

# CITIZENSHIP



At the heart of our Citizenship Education is our commitment to promote British Values, including the primacy of British civil and criminal law, democracy, liberty, freedom, religious tolerance and opposition to segregation.

A combination of House Assemblies, Tutor sessions, subject lessons and extra-curricular opportunities across the School gives students an insight in to and understanding of what it means to be a positive, inclusive and tolerant British Citizen by considering key issues for each of the values above. As an example, for Democracy students will learn:

- **How citizens can influence decision-making through the democratic process**
- **An appreciation that living under the rule of law protects individual citizens**
- **An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government**
- **An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour**
- **An understanding of the problems of identifying and combating discrimination**

These British Values are at the heart of The Harvey's ethos and culture and underpin all we do in developing our young learners for academic success and to make positive contributions in the wider British and Global society.

The document below illustrates our Key Stage 3 & 4 Programme of Study and its delivery through various curriculum subjects, Tutor Time, Assemblies and through extra-curricular activities and wider community involvement.



# The Harvey Grammar School

## Citizenship Programme of Study Key Stages 3 & 4



### 1. Key concepts

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Key Stage 3	Within the curriculum		Wider involvement
	Key Stage 3	Tutor Time / Assemblies	
<p>a. <a href="#">The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</a></p>	<p><b>ART:</b> Pupils are introduced to the role of Art and Design in political protest and campaigning: Contextual study is integral to all projects. Pupils explore ideas, feelings and issues that have relevance and meaning both for individuals and for society.</p> <p><b>RE:</b> Capital punishment, laws on abortion/euthanasia/ genetic engineering.</p> <p><b>Geography:</b> Year 9 Superpowers: Pupils have to create their own superpower and are asked to consider the system of government, role of citizens etc.</p> <p><b>History &amp; Politics:</b> Year 7- Students study the Magna Carta and look at the significance and impact on the development of British</p>	<p><b>JUNIOR:</b> Discussion of how the school is a community and how its members should interact.</p> <p>Discussion based on current news items. This has includes the Scottish devolution vote recently.</p> <p>Assembly Term 1 Halloween and Guy Fawkes – Origin and the role of Parliament</p>	<p><b>D&amp;T:</b> Home involvement with news and other media.</p>

	<p>politics. Students also look at the Feudal system and the idea of the political power of kings.</p> <p>Year 8- In year 8 students look at the English Civil War and map some key shifts of power between the monarchy and parliament. This includes the Glorious revolution. They also look at the French Revolution and discuss the idea of equality.</p> <p>Year 9- Students study a module on democracy and look at the democratic system today as well as looking at the idea of protest and how protest movements have influenced political power.</p> <p><b>English:</b> Historical texts e.g. Shakespeare's History plays Moral issues explored through class readers.</p>		
<p>b. The operation of Parliament, including voting and elections, and the role of political parties</p>	<p><b>ART:</b> Art has a long history of taking an active and critical look at society: Communicating ideas, commenting on and aspiring to social change. The research of Art/Artists including contemporary work is the foundation of study across the key stages. Pupils learn to understand in projects how the visual arts can be used in political protest, campaigning, posters, Urban Art, TV and Media.</p> <p><b>RE:</b> Marriage and civil partnerships.</p> <p><b>Geography:</b> Year 9 Superpowers: Pupils have to</p>	<p><b>JUNIOR:</b> Discussion e.g. of whether the voting age should be reduced.</p> <p>House Council Elections and Meetings</p> <p>School Council Elections and Meetings</p> <p>Assembly Term 3 Nelson Mandela – The role of Government and the Apartheid System</p>	

	<p>create their own superpower and are asked to consider the system of government, role of citizens etc.</p> <p><b>History &amp; Politics:</b>  Year 7- Students look at the beginnings of parliament but not in great detail.  Year 8- Students look at shifts in power and key turning points in the development of parliament.  Year 9- Students look at the voting system in the UK and how it operates. They also research political parties and explain the importance of democracy.</p>		
<p>c. <a href="#">The precious liberties enjoyed by the citizens of the United Kingdom</a></p>	<p><b>ART:</b>  Pupils explore the work of artists and their existence in society. They study artists who create work that reflects personal, social, political and cultural values, freedom of speech and the celebration of identity.</p> <p><b>RE:</b>  Year 9 philosophy and ethics.</p> <p>Science:  Students study microbes and why they can affect developing countries considerably more.</p> <p><b>Music:</b>  Looking at Music that has origins in the slave trade – Blues (Year 8)</p> <p><b>Geography:</b>  Year 9 Superpowers: We investigate the ‘great firewall of China’ and some of the restrictions placed on Chinese citizens. Pupils are asked how they would feel if their internet use at</p>	<p><b>JUNIOR:</b>  Discussion e.g. balancing rights with responsibilities, in School and in society.</p> <p>The trainers and leisurewear they wear and why it is made mainly in China and why you have difficulty in buying English made versions</p> <p>Assemblies Term 1  Understanding Faith / Terrorism</p>	

	<p>home was restricted by the government.</p> <p><b>History &amp; Politics:</b>  Year 8- Students look at the glorious revolution and the impact it had on civil rights in the UK.  Year 9- Students look in depth at developments in democracy and greater freedoms and rights gained at various key points. Students look at protest and the suffragettes' aims to gain equal rights to men.</p> <p><b>D&amp;T</b>  Looking into the moral and cultural issues surrounding manufacturing and recycling at home and abroad and viewing the working conditions and pay which govern why manufacture and industry is carried out abroad.</p>		
<p>d. <a href="#">the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</a></p>	<p><b>ART:</b>  In the study of 'urban art' pupils are discouraged from celebrating illegal painting or tagging and instead directed to the work of many of our artists that are commissioned by local authorities and businesses to enhance our environment.</p> <p><b>RE:</b>  Capital punishment.</p> <p><b>History &amp; Politics:</b>  Year 8- Students look at the justice system in a study on crime and punishment where they compare modern crime and how it is dealt with to crime and punishment in Tudor times.</p>	<p><b>JUNIOR:</b>  Discussing with pupils why sanctions and rewards are given / imposed.</p> <p>Assemblies Term 1  ESafety and the Law  Smoking and the Law  Understanding Faith / Terrorism</p> <p>Assembly Term 2  Alcohol / Drugs – Responsible citizens and the Law</p>	<p><b>D&amp;T:</b>  The pupils own lifestyle and they or their carers possible dealings with the law.</p>

	<p>Year 9- Some students complete a depth study on Jack the Ripper which looks at some of the problems the police force would have had in the past.</p> <p><b>English:</b> Y8 Crime and Crime Writing scheme of work.</p> <p><b>D&amp;T</b> Regard for each other's' safety.</p>		
<p>e. the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p>	<p><b>ART:</b> Projects regularly produce imagery that is used to enhance the School environment. Pupils are given the opportunity to participate in local exhibitions and celebratory community arts events. Pupils design posters to promote their chosen charities.</p> <p><b>RE:</b> Five K's / Five Pillars/ 5 Precepts.</p> <p><b>Science:</b> Students work in groups to decide if a tin factory should be re-opened. They look at pros/cons and the views of a range of people in the community. Students look at the effect of global warming on all parties.</p> <p><b>Geography:</b> Year 7 Crime: Briefly look at the role of 'neighbourhood watch' and the role of police. Year 8 Resources and the Environment: Role of people to reduce their carbon footprint (wider society). Year 9 Development: Idea of grassroots development.</p>	<p><b>JUNIOR:</b> Discussion on Jury Service and the system of selection employed in this country. Brought about this year by one of the teachers own experience in being selected for this service.</p> <p>Assemblies Term 1 School based activities to promote anti-bullying – Poster Design House Charities Sponsored Walk Art and Craft Projects Personal Responsibility and the care of other people The Harvey Environmental Network – HEN roles and responsibilities Time Capsule Ballot</p> <p>Assembly Term 2 Children in Need Child Poverty School based activities to promote Child Mental Health Issues – Poster Design Creating a Time Capsule as part of the new build – 'Wright Centre'</p> <p>Assembly Term 3</p>	<p><b>PE:</b> Sports leaders have the opportunity to work as volunteers supporting the development of sporting activities within the local community.</p> <p><b>Science:</b> Cubs/ Beaver Scouts in school for a Science Fun Experiment night.</p> <p><b>Music:</b> Performing music within and for the local community, e.g. Festival of Remembrance, Carol Service, Prize giving Day – Orchestra, Big Band etc.</p> <p><b>MFL:</b> Visit from our link school in Liège, Belgium, gives the students an opportunity to enjoy the rich advantages of linking with another community and thus enhancing diplomatic relations.</p> <p><b>D&amp;T:</b> The fact that Magistrates are actually voluntary people and the issues surrounding this and any perceived bias</p>

	<p><b>History &amp; Politics:</b>  Year 7- Students look at the work carried out by conservation groups such as the national trust to conserve Norman sites.  Year 8- Students discuss the idea of charity and awareness in their study of crime.  Year 9- Students look at the idea of protest and try to find out how protest movements are successful.</p> <p><b>English:</b>  Through literature e.g. Goodnight Mr Tom.</p>	<p>Looking after the environment  WE Day – Free the Children</p> <p>Assembly Term 4  The Triennial Exhibition (Arts)  National Citizens Service  Moving forward – by remembering their past – focus on Jerusalem and its holy meaning to the 3 monotheistic religions  Wildlife Conservation</p>	
<p>f. The functions and uses of money, the importance and practice of budgeting, and managing risk.</p>	<p><b>ART:</b>  In the exploration of contemporary art and design practice, pupils are given an insight into the commercial world of art and the numerous creative careers that exist in the workplace.</p> <p><b>Maths:</b>  Year 7 Functional task on wages and salary including minimum wage  Year 8 Task on Tax Insurance and wages.  Year 9 Task loans and APR linking with compound Interest.</p> <p><b>Science:</b>  Students look at the cost of electricity and the efficiency of different appliances.</p> <p><b>MFL:</b>  Role play where money transactions take place (shops, hotel stays, market, transport)</p>	<p><b>JUNIOR:</b>  Unit of study on How to manage money. Survey of pupils’ attitudes to money.</p> <p>Looking at finance especially for student life. Working out how much they will actually have to spend and allowing for rent and all other expenses.</p> <p>House Councils – Charities</p> <p>‘Tenner Tycoon’</p> <p>Assembly Term 1  Choosing a Charity  Charity Presentations</p>	<p><b>PE:</b>  Sports tours and trips require students to plan and manage personal finance.</p> <p><b>MFL:</b>  Day trip to Boulogne and KS3 study trip to Paris offer opportunities for students to manage their limited amount of money in transactions using Euros.</p> <p><b>D&amp;T:</b>  Managing their individual budget.  Making pocket money, paper round money etc. stretch to cover their needs.</p>

	<p><b>History &amp; Politics:</b> Year 7- Students touch on some issues to do with money and finance as they assess the medieval monarchs and the problems caused by expensive wars and taxation. Year 8- Students look at the causes of the English Civil War and the French Revolution- both of these were caused partly by money issues. Year 9- Students look at the industrial revolution. They study entrepreneurs and investigate the causes for the economic boom and the growth of industries by using the Wedgewood factory as a case study.</p> <p><b>D&amp;T:</b> Within the subject at KS3, there are several projects which require teamwork and the construction of a car, rocket or bridge for which materials have given values and the need for the team to work within the budget.</p>		
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## 2. Key concepts

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Key Stage 4	Within the curriculum		Wider involvement
	Key Stage 4	Tutor Time	
<p>a. <a href="#">parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press</a></p>	<p><b>ART:</b> The Modern Day interpretation of a Classic Composition project, encourages pupils to explore the past and then to portray contemporary issues in their creative response. They study and create art that explores the workings of society in a historical and contemporary context.</p> <p><b>RE:</b> War, peace and justice/ medical ethics/ media.</p> <p><b>History &amp; Politics:</b> Students look at the role of government in the inter-war years when studying appeasement and the causes of WWI.</p> <p><b>English:</b> Discussion e.g. Scottish independence GCSE English Language task relating to issues of freedom, citizenship and responsibility.</p> <p><b>Business/Economics:</b> People in Business Scheme of Work. Legal protection of employees: - Employment Law - Industrial Tribunals - Trade Unions</p>	<p><b>SENIOR:</b> Discussion on Jury Service and the system of selection employed in this country. Brought about this year by one of the teachers own experience in being selected for this service. Similarly the law as a profession and the fact that a magistrate can be a volunteer is good ground for discussion.</p>	<p><b>D&amp;T:</b> School assemblies and the national news and press. Especially at times when the monarchy and government are in flux.</p>

	<p>Equal Opportunity Legislation:</p> <ul style="list-style-type: none"> <li>- Race Relations Act</li> <li>- Sex Discrimination Act</li> <li>- Equal Pay Act</li> </ul>		
<p>b. The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond</p>	<p><b>ART:</b> Pupils explore the role of law in projects that research the Urban artist, Guerrilla artist and Political Artist in a contemporary and historical context.</p> <p><b>RE:</b> Life of Jesus/ capital punishment/ pacifism/ conscientious objectors/ war and justice/ animal rights and the environment.</p> <p><b>History &amp; Politics:</b> Students look at the Weimar government and the effects of the electoral system on Hitler’s rise to power.</p>	<p><b>SENIOR:</b> Student council. County student elections, Junior parliament.</p> <p>House Council Elections and Meetings</p> <p>School Council Elections and Meetings</p> <p>Assembly Term 3 Nelson Mandela – The role of Government and the Apartheid System</p>	
<p>c. Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom</p>	<p><b>ART:</b> All pupils are encouraged to promote appreciation and respect for cultural diversity through studying the art and craft of different societies and ethnic groups. They build an understanding of the role and rights of the artist in a variety of situations.</p> <p><b>RE:</b> Peace and justice/ equality/ Martin Luther King/ Gandhi.</p> <p><b>Science:</b> Chemistry: Oil, its uses and the power it gives to both democratic and non-democratic governments</p>	<p><b>SENIOR:</b> How this school is governed and how it functions.</p> <p>Assembly Term 3 Nelson Mandela – The role of Government and the Apartheid System</p>	

	<p><b>History &amp; Politics:</b> Students look at the Weimar government and the effects of the electoral system on Hitler's rise to power. Students also look at the free market economy of the USA during the boom of the 1920's.</p> <p><b>English:</b> Through literary texts, e.g. Animal Farm; An Inspector Calls; Of Mice and Men. Issues of equality.</p>		
<p>d. local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world</p>	<p><b>PE:</b> GCSE PE candidates look at political influences that have affected Olympic games and the effects of apartheid within South African sport</p> <p><b>History &amp; Politics:</b> Students study international relations and focus on Britain's relationship with other European nations in the run up to WWI, during the peace-making process and in the years preceding WWII.</p> <p><b>English:</b> Discussions e.g. Britain's involvement in foreign conflicts.</p> <p><b>Business/Economics:</b> Role in the Global Economy and current Economic Issues</p> <ul style="list-style-type: none"> <li>- Impact of EU membership and enlargement</li> <li>- Significance of the euro</li> <li>- Environmental impact of growth</li> <li>- Effect of global warming</li> </ul>	<p><b>SENIOR:</b> Tutorial discussions surrounding the various conflicts in the world at present. This gives a rich vein of material about the right to dictate how other countries or factions choose to act and what rights exist to allow outsiders to intervene. Is there such a thing as the common good?</p>	<p><b>D&amp;T:</b> Discussions outside school including experience of racism and bigotry</p>

	<ul style="list-style-type: none"> <li>- Causes and cures for poverty &amp; underdevelopment</li> <li>- Consequences of dominant firms</li> </ul>		
e. <a href="#">Human rights and international law</a>	<p><b>RE:</b> Equality/ peace and justice/ medical ethics/ animal rights and the environment.</p> <p><b>Science:</b> B1.2.4 Ethics and laws governing IVF treatment. B1 6.5 and B1 6.6 and B1 6.7 Ethics of cloning and genetic engineering and laws controlling this P1 4.4 Energy and the Environment – International Agreements about climate change P1 Topic 6 EM Communications – Are mobile phones safe? P3 Topic 1 Medical Physics – Uses of X-ray radiation</p> <p><b>History &amp; Politics:</b> Students study the holocaust as part of their GCSE studies and look at human rights indirectly as a consequence.</p> <p><b>Business/Economics:</b> Consumer rights including - Consumer protection legislation - Employment rights and responsibilities</p> <p><b>D&amp;T</b></p>	<p><b>SENIOR:</b> Tutor discussion on terrorism and the country's inability to deport in some cases.</p> <p>Assemblies Term 1 ESafety and the Law Smoking and the Law Understanding Faith / Terrorism</p> <p>Assembly Term 2 Alcohol / Drugs – Responsible citizens and the Law</p>	<p><b>History &amp; Politics:</b> Year 9- Students travel to Ypres and look at the idea of remembrance in a focused study of WWI.</p>

<p>f. The legal system in the UK, different sources of law and how the law helps society deal with complex problems</p>	<p><b>RE:</b> Capital punishment and use of prisons/ medical ethics/ animal rights/ media and blasphemy.</p> <p><b>Music:</b> Performing Rights and Copyright Law within BTEC Unit 1.</p> <p><b>Psychology:</b> Unit 1.1 – Memory Discussion of the law in relation to accuracy of eyewitness testimony.</p>	<p><b>SENIOR:</b></p> <p>Assemblies Term 1 ESafety and the Law Smoking and the Law Understanding Faith / Terrorism</p> <p>Assembly Term 2 Alcohol / Drugs – Responsible citizens and the Law</p>	
<p>g. Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</p>	<p><b>RE:</b> Denominational and religious differences in relation to ethical issues.</p> <p><b>PE:</b> GCSE candidates explore the various sporting provisions that are made to meet the needs of different social groups.</p> <p><b>Music:</b> Using a range of live and recorded music from different times and cultures – locally, nationally and globally – to celebrate diversity and consider how it enriches our communities. Sharing of different festivals and rituals, e.g. Olympic hymns, ‘Ode to Joy’. Developing understanding of how conventions and culture have influence.</p> <p><b>Geography:</b> Year 10/11 Urban Environments: Look at the idea of there being a cultural</p>	<p><b>SENIOR:</b></p> <p>Racism and immigration law discussions The benefits tourism and the local situation here and across the channel in Calais.</p> <p>Assemblies Term 1 Understanding Faith / Terrorism</p> <p>Assembly Term 4 National Citizens Service Moving forward – by remembering their past – focus on Jerusalem and its holy meaning to the 3 monotheistic religions</p>	<p><b>Music:</b> Performing a range of music from different times and cultures, music composed for different festivals and rituals through participation of extra-curricular activities – orchestra, choir, big band and barber-shop.</p> <p><b>MFL:</b> Visit from our link school in Liège, Belgium, gives the students an opportunity to enjoy the rich advantages of linking with another community and thus enhancing diplomatic relations.</p>

	<p>mix – factors causing ethnic segregation within urban areas. Strategies aimed at supporting the multicultural nature of many urban areas.</p> <p><b>Psychology:</b> Unit 1.2 Non-verbal communication. Understand factors that affect personal space, including cultural norms. Describe and evaluate research studies into personal space.</p> <p><b>Sociology:</b> Unit 1.5 Stereotyping, prejudice and discrimination. To understand different explanations of stereotyping, prejudice and discrimination and ways in which they can be reduced.</p> <p><b>History &amp; Politics:</b> Students touch on the history of anti-Semitism including the Jewish community in Britain.</p> <p><b>English:</b> Discussion on national identity e.g. GCSE Spoken Language unit; regional identities.</p>		
<p>h. The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</p>	<p><b>RE:</b> Equality/ Martin Luther King/ Vernon Johns/ Mother Theresa/ pacifism/ justice and capital punishment.</p> <p><b>PE:</b> GCSE PE candidates learn about differing volunteering and organisational roles that exist within the world of sport.</p>	<p><b>SENIOR:</b> Voluntary work from being elected to your local council as a first step to a career in politics, to doing internships with a vet or care home as extra experience to help gain a foothold on a career path in those fields. Similarly RNLI, St John’s Ambulance and many other possibilities right down to helping with a local scout</p>	<p><b>PE:</b> Sports leaders have the opportunity to work as volunteers supporting the development of sporting activities within the local community.</p> <p><b>Science:</b> Chemistry: Science Ambassadors visits to various local primary schools.</p>

	<p><b>Science:</b> Chemistry: Quarry sighting. Students represent different interested parties in deciding on the sighting of a quarry. Physics: Generating Electricity: Mojo Island activity and Steadfast activity.</p> <p><b>Geography:</b> Year 10/11 Urban Environments: Look at how to make urban areas sustainable and the social aspects of this which includes involving local people in the decision making process. Also look at squatter settlements and the attempts by the inhabitants themselves to improve squatter settlements over time. Year 10/11 Tourism: The need for stewardship and conservation especially in vulnerable environments such as Antarctica. We also look at a case study of the ways that ecotourism can benefit the environment, the local economy and the lives of the people. There is a consideration that this form of tourism can contribute to sustainable development.</p> <p><b>History &amp; Politics:</b> Students look at the home front in WWII and study the contributions made from different sections of society to the conflict.</p> <p><b>English:</b> GCSE English Language tasks focussing on community and what this means. The individual's relation to community and wider society.</p>	<p>group.</p> <p>Assemblies Term 1 School based activities to promote anti-bullying – Poster Design House Charities Sponsored Walk Art and Craft Projects Personal Responsibility and the care of other people The Harvey Environmental Network – HEN roles and responsibilities Supporting African Charities Remembrance assemblies and Services</p> <p>Assembly Term 2 Children in Need Child Poverty School based activities to promote Child Mental Health Issues – Poster Design Creating a Time Capsule as part of the new build – ‘Wright Centre’</p> <p>Assembly Term 3 Looking after the Environment</p> <p>Assembly Term 4 The Triennial Exhibition (Arts) National Citizens Service Moving forward – by remembering their past – focus on Jerusalem and its holy meaning to the 3 monotheistic religions Wildlife Conservation</p> <p>Assembly Term 6 Becoming a Blood Donor</p>	<p>Work with local Cub/Scout groups.</p> <p>Physics work with local Primary school as part of our Science Ambassador program.</p> <p><b>Music:</b> Performing music within and for the local community, e.g. Festival of Remembrance – Orchestra, Big Band etc.</p> <p><b>MFL:</b> Opportunities for students to run Open evenings within the department; accompany visiting Belgian students during a school day; contributing to the school Newsletter following MFL events.</p> <p><b>D&amp;T:</b> This follows directly into outside school activity.</p>
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<p>i. Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.</p>	<p><b>RE:</b> Prisons and justice/ medical ethics. Animal rights and research.</p> <p><b>Maths:</b> Year 10 task on Insurance rates and crime rates-students to look at given data of crime rates around the country and different insurance rates.</p> <p><b>Science:</b> Chemistry: Calculations of reactants, products and yield to maximise profitability. Physics: Calculating the cost of electricity and using ideas of energy efficiency to maximise savings.</p> <p><b>Music:</b> Income and Expenditure in Creating a Music Product unit of BTEC Music.</p> <p><b>History &amp; Politics:</b> Students look at the roaring 20s and the reasons for the economic boom in America. They also look at the public spending programmes introduced under Hitler in Nazi Germany.</p> <p><b>English:</b> GCSE English Language tasks focussing on how Government resources are (or should be) spent.</p>	<p><b>SENIOR:</b> Student loans, Why? Why has it changed from being free to all? These aspects have been covered in tutor discussions in small and medium groups.</p>	<p><b>PE:</b> Sports tours and trips require students to plan and manage personal finance.</p> <p><b>D&amp;T:</b> How these things impact on the pupil's home life.</p>
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