

## Social Sciences Faculty Curriculum Intent Statement

“The aim of our curriculum is to equip students with the appropriate knowledge and skills needed to be able to understand and explain the causes of human behaviour and the impact of this behaviour on wider society and the enthusiasm to study these subjects to the best of their ability.”

### COURSE PROVISION ACROSS THE FACULTY

| Qualification               | Exam Board | Years | Timetable Provision   | Qualification               | Exam Board | Years | Timetable Provision   |
|-----------------------------|------------|-------|-----------------------|-----------------------------|------------|-------|-----------------------|
| BTEC Health and Social Care | Pearson    | 9-11  | 5 hours per fortnight | BTEC Applied Law            | Pearson    | 12-13 | 8 hours per fortnight |
|                             |            |       |                       | A Level Psychology          | AQA        | 12-13 | 8 hours per fortnight |
|                             |            |       |                       | Level 3 Diploma Criminology | WJEC       | 12-13 | 8 hours per fortnight |
|                             |            |       |                       | A Level Sociology           | OCR        | 12-13 | 8 hours per fortnight |

| Intent Evidence                                     | Implementation Evidence  | Impact Evidence   |
|---|--|---|
| <ul style="list-style-type: none"> <li>▪</li> </ul> | <ul style="list-style-type: none"> <li>▪ Marking and Feedback Implementation Document</li> <li>▪ Schemes of Work</li> <li>▪ Firefly Pages</li> </ul> | <ul style="list-style-type: none"> <li>▪ Exams Analysis</li> <li>▪</li> </ul> |

# BELIEVE AND SUCCEED

## SUBJECT INFORMATION

**Department:** Health and Social Care

**Subject Lead:** Ellie Fryer

**Staff members:**

| INTENT  | IMPLEMENTATION  | IMPACT  |
|---|---|---|
| <p>Health and Social Care equips our students to discover the impact of <b>positive</b> human development and to critically analyse how these factors affect our day to day lives. Health and Social Care enables students to explore and <b>respect</b> areas that influence how we develop throughout life stages and, in turn, raise expectations of how we can live successful, <b>equal</b> and healthy lives now and in our future. Health and Social Care promotes opportunities for students to draw from case studies and opportunities to undertake research to complement learning and create skills that will be used throughout their lives. Furthermore, highlighting how human relationships, physical environments and socioeconomic status may influence how they develop.</p> | <p>Students in Health and Social Care will:</p> <ul style="list-style-type: none"> <li>▪ Experience quality first teaching.</li> <li>▪ Experience a variety of lessons that are designed to be inclusive, engaging and to inspire curiosity.</li> <li>▪ Be taught by teachers who know them well and be monitored closely to provide personalised intervention to support individual progress.</li> <li>▪ Receive a range of assessments, with regular formative assessment.</li> <li>▪ Be given DIRT time to encourage reflection and support progress.</li> <li>▪ Experience a safe and engaging learning environment where displays are informative.</li> <li>▪ Be taught a range of skills including numeracy, literacy, metacognition, communication, teamwork, evaluative and investigative skills.</li> <li>▪ Be offered opportunities for supported revision.</li> <li>▪ Be given opportunities to extend learning through homework and extracurricular opportunities.</li> <li>▪ Be given challenge activities to extend learning.</li> <li>▪ Have subject pages on Firefly to support revision.</li> <li>▪ Work collaboratively with their peers and share ideas.</li> <li>▪ Be taught a range of skills that will promote <b>employability</b> including numeracy, literacy, metacognition, communication, teamwork, evaluative and investigative skills.</li> <li>▪ Be given opportunities to discuss about topical issues that enable students to be active global citizens in line with the <b>Rights Respecting Schools</b> agenda.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Good uptake at GCSE</li> <li>▪ Learners develop core values such as Kings Pride values, British values, SMSC and SIAMS and can apply these in every day life.</li> <li>▪ Engagement in lessons (LO/LW) and positive student voice</li> </ul> |

# BELIEVE AND SUCCEED

## SUBJECT INFORMATION

**Department:** Psychology

**Subject Lead:** Ellie Fryer

**Staff members:** Abbie Edgell

**INTENT**

**IMPLEMENTATION**

**IMPACT**

# BELIEVE AND SUCCEED

Our ultimate aim is to produce Psychologists of the future who are going to influence the community around them in their later lives. They must be curious and know how their work is applicable to the wider world. Our students will enjoy challenge and will show thought and resilience when faced with psychological questions. Our curriculum promotes resilience, **integrity**, independence and organisation. Our learners are scientifically literate and can articulate their knowledge **respectfully** and thinking in many different ways. They will be skilled with a wide range of research methods and will be able to select the correct method for the relevant research questions. Our curriculum encourages and facilitates further studies or potential careers in the subject, whilst empowering students to have a greater appreciation and awareness of Psychology related issues in the world showing **equality** and **respect** in all aspects of their learning.

Students in Psychology will:

- Be taught by teachers with excellent subject and exam knowledge with a commitment to continued professional development.
- Receive regular formative assessment to encourage reflection and support progress.
- Be monitored closely by their teacher to provide personalised intervention to support individual progress.
- Learn to 'speak like an expert' through explicit teaching of key words and subject specific vocabulary.
- Experience engaging, variety lessons.
- Develop lifelong skills for learning through independent study.
- Work collaboratively with their peers and share ideas.
- Be offered opportunities for supported revision.
- Explicitly taught historical concepts of cause, consequence, significance, change and continuity over time.
- Apply the higher order thinking skills.
- Be offered the opportunity to go on Educational visits that support their studies and demonstrate careers that may interest them.
- Be taught a range of skills that will promote **employability** including numeracy, literacy, metacognition, communication, teamwork, evaluative and investigative skills.
- Be given opportunities to discuss topical issues that enable students to be active global citizens in line with the **Rights Respecting Schools** agenda.

- The number of students continuing with Psychology in further education
- Two classes in both Years 12 and 13.
- 100% pass rate in 2022.
- Positive student voice where students enjoy their lessons and feel supported.
- Learners develop core values such as Kings pride values, British values, SMSC and SIAMS and can apply these in everyday life.
- Numbers in Psychology increase year on year
- Learners develop lifelong skills including metacognitive skills, higher order thinking skills, numeracy, literacy, but also resilience and cultural capital. This will prepare them for their next step to success.

# BELIEVE AND SUCCEED

## SUBJECT INFORMATION

**Department:** BTEC Applied Law

**Subject Lead:** Ellie Fryer

**Staff members:** Callum Broussine and Abbie Edgell

| INTENT  | IMPLEMENTATION   | IMPACT   |
|---|--|--|
| <p>BTEC Applied Law allows students to develop a comprehensive understanding of the role of law in today's society, alongside an awareness of the rights and responsibilities of individuals and how this applies to their lives. Law also involves understanding the theory behind why laws are necessary and being <b>integral</b> to why they have evolved into their current form including <b>democratic</b> thinking, and the nature of law. There is development of an understanding of the concepts of law through, justice, fault, <b>equality</b>, law and morals and balancing conflicting interests. The skills students will develop through this curriculum are highly sought after by higher education and employers as they are <b>positive</b> learners and <b>respectful</b> of all areas of the law.</p> | <p>Students in BTEC Applied Law will:</p> <ul style="list-style-type: none"> <li>▪ Experience quality first teaching in an engaging learning environment that encourages retrieval and progression.</li> <li>▪ Have well-resourced lessons that engage, inspire, and provoke curiosity of belief and world faiths.</li> <li>▪ Feel included and catered for, with teachers knowing their personal learning needs so each student makes progress.</li> <li>▪ Be given the opportunity to improve their work and build on areas of weakness.</li> <li>▪ Be offered opportunities for supported revision.</li> <li>▪ Build their subject specific vocabulary, identifying new words in text to create key word lists, and be encouraged to use this vocabulary in their spoken and written answers.</li> <li>▪ Participate in tasks that develop skills of numeracy, literacy, metacognition, communication, teamwork, and evaluation.</li> <li>▪ Be offered the opportunity to go on Educational visits that support their studies and demonstrate careers that may interest them.</li> <li>▪ Be taught a range of skills that will promote <b>employability</b> including numeracy, literacy, metacognition, communication, teamwork, evaluative and investigative skills.</li> <li>▪ Be given opportunities to discuss topical issues that enable students to be active global citizens in line with the <b>Rights Respecting Schools</b> agenda.</li> </ul> | <ul style="list-style-type: none"> <li>• Good uptake in Year 12.</li> <li>• Learners develop core values such as Kings pride values, British values, SMSC and SIAMS and can apply these in everyday life.</li> <li>• Learners are motivated and engaged to learn through good teaching and learning practices, and, therefore, all learners make progress over time, developing the knowledge and skills to become lifelong learners.</li> <li>• Students are able to 'speak like an expert' through explicit teaching of key words and subject specific vocabulary. (LO/LW/WS Documents)</li> </ul> |

# BELIEVE AND SUCCEED

## SUBJECT INFORMATION

**Department:** Sociology

**Subject Lead:** Ellie Fryer

**Staff members:** Lizzie Read and Callum Broussine

**INTENT**

**IMPLEMENTATION**

**IMPACT**

# BELIEVE AND SUCCEED



Through rigorous study and examination of the social world, the agents and institutions within

it, Sociology produces **positive** learners who are passionate and **respectful** about their subject, who will be empowered to be active global citizens and who have knowledge, awareness and understanding of a range of issues of great relevance, both today and in the future, and their potential role in shaping them.

Thoroughly rooted in the PRIDE values of **respect, equality** and empathy, students of Sociology will investigate a range of identities, inequalities and significant social issues. Students will be confident, **integral**, independent learners, who are able to apply and critically evaluate empirical evidence from a broad range of theories, that will not only enable students to maximise their potential for progression to further high-quality courses and training but will also enable them to play a full and **democratic** and **equal** role in society.

Students in Sociology will:

- Experience quality first teaching.
- Experience a variety of lessons that are designed to be inclusive, engaging, challenging and to inspire curiosity.
- Be taught by teachers who have excellent subject knowledge (content and exam) and who are committed to sharing their passion for learning.
- Be taught by teachers who know them well and be monitored closely to provide personalised intervention to support individual progress.
- Receive a range of assessments, with regular formative assessment, for which appropriate DIRT opportunities are given to encourage reflection and support progress.
- Be taught a range of skills that will promote **employability** including numeracy, literacy, metacognition, communication, teamwork, evaluative and investigative skills.
- To be given the opportunity to develop **literacy** skills by engaging in disciplinary reading through the signposting of fiction, non-fiction literature and academic articles.
- Be given opportunities to discuss topical issues that enable students to be active global citizens in line with the **Rights Respecting Schools** agenda.
- Experience a stimulating, engaging and safe learning environment where displays are informative.
- Be given a course handbook that contains all the key information and resources to successfully complete their tasks.
- Be offered opportunities for both independent and supported revision with supporting resources.

- Learners are motivated and engaged to learn through good teaching and learning practises and, therefore, all learners make progress over time, developing the knowledge and skills to become lifelong learners. (Exams Analysis)
- Outcomes at A Level are consistently in line or above national average and, therefore, provide students with the opportunity to access the next level of education or employment. (Exams Analysis).
- Learners develop core values in line with the Rights Respecting Schools agenda, such as the Kings PRIDE Values, British Values, SMSC and SIAMS and will be able to apply these in both school and everyday life. (LO/LW/WS Documents)
- Learners develop lifelong skills including metacognitive skills, higher order thinking skills, numeracy, literacy, but also resilience and cultural capital. This will prepare them for their next step to success. (LO/LW/WS Documents)
- Students are able to 'speak like an expert' through explicit teaching of key words and subject specific vocabulary. (LO/LW/WS Documents)
- Students produce work that reflects their maximised potential. (LO/LW/WS Documents)

## SUBJECT INFORMATION

Department: Criminology

Subject Lead: Ellie Frver

Staff members: Lizzie Read, Callum Broussine

# BELIEVE AND SUCCEED

INTENT

IMPLEMENTATION

IMPACT



Criminology began as a response to the political, sociological and psychological questions and issues that students intuitively asked and want answered. Through this Applied Level 3 course, students are able to understand the changing awareness of crime, the criminological theories behind criminals, the process from crime scene to courtroom and the purpose and modern issues with crime and punishment. Students ask **intriguing** questions about the nature of crime and allows students to respectfully discuss and debate **democratically** whether the problem of crime can ever be solved? This allows students to identify local, national and global issues, exploring cultural and religious differences, the impact of the media, historical variations and understanding the reasons why crime has been committed. Students will develop a variety of skills from both the controlled assessments and examination modules, including independent research, organisation skills, responding to feedback and working to deadlines and they approach these elements **positively**. These critical life skills can be applied to future opportunities, such as university or employment. Because of the synoptic nature of the course, students will develop a detailed, **respectful** and personalised overview of Criminology that can be applied to their world now and in the future.

## Students in Criminology:

- Experience quality first teaching in an engaging learning environment that encourages retrieval and progression.
  - Have well-resourced lessons that engage, inspire, and provoke curiosity of belief and world faiths.
  - Feel included and catered for, with teachers knowing their personal learning needs so each student makes progress.
  - Be given opportunity to improve their work and build on areas of weakness.
  - Build their subject specific vocabulary, identifying new words in text to create key word lists, and be encouraged to use this vocabulary in their spoken and written answers.
  - Participate in tasks that develop skills of numeracy, literacy, metacognition, communication, teamwork, and evaluation.
  - Be offered the opportunity to go on Educational visits that support their studies and demonstrate careers that might interest them.
  - Be given opportunities to discuss about topical issues that enable students to be active global citizens in line with the **Rights Respecting Schools** agenda.
  - Be taught a range of skills that will promote **employability** including numeracy, literacy, metacognition, communication, teamwork, evaluative and investigative skills.
- Outcomes at A Level are consistently in line or above national average and, therefore, provide students with the opportunity to access the next level of education or employment. (Exams Analysis)
  - Learners develop core values in line with the Rights Respecting Schools agenda, such as the Kings PRIDE Values, British Values, SMSC and SIAMS and will be able to apply these in both school and everyday life. (LO/LW/WS Documents)
  - Students are able to 'speak like an expert' through explicit teaching of key words and subject specific vocabulary.
  - Students produce work that reflects their maximized potential.
  - Learners develop lifelong skills including metacognitive skills, higher order thinking skills, numeracy, literacy, but also resilience and cultural capital. This will prepare them for their next step to success.