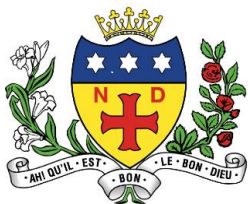


Social Sciences Curriculum Plan

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?	What links are made to the real world, to careers, and to developing the skills of our students so that they think like social scientists?
A-Level Sociology (AQA)	Students will learn about 6 key topics: Y12 units include: <ul style="list-style-type: none"> • Families and Households • Education • Research Methods Y13 units include: <ul style="list-style-type: none"> • Sociological theories • Beliefs in Society • Crime and Deviance 	<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</p>	<ul style="list-style-type: none"> • In class targeted questioning to ascertain student progress and feedback • End of unit tests for each module which tests mainly knowledge • Variety of different assessments in timed conditions or for homework. Exam practice questions range from 4-30 mark questions which aim to question different exam skills 	<p>A level Sociology students will gain an understanding of where the subject can lead and further progression opportunities through reference to careers within lessons and liaison with the University of Sheffield who provide example lectures and workshops for students.</p> <p>Whilst we provide a range of relevant and current material for students in lessons, we also encourage students to think</p>



	<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>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>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.</p> <p>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</p>	<ul style="list-style-type: none"> • Mock exams scheduled throughout the two-year period including: <ul style="list-style-type: none"> -Summer Term Year 1 – Paper 1 mock exam -Autumn Term Year 2 – Paper 1 mock exam -Spring Term Year 2 – Paper 2 mock exam -Summer Term Year 2 – Paper 3 mock exam 	<p>sociologically outside of the classroom. Students are directed towards Sociological material to broaden their sociological imagination and inspire them to think like ‘mini sociologists’. These resources include documentaries, podcasts, journals, ‘factsheets’ (students are given the opportunity to subscribe to Sociology review) as well as wider reading lists/displays.</p> <p>Through our lesson planning we want students to look beyond their local communities and understand how national and global events may impact them. The theme of globalisation runs through all units on the A level course. For example the impact of migration on families, belief, the education system and crime allow students to draw on their own experiences of living in a global society.</p>
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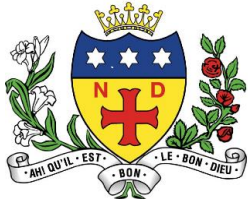


align with epistemologies and ontologies. This key knowledge can be applied throughout any unit in Sociology, for example, as methodological critique and evaluative analysis. Towards the end of Year 12 and into Year 13, students will engage in an extension of research methods by exploring Sociological 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'.

The subject lends itself to developing cultural capital as we teach students about the potential barriers to social mobility and the discrimination that exists in society, better equipping them with the knowledge and skills to overcome these challenges and call out prejudice and discrimination when they see it. Encouraging our students to be critical thinkers.

Research is a key feature of the course and whilst we look at the practicalities of research and various research methods through the research methods topic, we also look at sociological research studies throughout each unit. This gives students an understanding of the importance of empirical evidence and the evaluation of this.



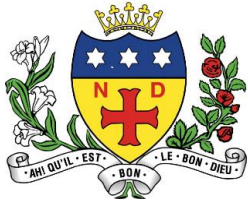
Finally, students finish the course with Crime and Deviance. In this unit students should already have a good grasp of knowledge about the methodological and social problems with using and relying on crime statistics as a reliable source of data. They will explore themes such as functions of crime and 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

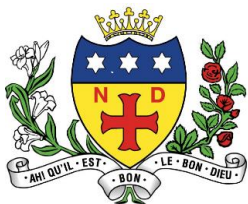
run throughout the teaching of the course. These themes are understood



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



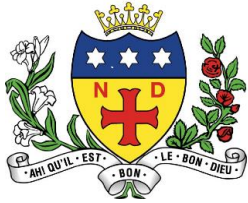
		<p>understand and apply real-life examples to sociological theories and concepts. Here, an emphasis on promoting independent learners and to instill a 'love for sociology' amongst pupils is a key aspect identified for departmental improvement.</p> <p>In comparison to the legacy specification, there is now much greater emphasis on globalization and students' ability to recognize how UK society is changing in the face of globalization. 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>A-level Psychology (Eduqas)</p>	<p>This course is taught in 3 components.</p> <p>Component 1- The approaches - is taught in Year 12. This includes the Psychodynamic, Behaviourist, Cognitive, Biological and Positive approach.</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</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 	<p>Students develop understanding of how to 'think like a psychologist', by comparing and contrasting different approaches to understand human brain and behaviour. Students learn skills to thinking critically about different approaches and to consider the wider societal and ethical impacts.</p>



	<p>Component 2- This includes Research Methods and personal investigations which is taught alongside Component 1 in Year 12.</p> <p>Component 3 – This includes Criminal behaviour, Addiction and Schizophrenia, as well as Controversies in Psychology - taught in Year 13</p>	<p>of Year 12 gives students the base knowledge they will build upon throughout the development of the course.</p> <p>In Year 12 students are also taught component 2, where they consider 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</p>	<p>questions which aim to question different exam skills</p> <ul style="list-style-type: none"> • Mock exams scheduled throughout the two-year period including: <p>Summer Term Year 1 Component 1 mock exam</p> <p>Spring Term Year 2 Component 2 mock exam</p> <p>Summer Term Year 2 Component 3 mock exam</p>	<p>Students develop knowledge of different careers in psychology by studying the different types of therapy that Psychologists can offer based on each approach.</p> <p>In component 2, students are learning about how Psychologists can forge a career as a researcher, and what this would include. They are learning the disciplinary knowledge of how to think scientifically and support claims with empirical evidence.</p> <p>In component 3, students are developing their application skills of different approaches to explain specific human behaviour. They are learning to consider different perspectives and to compare and contrast to develop their own psychological approach. Students consolidate disciplinary knowledge of key issues such as determinism and</p>
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		<p>Components 1 and 2 are embedded to support student understanding.</p> <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>Next, 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 find Criminal behaviour particularly interesting and enjoy understanding and applying psychological traits to high-profile criminals and/or criminal cases. In so</p>		<p>reductionism as well as ethical considerations of a variety of explanations of behaviour. Wider learning is taking place about the importance of understanding mental health conditions.</p> <p>In criminal behaviour, students are considering wider societal impacts of Psychological theory, such as its overlap with government policy and the law and justice system.</p> <p>In the Controversies topic, students are developing their critical thinking, and their ability to draw on existing knowledge to support a bigger argument.</p>
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		<p>doing, students begin to think like a psychologist and evaluate the complexities between biological, socio-cultural and legal complexities.</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> <p>Finally, students explore Controversies in Psychology. They learn about current issues that are widely debated in the discipline. Students learn to develop a well-supported argument and to consider how the issue is affecting the discipline. This topic is synoptic and will draw on knowledge learned in all other components of the course.</p>		
<p>Level 3 Health and Social Care (OCR Cambridge</p>	<p>This course is modular. Students complete 6 units which combine to make up one A-level equivalent qualification.</p>	<p>The sequence of teaching is organized to support student outcomes. Over the past two years the order of unit completion has been revised to allow students to complete all three external</p>	<ul style="list-style-type: none"> • In class targeted questioning to ascertain student progress and feedback • End of topic tests per exam unit 	<p>As Health and Social care is a 'living subject' which is constantly changing and adapting based on the needs of society and services, students</p>



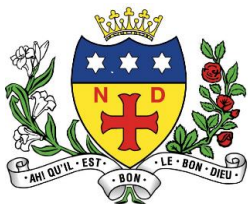
<p>Technical Extended Certificate)</p>	<p>In Year 12 students will cover three mandatory units:</p> <ul style="list-style-type: none"> -Unit 2: Diversity and Rights in Health and Social Care (M, EXAM) -Unit 3: Health, Safety and Security in Health and Social Care (M, EXAM) -Unit 4: Anatomy and Physiology for Health and Social Care (M, EXAM) <p>In Year 13 students will cover one mandatory unit and two further optional units:</p> <ul style="list-style-type: none"> -Unit 1: Building Positive Relationships in Health and Social Care (M, NEA) -Unit 5: Infection Control (O, NEA) -Unit 24: Public Health or Unit 10: Nutrition for Health (O, NEA) <p>M = Mandatory unit O = Optional unit</p>	<p>components in Y12 thus giving them the option to take a resit 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 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>	<ul style="list-style-type: none"> • Variety of different assessments in timed conditions or for homework which aim to question different exam skills • Mocks scheduled before external exams 	<p>will be enriched and encouraged to investigate live matters that reflect current affairs in the field. They will have access to case study examples which they can analyse and determine features of quality care and recommendations for future best practice.</p> <p>Learning about diversity and rights highlights the benefits of anti-discriminatory practice and how that can promote better care for clients. They will learn features of inclusive practice and how that can support health and social care outreach as well as creating a moral consciousness.</p> <p>When learning about infection control for example, students will be able to demonstrate practices that prevent infection and understand good hygiene and what that looks like. This subsequently reconnects with health and safety practices and</p>
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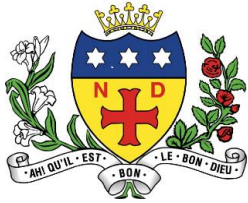
	<p>NEA = Coursework component</p>	<p>The teaching of Unit 2 as the first module in Y12 is essential. Firstly, because it allows students to be examined in Jan Y12 and complete one external assessment as soon as possible. Secondly and more importantly, it allows students to become familiar with the fundamentals 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 and applying such evidence to other units. This supports deeper knowledge and critical thinking for other units of work.</p>	<p>ensuring that students understand and recognize features of how to keep themselves and other safe.</p> <p>Students in Year 12 have two placement opportunities whereby they visit and get involved in a health, social care, or early years setting over a sustained period to get an understanding of what services and provisions that provide care look like. They meet different clients and workers which helps them recognize the conditions of services and career-planning.</p>
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<p>Level 3 Health and Social Care (OCR Cambridge Technical Diploma)</p>	<p>This course is modular. Students complete 12 units which combine to make up a two A-level equivalent qualification.</p> <p>Students complete all 6 units as above as identified for the Extended Certificate qualification as well as the following:</p> <p>In Year 12 students will cover three mandatory units:</p> <ul style="list-style-type: none"> -Unit 5: Infection Control (M, NEA) -Unit 6: Personalisation and a person-centred approach to care (M, EXAM) -Unit 7: Safeguarding (M, EXAM) <p>A core unit:</p> <ul style="list-style-type: none"> -Unit 14: The impact of long-term physiological conditions (C, NEA) 	<p>The sequence of teaching is to some extent organized by the qualification order. Students will for example complete mandatory and core units before completing optional units to allow them to have a grounding in base concepts and theory which they can later apply to the optional units, deepening their understanding and application with synthesis of ideas. Additionally, students have the option to exit the qualification with the Foundation Diploma if that is applicable to their needs.</p> <p>The units build on key theory which informs current health and social care practice – students are encouraged when understanding aspects of person-centred care to research and find examples of good practice within NHS trusts and read examples of CQC reports to understand the implications of adequate and inadequate care. Students can then transfer and relate this information to safeguarding which is a key process in health and social care.</p>	<ul style="list-style-type: none"> • In class targeted questioning to ascertain student progress and feedback • End of topic tests per exam unit • Variety of different assessments in timed conditions or for homework which aim to question different exam skills • Mocks scheduled before external exams 	<p>As above.</p>
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	<p>And optional units: -Unit 8: Creativity and activity for children and young people (O, NEA) Unit 5: Promoting health and wellbeing (O, NEA)</p> <p>*</p> <p>M = Mandatory unit O = Optional unit C = Core unit NEA = Coursework component</p>	<p>Optional units allow students to gain some in-depth knowledge and understanding in more expert field relating to health and children. Children’s development, learning and needs are very topical matters to consider, especially post-Covid. Students will have the opportunity to reflect on how the role of the practitioner can support and impact health and wellbeing of clients.</p>		
<p>Level 1/2 Technical Award in Health and Social Care (NCFE CACHE)</p>	<p>Students will learn eight content areas:</p> <ol style="list-style-type: none"> 1. Health and social care provision and services 2. Job roles in health and social care and the care values that underpin professional practice 3. Legislation, policies and procedures in 	<p>Students begin the course learning content areas 1 and 4; this is purposefully designed to begin developing students’ knowledge of provision in H&SC and understanding of human development and service users in HSC.</p> <p>Next, students learn content areas 2, 3 and 5. Content area 2 helps students to foster their interest in potential job roles in each sector, and to widen their understanding of the careers that are available, including what each role could entail. Students are encouraged</p>	<ul style="list-style-type: none"> • In class targeted questioning to ascertain student progress and feedback • End of topic tests per exam unit • Variety of different assessments in timed conditions or for homework which aim to question different exam skills • Mocks scheduled during Assessment weeks 	<p>Students will develop the following skills: decision making observation resourcefulness problem solving planning evaluation reflection interpersonal skills professional behaviours respect and appreciation of others</p>



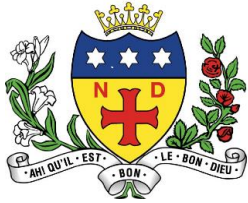
	<p>health and social care</p> <ol style="list-style-type: none"> 4. Human development across the life span 5. The care needs of the individual 6. How health and social care services are accessed 7. Partnership working in health and social care 8. The care planning cycle 	<p>to examine themes such as the skills of practitioners in more depth. Content area 5 is deliberately taught alongside this to assist students in linking the knowledge of each role to how this helps to meet the care needs of individuals. Content area 7 then builds in specific knowledge of how legislation is used in HSC; this knowledge will likely be new to students and so is explicitly applied to the subject area.</p> <p>Students then progress to content areas 6-8. This builds on the existing knowledge of the HSC provision and allows them to develop a more holistic view of how HSC works in society. 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.</p>		<p>an ability to reflect upon their preferred learning style and identify relevant study skills</p> <p>Particularly during content area 2 but also throughout the course, students are learning about careers in health and social care. This may support their future career pathways. It will allow them to appreciate the different health and social care workers and what they do when they come into contact with them in their lives.</p> <p>When learning about legislation and policies, students will have an overview of their rights and understand how different legislations protect us. They will consider the different needs of individuals throughout the life stages and this should support student understanding of how they may face different challenges and transitions more positively and to accept that some life events may impact our</p>
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				<p>wellbeing quite significantly – they will learn about helpful coping mechanisms to foster greater self-resilience.</p> <p>Students will learn about the diverse nature of different physiological, mental and health needs clients have, particularly those who access services. Through this, students can appreciate how different needs and disabilities are catered for, the nature of support plans, and how service needs often involve different professionals.</p>
<p>Level 1/2 Technical Award in Child Development and Care in Early Years (NCFE CACHE)</p>	<p>Students will learn nine content areas:</p> <ol style="list-style-type: none"> 1. Child development 2. Factors that influence the child's development 3. Care routines, play and activities to support the child 4. Early years provision 	<p>Students learn the content for areas 1 and 4 first. This is deliberately selected to help students build foundation knowledge of how children develop and what provision is available in early years. 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>	<ul style="list-style-type: none"> • In class targeted questioning to ascertain student progress and feedback • End of topic tests per exam unit • Variety of different assessments in timed conditions or for homework which aim to question different exam skills 	<p>Students will develop the following skills:</p> <ul style="list-style-type: none"> decision making observation resourcefulness problem solving planning evaluation reflection interpersonal skills professional behaviours respect and appreciation of others



	<ol style="list-style-type: none"> 5. Legislation, policies and procedures in the early years 6. Expectations of the early years practitioner 7. Roles and responsibilities within early years settings 8. The importance of observations in early years childcare 9. Planning in early years childcare 	<p>Students then move to content areas 2 and 5. Content area 2 will develop students understanding of factors that can influence development; this will encourage them to think holistically about contributing factors and the interaction between them.</p> <p>The remaining content areas are delivered to build on the knowledge of child development, to aid understanding of why it is important that care workers must monitor the progress of a child and the effects of delayed or abnormal development.</p>	<ul style="list-style-type: none"> • Mocks scheduled during Assessment Week 	<p>an ability to reflect upon their preferred learning style and identify relevant study skills</p> <p>Particularly during content areas 4 and 7 but also throughout the course, students are learning about careers in child development. This may be helpful to students who are considering working in this field or may have integrated links with child services in a future career path.</p> <p>Understanding a child's development should promote empathic skills and allow students to visualise how a child's physical, cognitive, communication, speech and social and emotional development increases over time. They may be able to relate ideas to younger family members and apply context more easily.</p>
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				<p>Throughout the course, students will develop a more mindful approach to the needs of different children rather than accept that all children have a similar childhood. They will explore the needs of children with special educational needs and disabilities and appreciate the diverse support that is available to the children and other family members.</p> <p>They will also learn about multi-agency working in children's services. They will understand the importance of how services must react to children in need and the purpose of emergency care in order to safeguard and protect children who are most vulnerable. This will allow students to identify how services and different practitioners work together in the best interests of children.</p>
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