



# The Holy Trinity Church of England Secondary School



2020 -1  
Subject – Curriculum  
Guide

## WHOLE SCHOOL CURRICULUM INTENT STATEMENT

### Curriculum Intent:

- As a Church of England School we are committed to the belief that every child is a child of God – uniquely blessed with individual gifts and talents. The intention of our curriculum is to provide opportunities for all students to flourish, drawing out their individual potential and developing them as fully integrated human beings. Our curriculum reflects our Christian ethos and is designed to be challenging, fulfilling, enjoyable and successful for all, regardless of academic or social barriers.
- The curriculum is designed with the intention of being rich and balanced, giving a breadth of opportunity at Key Stage 3 supporting the development of the skills needed to succeed at Key Stage 4 and Key Stage 5. Key Stage 4 has a core which includes RS GCSE for all, alongside both academic and vocational courses. Key Stage 5 provides appropriate pathways for the majority of students to progress to, and allows students to prepare for further study and the world of work. Alongside this, students are provided with a broad enrichment and work-related offer that stimulates their aspirations as global citizens - resilient in the face of difficulty, skillful when faced with new challenges, confident to step out into the unknown and assured of their individual self-worth and of the unique gifts that they each have to bring to the world.
- Whilst acknowledging the importance of academic success the curriculum will not bow down to the demands of governments for results, nor allow itself to become just an exam factory, rather serving the needs of our students.

We review our curriculum on a yearly basis and consider the following principles.

We believe our curriculum should:

- Embody the school vision which is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.
- Provide a broad and balanced range of subjects, including those that are creative and practical, at all Key Stages.
- Include opportunities in a range of both academic and vocational courses at Key Stages 4&5.
- Ensure Religious Studies sits alongside Maths, English and Science as a Core subject which every student will take up to GCSE level.
- Ensure that every student has the opportunity to develop their character through a variety of experiences within REACH, PE, and the Creative Arts.
- Be coherent and sequential so that new knowledge and skill builds on what has been taught, both within an individual subject and across the wider curriculum.
- Be informed by educational research e.g. Growth Mindset (Carol Dweck) and Feedback Loop (John Hattie).
- Acknowledge our contextual needs by giving a high priority to increasing students' mastery of functional literacy, vocabulary and numeracy to maximise students' opportunities for future learning and employment.
- Provide opportunities for learning outside of the classroom. At KS3 this is being embedded through the concept of a 'Passport'; a collection of co-curricular experiences that every student will have experienced.
- Make explicit links to future career pathways alongside a programme of advice and guidance based on the Gatsby benchmarks to prepare students for life and work.

## Whole School Curriculum Principles:

- Our curriculum is structured in a logical and chronological manner.
- Leaders carefully plan to ensure that appropriate knowledge and skills build upon what has been taught previously and are carefully developed before application into more challenging and complex situations, appropriate to the different curricular end points. These skills are recognised as the 'big ideas' within each subject area.
- Knowledge is considered as a 'big idea' within all subject areas. We are developing our understanding of cognitive psychology to enable students to maximise their learning potential. This is best seen through the regular opportunities provided within subject areas to revisit knowledge acquired to enable improved retention and recall.
- Our curriculum runs within a two-week timetable made up of 50 periods a fortnight, with 5 x 1 hour lessons plus assembly and Tutor time every day.
- Each day begins at 8.45am with registrations, assemblies and a period of reflection and students are dismissed from this regular timetable at 3.10pm.
- There are a range of additional activities such as study studio and numerous co-curricular opportunities which take place after this time on a daily basis.

### Whole School Learning Principles:

- Progress at Holy Trinity is informed by ‘Accelerated Learning’ which emphasises efficiency by engaging learners in order to speed up the process of learning. It enables students to commit knowledge to their long-term memory and develop and refine their skills and performance over time.
- This in turn supports the OFSTED definition of learning; “Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned”.

### Subject Intent Statement:

To equip students with the knowledge to understand our legal system, to question decisions and to analyse whether our current legal system is fit for purpose. We provide our students opportunities to think critically and to debate some of the big legal questions surrounding our current system. We encourage students to become independent thinkers, confident speakers and to partake in wider study to enrich their own subject knowledge.

Applied Law BTEC aims to continue the education of our students through applied learning to progress to higher education and ultimately to employment, possibly in the legal sector. It aims to provide students with an in-depth understanding of our current legal system and provides students with critical thinking skills to allow students to apply their knowledge to legal situations. Law aims to develop three main skills: Knowledge, Application and Debating. Students have an extensive recall programme included as part of their curriculum which is utilised in every lesson. Students recall cases often to ensure they can use in application scenario questions. We provide students with detailed application support which allows them to apply their knowledge onto real case examples. We apply the law consistently to ensure students have gained the skills needed to feel confident in this. Finally, we provide extensive debates to allow all learners to access the learning in ways that suit them and this allows our students to feel confident in their ability which they can then transfer into their course examinations.

Students are encouraged to partake in wider reading of their subject and this is something we as a department feel strongly about. We subscribe to an E-learning platform which supports our students with their independent learning. We also have an extensive library selection which enables our students to bring in other areas of the law to their studies.

The BTEC course encourages the use of external speakers/professionals to inspire our students but more importantly to see law in action. This inspires our students to see where the qualification can take them and what the legal sector can provide for working opportunities.

As a subject that is only taught at KS5 there is no prior knowledge required to excel at this course. This allows us to offer our course to students irrespective of their backgrounds. Tasks within the lessons are challenging but scaffolded support is provided throughout to support learners of varying abilities. Our independent work is structured so students do not feel overwhelmed and our online subscription supports our learners both within and outside of the classroom. Due to the increasing subject knowledge required of our students we have decided to issue workbooks for the learners to maximise on their application knowledge. The workbooks support all our learners and create a consistent learning experience as they are used for every unit. This combined with the introduction of our learning maps allow our students to see where the

course is going and where the topics may link which allows them to connect these topics in their studies.

All of our students are encouraged to challenge themselves throughout the course and to go beyond their target grade.

Moving forward, as a department we want to grow on the networking links we have already established. We have carefully considered topics against staff expertise and have and will continue to engage with webinars provided by our exam board. Due to the coursework element of this course we are constantly deepening our own subject knowledge when moderating coursework outside of our own subject topics.

Our Law curriculum gives all students an exciting opportunity to discover and debate the legal complexities of law and justice. This ties in with the spiritual aspect of the school as we debate whether justice can be achieved alone through the legal system. As BTEC Law is within the Humanities department and is taught by Humanities specialists, this allows our curriculum to be rich in our teaching and allows us to continually make connections that go far beyond that of just the specification. Our reflective debates over the legal system allow our students to form their own opinions, engage in thoughtful discussions and provides an exciting opportunity to link law with issues of justice in the Humanities and in religion. As it states in Luke 4: 'I (Jesus) have come to bring Good News to the poor, to heal the broken hearted and set the captive free. And liberty to those who are oppressed' and so, in delivering the Law BTEC curriculum, we are also leading our students to consider the gospel value of justice and challenging them to be envoys of justice.

#### Curriculum Aim:

The aim of the Law curriculum is to give students the opportunity to demonstrate their learning of the legal system, to apply the law to scenarios and to construct developed arguments as to whether our current legal system is fit for purpose.

#### Curriculum Principles:

The curriculum principles are based around the Edexcel Pearson specification and designed to ensure students exceed expectations' within this course.

- The students will study a range of topics including negligence law, civil disputes, precedent, statutory interpretation, EU law, criminal law and the area of TORT law.

#### Key Stage 5:

- Students will begin their learning experience together as there is no prior knowledge required. However, there is some links to their



GCSE R.S knowledge as we look at the criminal system which links to the GCSE topic of Good and Evil.

- Within the first year the students will begin to understand the difference between civil and criminal law, how civil procedures are dealt with and the roles of judges, magistrates and jurors. Learners will know how precedent works in creating a consistent legal system and how judges interpret the law. Learners will know how negligence is decided and how sentencing is conducted in the UK.
- The second year of BTEC builds on the knowledge acquired through the first year of teaching. Learners will examine the criminal system and what defences could be used on a charge of murder. Learners will understand how bail is set in the UK and they will build on their negligence knowledge from the first year by taking the optional module of TORT law.



## Content of the Course

This qualification is a Level 3 course, equivalent to 1 A Level grades A\*-E. The course is made up of 4 units over 2 years:

### The units explained

Unit one and two will be completed by the end of Year 12 and the other two completed by the end of year 13.

Year of course	Unit	When studied	Delivery	Assessment
1	<b>Unit 1 – Dispute solving in Civil law</b>	September – January 2022/23	Topic A + B – Mrs. Lewery Topic C + D – Mr. Wood	January external exam - 25% of final qualification
	<b>Unit 2 – Investigating aspects of criminal law and the legal system</b>	January – May 2023	Topic A + C – Mrs. Lewery Topic B + D – Mr. Wood	Internally assessed coursework 25% of final qualification
2	<b>Unit 3 – Applying the Law</b>	June 2023 – January 2024	Topic A+B – Mrs. Lewery Topic C+D+E – Mr. Wood	January external exam – 33% of final qualification
	<b>Unit 7 – Aspects of Tort</b>	January 2024 – May 2024	Topic A+B – Mrs. Lewery Topic C+D – Mr. Wood	Internally assessed coursework 17% of final qualification

**How are my units assessed?**

Unit 1 and 3 are exam-based units. You will be taught content during normal lesson and time and when it's time for your exam, you will be given some preparation material which you will make notes from – these can be taken into the exam to help you. You will complete your exam under exam conditions on computer from a task set and marked by the exam board.

Unit 2 and 7 are assessed throughout controlled assessment. Again, you will be taught the content in lesson time and you will write the coursework both during lesson **and independently**. Your controlled assessment is graded in school and moderated by the exam board.

### SUBMISSION DEADLINES AND ASSESSMENT

Your coursework brief has a clear summative deadline which all your work is due by. You will not be able to go back and improve your work after this date. You will receive all the information you need and time management advice before the assignment is issued and that is your opportunity to ask questions.

### EXAM ASSESSMENT

The week before your exam you will be given some brief information, from which you will have 6 hours to research. Your notes will not be allowed to go home and you will only be allowed to make certain notes, including case precedents etc. These will be checked. Teachers will also keep your notes in school. You must only make 2 sides of A4 notes. These notes will be allowed into your exam. Your exam will be on a computer. You are given some brief information connected to the research you have completed and will have two hours to complete two tasks. These are marked by Pearson.

### CREDITS

You must score a minimum of 120 credits in order to be awarded your full BTEC National Diploma. Each unit is worth so many credits and these have been listed with the unit descriptions at the end of this handbook. If you don't get 120, you cannot be graded with an individual mark, as below, and fail.

### GRADING

You will be awarded a PASS, MERIT, or DISTINCTION/\* as an overall grade at end of the course. In A Level terms, a Pass is an E, a Merit is a C and a Distinction is an A/A\*.

For each Unit you achieve marks and these are converted to points. The more points you get, the better your final grade, as outlined below.

Here are the points you need to achieve for your COURSEWORK units

	Extended certificate	Extended Certificate
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	Unit 2	Unit 4
PASS	6	9
MERIT	10	15
DISTINCTION	16	24

Here are the points you need to achieve on the EXAM units

	Extended certificate	Extended Certificate
	Unit 1	Unit 3
PASS	9-14	12-19
MERIT	15-23	20-31
DISTINCTION	24	32

If you add those together, this is what you need to get to achieve the extended certificate

	Extended Certificate
P	36
M	52
D	74
D*	90

Where does this course lead you?

**Law is not just a qualification you get in order to become a lawyer.** Law is a useful subject for lots of different career paths. Obviously, it is especially useful if you are thinking of going into the legal profession but it also gives you a good grounding for careers as police officers, doctors, nurses and teachers. The academic nature of the course means that it gives you skills which are transferable to careers such as journalism or psychology.

### **What could this qualification lead to?**

The qualification carries UCAS points and if it is taken alongside other qualifications as part of a two-year programme of learning, then it is recognised by higher education providers as contributing to meeting admission requirements for many courses. It will support entry to many higher education courses, depending on the other qualification's learners have taken. Learners should always check the entry requirements for degree programmes with specific higher education providers.

### **How does the qualification provide employability skills?**

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:

- cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- interpersonal skills: self-management, adaptability and resilience, self-monitoring and development. There are also specific requirements in some units for assessment of these skills where relevant. For example, where learners are required to undertake real or simulated activities. How does the qualification provide transferable knowledge and skills for higher education?

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to higher education. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- giving presentations and being active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study.

Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- reading legal texts
- effective writing
- research skills
- analytical skills
- preparation for assessment methods used in degrees.