



Social Sciences Curriculum Plan

Intent:

- Aim to provide a Social Science curriculum that will foster a ‘critical imagination’ into human behaviours and societies and to make reasoned arguments and judgements about ‘why’ people behave the way they do. Students should be able to evaluate sources of information and reflect on knowledge and theories to make positive contributions in society. We help students to think about their place in the world and the ways in which they can influence it.
- To deliver content from the specification, foster a lifelong interest for the subject which may support student future progression and understanding of the world around them, and to enable all students to achieve their potential.

Subject	What will students learn?	Rationale	How will students be assessed?
Soc	<p>Students will learn about 6 key topics:</p> <p>Y12 units include:</p> <ul style="list-style-type: none"> • Families and Households • Education • Research Methods <p>Y13 units include:</p> <ul style="list-style-type: none"> • Sociological theories • Beliefs in Society • Crime and Deviance <p>Within each topic, students will need to understand the relationship between sociological theories, perspectives and methods and how each aspect supports and challenges relevant contextual examples.</p>	<p>The sequence of teaching is recommended by the exam board which begins with AS units in Y12 and A-Level units in Y13. This is particularly supportive of student progression with skills development and the ability to embed synoptic knowledge from Y12 into Y13 units.</p> <p>The first two weeks of the course begin with an introduction to understanding Sociology as many students will not have studied this subject prior to A-Level. This is an opportunity to spark engagement and foster a ‘sociological imagination’ (Wright-Mills, 1959). Students will complete Families and Households topic first as this unit is a more easily accessible and digestible unit which students are able to understand and apply to the relevance of their daily lives. The key themes from this unit are transferable to all other units and provides contextual understanding to the main perspectives in Sociology.</p>	<p>Formative assessments:</p> <ul style="list-style-type: none"> • In class targeted questioning to ascertain student progress and feedback • End of unit tests for each module • Variety of different assessments in timed conditions or for homework. Exam practice questions range from 4-30 mark questions. <p>Summative assessments:</p> <ul style="list-style-type: none"> • Mocks scheduled throughout the two-year period

The second unit is Education and here students will explore the functions of the education system and the different experiences that students have within schooling. Student look at different social groups and how relationships between teacher-student and amongst peers can reflect inequalities.

Students will then move onto Research Methods by investigating different ways in which sociologists conduct research. This will be encompassed by framing research methods with sociological theory to help students consolidate how different perspectives align with epistemologies and ontologies. This key knowledge can be applied throughout any unit in Sociology, for example, as methodological critique and evaluative analysis. Towards the end of Year 12 and into Year 13, students will engage in an extension of research methods by exploring Sociological theory in detail. This provides knowledge to support theoretical understanding. Recently, we have added the additional theory exploration of Critical Race Theory as its application to contemporary society is more prevalent given current events.

In Year 13 students move onto Beliefs in Society. They look at current debates such as ideologies ranging from Creationism to Fundamentalism. They explore the secularization debate and the impact that globalization is having on society today. Students will research about new religious movements such as sects and cults and the growth of new spirituality and how that has brought about difficulties and complexities when defining and assessing the impact of 'religion'. Finally, students finish the course with Crime and Deviance. In this unit students should already have a good grasp of knowledge about the methodological and social problems with using and relying on crime statistics as a reliable source of data. They will explore themes such as functions of crime and deviance, the role of the media and examine contemporary crime such as state crime and green crime.

The optional units of Families and Households and Beliefs in Society have been chosen as the exam board have stated that the majority of centres (over 90%) opt to deliver these units. Thus, resources (inc. SAM resources and training) are more readily available for these topics compared to other ones.

The central themes of:

- socialisation, culture and identity and
- social differentiation, power and stratification

run throughout the teaching of the course. These themes are understood and applied to particular substantive areas of Sociology such as Sociological Theory and Crime and Deviance as they are interpreted broadly as threads running through many areas of social life. In addition, students understand the significance of conflict and consensus, social structure and social action, and the role of values in contemporary UK society and how each perspective informs social life.

Through the exploration of different sociological units, students should be able to appreciate the complexities of investigating society, including methodological difficulties. As students approach the completion of Sociology, they should feel competent in their ability to apply different assessment objectives, including critical skills analysis. This is particularly important given the depth of essay questions and accompanied Item material in exam papers.

Students are encouraged to engage in wider reading, especially through homework tasks and current affairs to understand and apply real-life examples to sociological theories and concepts. Here, an emphasis on promoting independent learners and to instill a 'love for sociology' amongst pupils is a key aspect identified for departmental improvement.

In comparison to the legacy specification, there is now much greater emphasis on globalization and students' ability to recognise

		<p>how UK society is changing in the face of globalisation. Equally, it offers students the conceptualization to understand their place as a global citizen and to foster comparative dimensions when examining cross-cultural examples of norms and values.</p>	
<p>KS5 Psy</p>	<p>This course is taught in 3 components. Component 1- The approaches - is taught in Year 12. This includes the Psychodynamic, Behaviourist, Cognitive, Biological and Positive approach.</p> <p>Component 2- This includes Research Methods and personal investigations which is taught mainly in Year 12 with some in Year 13</p> <p>Component 3 – This includes Criminal behaviour, Addiction and Schizophrenia- taught in Year 13</p>	<p>The sequence of teaching is designed to allow students to firstly understand the core approaches of Psychology. This includes learning key theories from different psychologists and how they study and explain psychological behaviour. Students are expected to be able to know key content from each theory as well as evaluate and critique them. Covering this content at the start of Year 12 gives students the base knowledge they will build upon throughout the development of the course.</p> <p>In Year 12 students then move on to methodological issues and understand the different ways in which psychologists carry our research. Students should be able to apply skills from Component 1 and integrate their knowledge from being introduced to key studies throughout the different approaches. This unit is more technical and students will have to know and apply mathematical skills. This component is designed to test student independence to carry out their own personal investigation and link this to their study of research methods, practically applying their knowledge.</p> <p>Component 3 includes the coverage of the three optional units students will study. Each one of these units are distinct and there are few synoptic elements between them. However, applied holistic knowledge from Components 1 and 2 are embedded to support student understanding. Students find Criminal behaviour particularly interesting and enjoy understanding and applying psychological traits to high-profile criminals and/or criminal cases. In so doing, students begin to think like a psychologist and evaluate the complexities between biological, socio-cultural and legal complexities.</p>	<p>Formative assessments:</p> <ul style="list-style-type: none"> • In class targeted questioning to ascertain student progress and feedback • End of unit tests for each module • Variety of different assessments in timed conditions or for homework. Exam practice questions range from 4-25 mark questions. <p>Summative assessments:</p> <ul style="list-style-type: none"> • Mocks scheduled throughout the two-year period

		<p>The topic of Addiction covers a wide range of examples and students are exposed to how and why addictions develop. They revisit different perspectives from Component 1 to consider how different psychological theories explain addictions as well as evaluating the usefulness of different treatments.</p> <p>Finally, students learn about Schizophrenia. Here, students will examine how different approaches account for schizophrenia and how each one can be evaluated. The use of case study examples to consolidate knowledge is widely used as class material. Students will need to know about possible treatments and effects of schizophrenia.</p> <p>Students are encouraged to further investigate and read widely, for example in researching their personal investigation and adding extra evidence for their debate questions. Some tasks have been designed as flipped learning homework activities to support student knowledge.</p>	
KS5 HSC	<p>This course is modular. Students complete 6 units which combine to make up one A-level equivalent qualification.</p> <p>In Year 12 students will cover three mandatory units: Unit 2: Diversity and Rights in Health and Social Care (M, EXAM) Unit 3: Health, Safety and Security in Health and Social Care (M, EXAM) Unit 4: Anatomy and Physiology for Health and Social Care (M, EXAM)</p> <p>In Year 13 students will cover one mandatory unit and two further optional units:</p>	<p>The sequence of teaching is organized to support higher student outcomes. Over the past two years the order of unit completion has been revised to allow students to complete all three external components in Y12 thus giving them the option to take a re-sit opportunity in the Jan series of Y13. Student voice indicated that this was overwhelmingly the key improvement to course delivery that they felt would benefit their overall qualification grade and experience of the course. In doing so, students could effectively calculate the accumulative points they had received per unit before their final assessment piece in Summer Y13. This relieved student anxiety and gave them focus on potential grades they needed to achieve per NEA.</p> <p>Completing the mandatory units in Y12 is recommended by the exam board as the content outlines key features of Health and Social Care practice, such as values of care, legislation and health</p>	<p>Formative assessments:</p> <ul style="list-style-type: none"> • In class targeted questioning to ascertain student progress and feedback • End of LO assessment per unit • Variety of different assessments in timed conditions or for homework. <p>Summative assessments:</p> <ul style="list-style-type: none"> • Mocks scheduled before external exam

	<p>Unit 1: Building Positive Relationships in Health and Social Care (M, NEA)</p> <p>Unit 17: Supporting people with mental health conditions (O, NEA)</p> <p>Unit 24: Public Health (O, NEA)</p>	<p>and safety, which is synoptic throughout all units – its applicability supports student understanding as they move into Y13 and begin to contextualise these themes within their NEAs.</p> <p>The teaching of Unit 2 as the first module in Y12 is essential. Firstly, because it allows students to be examined in Jan Y12 and complete one external assessment as soon as possible. Secondly and more importantly, it allows students to become familiar with the fundamentals of Health and Social Care, including the different service sectors and the nature of delivering quality care as well as the potential effects of poor practice and subsequent current local and national response to these.</p> <p>Such synthesis of knowledge and theory supports higher level skills and enables students to independently investigate examples of good/poor practice by engaging in real-life case studies and health and social care reports such as the Victoria Climbié and the Winterborne View Scandal.</p>	
KS4 HSC	<p>Students will complete three units:</p> <ul style="list-style-type: none"> - TAHSC1 – Unit 1 – An introduction to the health and social care sector - TAHSC2 - Unit 2 – Professional practice and the health and social care practitioner - TAHSC3 - Unit 3 – Human growth and development throughout the life stages <p>Students will complete coursework tasks based on assessment criteria on all Units (1-3). A short answer scenario-based exam at the end of the course involves all knowledge learned throughout Units 1-3.</p>	<p>The sequence of teaching begins with Unit 1 in Year 1 as it is designed as an introduction to health and social care and thus gives students a necessary grounding and understanding of the different features of health and social care such as the different services and practitioners that work in the sector and how they meet the needs of different service users.</p> <p>Students then progress to Unit 2 which is completed by the end of Year 1. This unit extends on some of the content from unit 1 whereby students are encouraged to examine themes such as the skills of practitioners in more depth. This allows students to contextualize ideas in real-life settings and appreciate the various demands and conditions that services have to work in through professional practice. This unit also links to career development as students find it useful when researching about different practitioners and consider their own career trajectory.</p>	<p>Formative assessments:</p> <ul style="list-style-type: none"> - In class questioning - Distributed practice assessments so students are able to recall content from previous units in preparation for their final exam at the end of the course - MCQs <p>Summative assessments:</p> <ul style="list-style-type: none"> - Coursework tasks throughout both years of the course - Mock exam in Y2 of course

		<p>The final unit is a stand-alone unit which has very little synoptic links to the two previous units. Students complete this unit in Year 2 as it covers most content. Within this unit, students learn biological and socio-cultural factors which impact human development at different life stages.</p> <p>Internal coursework tasks are set for students throughout the course. This is helpful to support student differentiation and completion of tasks in a digestible way. Students complete a final external assessment at the end of Year 2 which is assessed on Units 1-3. They begin recapping this content in Year 1 but focus mainly on exam content and practice from January of Year 2.</p>	<p>External exam at end of Y2 of course on all units (1-3)</p>
<p>KS4 C/Dev</p>	<p>Students will complete three units:</p> <ul style="list-style-type: none"> - Unit 1 – An introduction to working with children aged 0-5 years - Unit 2 – Development and wellbeing aged 0-5 years - Unit 3 - Child care and development 0-5 years <p>Units 1 and 2 are coursework and Unit 3 is an external exam.</p>	<p>Students will learn content for Units 1 and 2 first. The order of teaching is less of a priority as there is no guidance from the exam board and there is no synoptic crossover with content from units 1 to 2. Timetabling, for example, a co-teaching model will normally mean that one teacher will teach Unit 1 and the other will teach Unit 2 and this will be decided based upon guided learning hours (GLH) per unit delivery.</p> <p>Unit 1 is an introduction unit which provides an overview to children services. Much of this unit is research based and students enjoy the opportunity to investigate different provisions in the local area. The ability to understand the job roles of different practitioners whom work with children gives students an insight into career options.</p> <p>Unit 2 is weighted more heavily out of all of the units and gives students the knowledge about the development of the child. They learn about the holistic needs of a child and why it is important that care workers must monitor the progress of a child and the effects of delayed or abnormal development.</p>	<p>Formative assessments:</p> <ul style="list-style-type: none"> - In class questioning - Distributed practice assessments so students are able to recall content from previous units in preparation for their final exam at the end of the course - MCQs <p>Summative assessments:</p> <ul style="list-style-type: none"> - Coursework tasks - Mock exam in Y11 - External exam at end of Y11

		<p>Unit 3 is an external exam and will be delivered towards the end of the course as it involves the knowledge that has been gained throughout Units 1 and 2. This provides ample opportunity to focus on distributed practice and spaced revision.</p>	
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