



Global Perspectives – Migration

Learning about this topic is important because: Migration is a key global issue that shapes societies, economies and cultures. Understanding migration helps students make sense of why people move, the challenges they face, and the impact migration has on both host and home countries. It also develops empathy and respect for diversity, enabling students to engage thoughtfully with complex debates around identity, human rights and global responsibility. This unit supports students in becoming informed, respectful and active citizens in a diverse and interconnected world.

This builds on: Ideas about migration, diversity and human rights through Geography, Citizenship, Religious Studies and History, including:

- Causes of migration (push and pull factors)/ Global inequality and development differences
- Cultural identity and diversity/ Human rights and fairness
- Respect for difference and inclusion/ Skills in discussion, empathy and argumentation

This leads to: This unit leads into KS4 and KS5 study of:

- Migration, globalisation and development in Geography
- Human rights, law and justice systems/ Sociology of identity, ethnicity and inequality
- Political debates around immigration and citizenship/ Ethical and philosophical discussions around justice and responsibility

It also supports progression into careers involving law, public services, international relations, social care and humanitarian work.

We will learn:

- What migration is and the different forms it takes (economic, forced, voluntary, internal and international)
- The difference between migrants, refugees and asylum seekers
- Reasons refugees seek safety in the UK
- The role and importance of the Universal Declaration of Human Rights
- How migration affects individuals, communities and countries
- Why immigration is a debated issue in the UK today
- How media, politics and public opinion shape views on migration

We will develop/practise skills including:

- Empathy and respect for diversity and cultural identity
- Critical thinking and evaluation of complex social issues
- Knowledge and understanding of global issues and human rights
- Communication and debating skills in structured discussion
- Global awareness and citizenship understanding
- Interpreting different viewpoints (political, social, ethical and personal)
- AO2 evaluation of arguments around migration and immigration

Some of the vocabulary that we will use includes:

Migration, migrant, refugee, asylum seeker, human rights, displacement, integration, citizenship, culture, persecution,

You could learn more about this topic by:

- Reading news articles on migration and refugees in the UK and globally
- Watching documentaries about refugee experiences and migration journeys
- Exploring UNHCR and Amnesty International resources
- Researching case studies of migration in different countries
- Investigating UK immigration policy and public debate
- Listening to personal stories from migrants and refugees
- Analysing how media represents migration issues



Global Perspectives – Migration



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Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are: Discussion and formative assessment in the classroom and a whole class debate



Global Perspectives - Business Ethics.



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Learning about this topic is important because: understanding worldviews is an essential tool in intelligently and respectfully engaging with and critiquing the views of others. Your worldview embodies what you believe and how you live.

It will equip you to be both tolerant and supportive of others. and to make informed and wise decisions on ethical issues in relation to business and your choice as a consumer.

This builds on: World Views – ethics. GCSE RS Themes

This leads to: Beyond the “Big Six,” including Humanism and other belief systems, to understand how beliefs, values and culture shape identity and meaning. They compare and evaluate how different worldviews influence behaviour, celebrations and moral thinking in modern, diverse societies

We will learn:

- What is business ethics?
- How does religion link to business?
- What are business ethics
- Good and bad business
- Ethical Consumerism
- Globalisation
- Case study of Erin Brockovich

We will develop/practise skills including:

- Knowledge and understanding of ethical views in business
- Construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Explanation and evaluation to construct well-argued, well-informed, balanced and structured written arguments, demonstrating depth and breadth of the subject
- Explanation and ability to reflect on values, beliefs and attitudes in the light new study and will contribute to their preparation for adult life in a pluralistic society and global community

Some of the vocabulary that we will use includes:

Ethics
Utilitarianism
Deontological Ethics
Teleological Ethics
Consumerism

You could learn more about this topic by:

Reading: Hacker - Malorie Blackman/ Richest Man In Babylon - George S Clason
Watching: The Wolf of Wall Street
The Pursuit of Happiness



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Class discussion and presentation of ideas. Attentive attitude in all lessons

An AO2 evaluation written tasks, that uses examples and reaches a justified conclusion at the end of the unit of work.



Global Perspectives - Religion, Crime, Justice and Punishment



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Learning about this topic is important because: Understanding worldviews is an essential tool to intelligently and respectfully engage with and critique the views of others. Your worldview embodies what you believe and how you live. It will equip you to be both tolerant and supportive of others. and to make informed and wise decisions on ethical issues. This is what truthful living is all about – acknowledging that we live in a real world and the way we respond to it matters.

This builds on: World Views – ethics. GCSE RS Themes

This leads to: Business Ethics - Ethical decision-making in commerce, linking to social responsibility and justice

- What ethics is/ The relationship between business and ethics
- Fast fashion ethical consumerism and globalisation/ Responsibility for working conditions globally
- Presenting ideas/ Researching ethics and business – Erin Brockov

We will learn:

- What is evil?
- Types of crime
- Religion and law
- Aims of punishment
- Religious views on punishment

We will develop/practise skills including:

- Knowledge and understanding of worldviews
- Explanation and evaluation to construct well-argued, well-informed, balanced and structured written arguments, demonstrating depth and breadth of the subject
- Knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- Explanation and ability to reflect on values, beliefs and attitudes in the light new study and will contribute to their preparation for adult life in a pluralistic society and global community

Some of the vocabulary that we will use includes:

Conscience, Shariah Law, Deterrent, Haram, Fitrah, Reformation, Retribution, Reparation, Vindication, Protection, Reform

You could learn more about this topic by:

Reading: Holes -Louis Sachar
Hacker - Malorie Blackman
Watching: Trevor McDonald Inside Death Row
The Life of David Gale



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Class discussion and presentation of ideas. Attentive attitude in all lessons

An AO2 evaluation written tasks, that uses examples and reaches a justified conclusion at the end of the unit of work.



Global Perspectives – Festivals and Beyond the Big Six

Learning about this topic is important because: Religious festivals and celebrations are a key way that beliefs, values and identities are expressed across the world. However, in modern society, many people also engage with festivals and cultural traditions without holding religious belief, showing how culture, identity and spirituality can exist independently of formal religion.

This unit helps students understand how religion, non-religious worldviews influence how people interpret meaning, celebrate culture and build community. It encourages critical thinking about why some beliefs grow in popularity while others decline, and how traditions evolve over time in a globalised world.

This builds on: This unit builds on KS3 learning in Religious Studies and Humanities, including: Understanding of the “Big Six” world religions, Basic knowledge of belief, worship, festivals and ritual, Awareness of cultural diversity and respect for different beliefs, Early comparison of religious practices and traditions and skills in discussion, empathy and recognising different viewpoints

This leads to: This unit leads into: KS4/KS5 study of religion, philosophy, ethics and worldviews, understanding how religion interacts with culture, politics and society and critical evaluation of how belief systems influence behaviour and values

We will learn:

- The meaning, origins and significance of Sukkot, Diwali, Holi and Vaisakhi
- How and why festivals are celebrated across different religions
- What different religious festivals have in common
- How festivals can be both **religious and cultural**
- Why some non-religious and alternative worldviews (e.g. Humanism, Atheism, Pagan traditions, Rastafarianism, Scientology and emerging belief systems) also include celebrations, rituals or cultural practices
- How beliefs and cultural identity influence participation in festivals
- How globalisation has influenced the spread and adaptation of celebration

We will develop/practise skills including:

- AO1 knowledge and understanding of religious and non-religious worldviews
- AO2 evaluation of the importance, meaning and relevance of festivals today
- Comparison of religious, cultural and secular celebrations
- Critical thinking about belief, identity and culture in modern society
- Analysis of similarities and differences across belief systems
- Discussion and debate about the role of religion vs culture in celebrations
- Respectful engagement with diverse and sometimes controversial viewpoints

Some of the vocabulary that we will use includes:

Festival, tradition, symbolism, culture, identity, spirituality, diaspora, globalisation, secularisation, community, heritage

You could learn more about this topic by:

- Exploring documentaries on world religions and cultural festivals
- Researching how different countries celebrate shared festivals differently
- Reading articles on secularisation and changing belief in modern society
- Speaking to people from different cultural and religious backgrounds

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are: Discussion and formative assessment in the classroom



Global Perspectives – Festivals and Beyond the Big Six



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