws against Catholicism. Study of treatment of heresy, and importance of different religious beliefs in this period.</p> <p>Civil Rights in the USA (Year 13) Numerous opportunities in this module to study the issues, events and fight to win voting rights for Black Americans. In-depth study of the period 1954-1968, and the importance of the struggle to gain voting rights and equality in housing, education and jobs. Study of the impact of segregation and the Jim Crow Laws.</p>

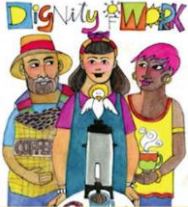


Catholic Social Teaching in History

	KS3	KS4	KS5
<p>Solidarity</p> <p><i>Not just doing things for other people but acting with them to build a more just world together</i></p> 	<p>Year 8 – Battle of Britain Terms 1 or 3 This this scheme of work, we explore how Britain worked together to defend the world against Nazi tyranny</p> <p>Year 8 – Treaty of Versailles – Term 3 To study how Allies attempted to work together to build a better world for all after the First World War</p> <p>Year 8 – World War Two – Term 5 Study of the causes, events and consequences of WW2.</p> <p>CST = students to know the importance of justice and peace, and everyone working together (solidarity) to fight a just war to remove evil and tyranny to bring justice and peace to the future.</p>	<p>Weimar & Nazi Germany- Opposition to the Nazi Regime (Year 10, Term 4) – different groups and individuals – Edelweiss Pirates, Pastor Niemoller, and Catholic opposition to the Nazis,</p> <p>Henry VIII and His Ministers Opposition to the Reformation (Year 11, Term 4) 1536 = Pilgrimage of Grace, 40,000 rebels came together to protest against the religious changes.</p>	<p>Yr12 Tudors Opposition to the Reformation (Year 12) –study of rebellions in the Tudor period 1509-1588.</p> <p>Yr12 – Luther & German Reformation Study of the causes, events and consequences of the 1525 Peasants War.</p>




Catholic Social Teaching in History

	KS3	KS4	KS5
<p>The dignity of work and the rights of workers</p> <p><i>As far as possible, decisions should not be taken at the highest levels but by the people who are most affected</i></p> 	<p>Year 8 Industrial Revolution – Child labour during the Industrial Revolution.</p> <p>To explore the problems of child labour, punishment and exploitation. Consider the measures in which the government took to improve the wellbeing and dignity of workers.</p>	<p><i>Year 10 Weimar & Nazi Germany</i> Employment and Labour policy of Nazi Germany. Removal of trade unions in 1933.</p> <p>Evaluate the impact of the Nazi Government’s policy for German workers and its treatment of worker’s rights – e.g. Strength though Joy.</p> <p>Yr11 Henry VIII Study of the impact of enclosures in increasing unemployment of the poorer classes.</p>	<p>Yr12 Tudors Changes made by government to reduce poverty and vagrancy. The Statute of Artificers, passed in 1563 (was a significant piece of English legislation aimed at regulating labour and apprenticeship. It sought to address issues like labour shortages, wage control, and the regulation of apprenticeships, building upon previous legislation dating back to the Black Death. The statute aimed to stabilize the workforce, control wages, and ensure a steady supply of skilled workers by mandating apprenticeships and limiting job mobility.</p> <p>Yr13 Civil Rights Study of employment and skills of black Americans. For example – use of sharecropping and unfairness of this system. Study of Booker T Washington and set up of Tuskegee Institute in the Jim Crow period.</p>



Catholic Social Teaching in History

	KS3	KS4	KS5
<p>Care for God's creation</p> <p><i>We are called to care for creation as stewards, not just as consumers</i></p> 	<p>The Role of the Church in the Medieval Period (Year 7, Term 2) and the importance of farming and religion in this period.</p> <p>Yr8 Industrial Revolution and its impact on people and the landscape of Britain – e.g. start of increase in pollution and cause of current climate change.</p> <p>Yr8 – study of WW1 & WW2, its impact and destruction of people and the landscapes (e.g. The Blitz).</p> <p>Study of the dropping of the Atomic Bombs in 1945, and destruction of Hiroshima and Nagasaki.</p>	<p>Medicine Through Time- Modern Medicine, Prevention (Year 9, Term 5)</p> <p>Looking at the role of the NHS in promoting healthy living and screening programmes – caring for people and each other.</p> <p>Yr11 Superpower Relations Concept of nuclear deterrent and MAD (Mutually Assured Destruction) to prevent a nuclear war, and the destruction of our planet. Also study of the period of Detente between USA and USSR.</p>	<p>Yr12 Tudors During the Tudor period (1509-1603), there wasn't a direct link between "caring for creation" as a modern concept and specific actions or policies. However, Tudor society did have a complex relationship with the natural world shaped by religious beliefs, practical needs, and emerging scientific ideas, see examples below:</p> <p>Religious Beliefs: God's Creation: The Tudor era was heavily influenced by religious beliefs. God was seen as the creator of all things, and humans were tasked with stewardship of the Earth.</p> <p>Early Explorations - Tudor explorations led to the discovery of new lands and species, expanding knowledge of the natural world.</p> <p>Printing Press: The printing press allowed for the dissemination of knowledge, including maps and accounts of new lands, which could inform resource management and exploration.</p>

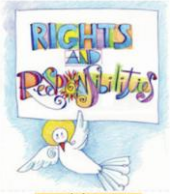


Catholic Social Teaching in History

			<p>Yr13 Civil Rights in USA</p> <p>– 1930s decade - The New Deal and Beyond:</p> <p>President Franklin D. Roosevelt's New Deal programs included environmental initiatives, such as the Civilian Conservation Corps, but these programs also faced criticism for not adequately addressing the needs of all Americans, including racial minorities.</p>
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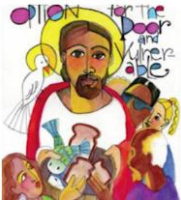


Catholic Social Teaching in History

	KS3	KS4	KS5
<p>Rights and responsibilities</p> <p>When one person has a right, others have a responsibility to uphold that right</p> 	<p>The Feudal System (Year 7, Term 1) The Magna Carta, analysing the impact of the Magna Carta and its enduring legacy in upholding human rights in the UK (Year 7, Term 2)</p> <p>The Industrial Revolution (Year 8, Term 1) Study of reform Acts in the factories and coal mines.</p> <p>The Transatlantic Slave Trade (Year 8, term 2) Catholic Social Teaching emphasizes that human rights are accompanied by corresponding responsibilities, both to individuals and to society. This includes the responsibility to protect the vulnerable and ensure the common good. Study of how Africans lost their freedoms and rights.</p> <p>Communism and Fascism (Year 8, Term 4) Study of loss of individual rights during the rise of the dictators in the 1930s.</p>	<p>Weimar and Nazi Germany) Year 10, terms 1-4) Study of loss of individual rights during the Nazi dictatorship in the Yr10 & 11 1930s - Enabling Act, abolition of political parties and Trade Unions.</p> <p>Superpower Relations- Cuban Missile Crisis (Year 11, Term 3). Responsibilities of the leaders of the USA and USSR to reduce tension and risk of a nuclear war, MAD – Mutually Assured Destruction.</p>	<p>Yr13 Civil Rights in the USA.</p> <p>Changing geography of civil rights issues - Numerous opportunities in this module to study civil rights issues for black Americans across the period 1850-2009.</p> <p>The struggle of Black Americans for civil rights culminating in the 1964 Civil Rights Act and the 1965 Voting Rights Act.</p>



Catholic Social Teaching in History

	KS3	KS4	KS5
<p>Option for the poor and the vulnerable</p> <p><i>To choose to consider the needs of the poorest and most vulnerable people first</i></p> 	<p>The Role of the church in the medieval and early modern periods, learning about the charitable work of the Church in villages and towns in caring for the poor. (Year 7, Term 2-4).</p> <p>Year 8 Industrial Revolution Study of reasons for the reform Acts in the factories and the coal mines.</p>	<p>Weimar & Nazi Germany - The Depression 1929-32. (Year 10, Term 3). Study of measures to help the poor such as unemployment benefits, and set up of soup kitchens.</p> <p>Medicine Through Time- Hospital Care in the Medieval Period (Year9, Term 1). Study of Christian duty to help the sick and the poor.</p> <p>1948 - The Introduction of the NHS, care for all classes from the cradle to the grave. (Year 9, Term 5)</p>	<p>Yr12 Tudors Study of reasons for, and the development of the state’s intervention in dealing with poverty and vagrancy in the period 1509-1588.</p> <p>Y13 Civil Rights in the USA.</p> <p>Yr13 Civil Rights – 1930s decade - The New Deal and Beyond:</p> <p>President Franklin D. Roosevelt's New Deal programs included initiatives to support the poor, such as the Civilian Conservation Corps, Agricultural Adjustment Act but these programs also faced criticism for not adequately addressing the needs of all Americans, including racial minorities.</p>