



Holy Trinity School

A Church of England Secondary School



Social Sciences 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:

This document outlines the unified curriculum intent, implementation, and impact for the Social Sciences department, encompassing AQA Psychology (KS4 & KS5), AQA Sociology A Level, Sociology GCSE for Level 2 Sixth form students and WJEC Criminology Applied Diploma.

The Social Sciences curriculum is designed to inspire curiosity about human behaviour, society, and the structures that shape our lives. We aim to cultivate critical thinkers who are equipped to question, analyse, and understand the complexities of the world around them. Through Psychology, Sociology, and Criminology, students explore diverse perspectives and develop a deep understanding of both individual and collective behaviour. Our curriculum emphasises the importance of linking theory to practice and encourages students to reflect on their roles as citizens of a global society..

Within the Social Science subjects we work towards two end points. Our Child Development and Psychology subjects build towards KS4 end points. Whilst Psychology, Sociology and Criminology build towards KS5 end points. Students are able to confidently achieve each end point as they are given an induction period into the course. During this time all students will develop a thorough knowledge of the learning outcomes of each unit being delivered. Each student will receive details of the bigger picture of the course which will include the lay out of the assessment criteria for each learning outcome. Each learning outcome that students complete will combine both feedback and progress information so students know what they need to do to achieve and the timeframe they need to achieve this.

Students are able to gain and secure appropriate knowledge and skills in Social Sciences as the curriculum is designed so that by the end of the course, students are able to demonstrate mastery of skills through completing different learning outcomes related to each unit within the course. The learning outcomes contained within each learning unit come in a variety of forms including scenarios, studies, theories and law cases. Within Social Science subjects, this can include research, coursework, external exam, internal controlled assessment, independent study, group work, peer marking and peer collaboration/team working.

The curriculum structure is planned with exam entry points. There are also after school revision opportunities and PPE opportunities for students prior to external exams. Students are encouraged to take responsibility for their revision resources during the entirety of the course. Opportunities to take mock exams are also provided to enable students to a clear end point view of what they need to do and to take a responsible and mature approach to achieve this.

How the curriculum supports whole school priorities:

Literacy

- Discussion and Debate: Regular use of structured debates and discussions to develop oracy, critical thinking, and confidence in articulating ideas.
- Academic Reading: Exposure to a range of academic texts, case studies, and journal articles to build comprehension and analytical reading skills.
- Extended Writing: Students produce essays, evaluations, and reports, developing their ability to structure arguments and use evidence effectively.



- Subject-Specific Vocabulary: Emphasis on key terminology (e.g., "attachment theory," "social construct," "recidivism") to enhance academic language

Numeracy

- KS4 Child Development:
 - Child growth measurements using growth charts and developmental data.
- KS4 & KS5 Psychology, Sociology and Criminology:
 - Data handling and interpretation of research findings, crime statistics, and psychological data.
 - Understanding sampling, averages, percentages, and basic statistical analysis.
 - Application of numeracy in analysing trends and evaluating studies.

Cultural Capital

- KS4 Enrichment Opportunities:
 - Trips to early years settings or child development centres to observe real-world application of theory.
 - Use of documentaries and case studies to explore diverse family structures, childhood experiences, and psychological conditions.
- KS5 Enrichment:
 - Guest speakers from health and social care, forensic psychology, policing, and social work.
 - Court visits for Criminology and Sociology students to observe the justice system in action.
 - Debunking stereotypes through critical examination of media portrayals and societal assumptions.
 - Use of documentaries and real-world case studies to deepen understanding and link theory to practice.

Careers

- Transferrable Skills: Research, analysis, empathy, communication, ethical reasoning, and critical thinking are embedded across all subjects.
- Career Pathways: Clear links to careers in health and social care, early years education, forensic psychology, criminology, youth work, and social services.
- Pathway Guidance: Discussion of routes such as A-level to degree, apprenticeships, and vocational qualifications.
- Real-World Application: Use of practical observations, case studies, and guest speakers to show how classroom learning translates into professional practice

The Social Sciences department is committed to continually enhancing the level of challenge within lessons, ensuring that students consistently develop higher-order thinking skills and are well-prepared for their next steps

Curriculum Aim:

The aim of the Social Sciences curriculum is to develop curious, reflective, and analytical learners who can critically engage with a diverse and complex world, applying theoretical understanding to real-life contexts and becoming informed, responsible global citizens

Curriculum Principles:



The curriculum is delivered through a carefully sequenced and interconnected programme of study, designed to develop knowledge and skills progressively from Key Stage 4 to Key Stage 5. Lessons are engaging, inclusive, and intellectually stimulating, incorporating a range of teaching strategies such as case studies, debates, research tasks, and real-world applications. Cross-curricular links are actively promoted, enabling students to make connections across subjects and apply theoretical understanding to current issues. Assessment is both formative and summative, with regular, meaningful feedback provided to support ongoing student progress.

All subjects within Social Sciences are developed by their awarding organisation and follow the specification required:

Cambridge Nationals Child Development (Level 2)

Students develop a broad understanding of child development from birth to five years, applying theoretical knowledge to practical contexts. They gain essential skills in research, observation, and evaluation, enabling them to make informed decisions and prepare for further study or employment in early years and childcare sectors.

AQA Psychology GCSE

Students gain foundational knowledge of psychological theories, research methods, and real-world applications. They develop key skills in analysis, interpretation of data, critical thinking, and evaluation, enabling them to understand human behaviour and mental health, and to apply psychological insight to everyday experiences and social issues.

AQA Psychology A Level

Students explore a wide range of psychological approaches, studies, and debates. They develop advanced skills in scientific enquiry, critical analysis, and evaluation of evidence. The course prepares students to apply psychological theory to complex behaviours and enhances their ability to form logical, well-supported arguments.

AQA Sociology A Level

Students examine key sociological theories and research to understand social structures, inequalities, and change. They develop strong skills in critical thinking, evidence-based argumentation, and evaluation of contrasting perspectives, enabling them to analyse contemporary social issues and engage with debates about the nature of society.

WJEC Level 3 Applied Diploma in Criminology

Students explore the causes of crime, the criminal justice system, and crime prevention strategies. They develop skills in research, critical thinking, data analysis, and application of theory to real-life scenarios, preparing them for further study or careers in criminology, law, policing, or social justice.

Curriculum Overview for Child Development:

Year 10 – Child Development OCR National			
Exam Board & course	Unit	Date of Exam	% of Total Exam



title/code			
J809 OCR Cambridge National	R059 NEA coursework	March moderation	30%
	R057	May	40%
Course content			Assessment
Autumn 1:	<p>R059: Coursework Understand the development of a child from one to five years</p> <p>Topic Area 1: Physical, intellectual and social developmental norms from one to five years</p> <ul style="list-style-type: none"> Physical development Intellectual development Social development <p>Topic Area 2: Stages and types of play and how play benefits development</p> <ul style="list-style-type: none"> The stages of play The types of play How play benefits development 	<p>Memory recall in every lesson.</p> <p>Exam style questions</p> <p>End of unit tests followed by PIA and DIRT.</p>	
Autumn 2:	<p>R059: Coursework.</p> <p>Topic Area 3: Observe the development of a child aged one to five years</p> <ul style="list-style-type: none"> Observation and recording <p>Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development</p> <ul style="list-style-type: none"> Plan and evaluate play activities 	Coursework Assessment.	
Spring 1:	<p>R059: Coursework.</p> <p>Write up, improvements and submissions</p>	Coursework Assessment	
Spring 2:	<p>R057: Health and well-being for child development</p> <p>Topic Area 1: Pre-conception health and reproduction</p> <p>1.1 Factors affecting pre-conception health for women and men</p> <p>1.2 Other factors affecting the pre-conception health for women</p>	<p>Memory recall in every lesson.</p> <p>Exam style questions</p> <p>End of unit tests followed</p>	



	1.3 Types of contraception methods and their advantages and disadvantages 1.4 The structure and function of the reproductive systems 1.5 How reproduction takes place 1.6 The signs and symptoms of pregnancy	by PIA and DIRT.
Summer 1:	R057 Topic Area 2: Antenatal care and preparation for birth 2.1 The purpose and importance of antenatal clinics 2.2 Screening and diagnostic tests 2.3 The purpose and importance of antenatal (parenting) classes 2.4 The choices available for delivery 2.5 The role of the birth partner in supporting the mother through pregnancy and birth 2.6 The methods of pain relief when in labour 2.7 The signs that labour has started 2.8 The three stages of labour and their physiological changes 2.9 The methods of assisted birth	Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.
Summer 2:	R057 Topic Area 3: Postnatal checks, postnatal care and the conditions for development 3.1 Postnatal checks 3.2 Postnatal care of the mother and baby 3.3 The developmental needs of children from birth to five years Topic Area 4: Childhood illnesses and a child safe environment 4.1 Recognise general signs and symptoms of illness in children 4.2 How to meet the needs of an ill child 4.3 How to ensure a child-friendly safe environment	Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.
<p>Suggestions for independent study and home support:</p> <p>A wider reading list is given to all students at the beginning of the course.</p> <p>KEY SKILLS</p>		



Literacy: Key term list given to all students to highlight new vocabulary.	Numeracy: Calculating averages for postnatal checks.	Other: Communication Presentation Team work Independent skills Research development Time management
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Year 11 – Child Development OCR National			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
J809 OCR Cambridge National	R059 NEA coursework	March moderation	30%
	R057	May	40%
Course content			Assessment
Autumn 1:	<p>R059: Coursework Understand the development of a child from one to five years</p> <p>Topic Area 1: Physical, intellectual and social developmental norms from one to five years</p> <ul style="list-style-type: none"> Physical development Intellectual development Social development <p>Topic Area 2: Stages and types of play and how play benefits development</p> <ul style="list-style-type: none"> The stages of play The types of play How play benefits development 		Coursework Teaching and Learning.
Autumn 2:	<p>R059: Coursework.</p> <p>Topic Area 3: Observe the development of a child aged one to five years</p> <ul style="list-style-type: none"> Observation and recording <p>Topic Area 4: Plan and evaluate play activities for a</p>		Coursework Teaching and Learning.



	child aged one to five years for a chosen area of development <ul style="list-style-type: none"> Plan and evaluate play activities 	
Spring 1:	R059: Coursework. Write up, improvements and submissions	Coursework Assessment
Spring 2:	R057: Health and well-being for child development Topic Area 1: Pre-conception health and reproduction Topic Area 2: Antenatal care and preparation for birth Topic Area 3: Postnatal checks, postnatal care and the conditions for development	Revision Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.
Summer 1:	R057: Health and well-being for child development Topic Area 4: Childhood illnesses and a child safe environment	Revision Memory recall in every lesson. Exam style questions
Summer 2:	Course Complete	
<p>Suggestions for independent study and home support:</p> <p>A wider reading list is given to all students at the beginning of the course.</p>		
KEY SKILLS		
<p>Literacy:</p> <p>Key term list given to all students to highlight new vocabulary.</p>	<p>Numeracy:</p> <p>Calculating averages for postnatal checks.</p>	<p>Other:</p> <p>Communication Presentation Team work Independent skills Research development Time management Evaluation skills</p>

Year 10 – Psychology			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA Psychology 8182	Paper 1	End of Year 11	50%
Course content		Assessment	
Autumn 1:	Research Methods Understanding research techniques, data analysis, and evaluating psychological investigations.	Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.	
Autumn 2:	Memory <ul style="list-style-type: none"> • Process of memory • Types of memory • Structures of memory • Memory as an active process 	Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.	
Spring 1:	Perception <ul style="list-style-type: none"> • Sensation and Perception • Visual cues and constancies • Theories of perception • Factors affecting perception 	Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.	
Spring 2:	Development <ul style="list-style-type: none"> • Early brain development • Piaget's Theory of Cognitive Development • Dweck's Mindset Theory • Learning Styles 	Memory recall in every lesson. Exam style questions End of unit tests followed	



		by PIA and DIRT.
Summer 1:	Social Influence <ul style="list-style-type: none"> • Conformity • Obedience • Prosocial behaviour • Crowd and collective behaviour 	Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.
Summer 2:	Completion of units and end of year assessments	PPEs
Suggestions for independent study and home support: A wider reading list is given to all students at the beginning of the course.		
KEY SKILLS		
Literacy: Key term list given to all students to highlight new vocabulary.	Numeracy: research methods and data handling	Other: Communication Presentation Team work Independent skills Research development Time management

Year 11 – Psychology			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA Psychology 8182	Paper 2	End of Year 11	50%
Course content			Assessment
Autumn 1:	Language, Thought and Communication <ul style="list-style-type: none"> • Language development 	Memory recall in every lesson.	



	<ul style="list-style-type: none"> • Components of language • Thought and language • Communication in humans and animals • Psycholinguistics 	<p>Exam style questions</p> <p>End of unit tests followed by PIA and DIRT.</p>
Autumn 2:	<p>Brain and Neuropsychology</p> <ul style="list-style-type: none"> • Structure and function of the brain • Neurons and neurotransmission • Brain plasticity • Methods of studying the brain • Case studies 	<p>Memory recall in every lesson.</p> <p>Exam style questions</p> <p>End of unit tests followed by PIA and DIRT.</p>
Spring 1:	<p>Psychological Problems</p> <ul style="list-style-type: none"> • Definition and diagnosis • Types of psychological problems • Causes • Treatment • Impact on Individuals and Society • Depression • Addiction 	<p>Memory recall in every lesson.</p> <p>Exam style questions</p> <p>End of unit tests followed by PIA and DIRT.</p>
Spring 2:	Revision	<p>Memory recall in every lesson.</p> <p>Exam style questions</p> <p>End of unit tests followed by PIA and DIRT.</p>
Summer 1:	Revision	GCSE formal assessments
Summer 2:	Completion of the course	
<p>Suggestions for independent study and home support:</p> <p>A wider reading list is given to all students at the beginning of the course.</p> <p>KEY SKILLS</p>		



Literacy: Key term list given to all students to highlight new vocabulary.	Numeracy: research methods and data handling	Other: Communication Presentation Team work Independent skills Research development Time management
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Year 12 – Psychology			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA Psychology A Level 7182	Paper 1 and Paper 2	End of Year 13	66.6%
Course content		Assessment	
Autumn 1: Two teachers will each teach separate units so two units are taught at same time	Teacher 1: Memory <ul style="list-style-type: none"> Models of memory Explanations for forgetting Eyewitness testimony Cognitive interview Teacher 2: Approaches <ul style="list-style-type: none"> Learning approaches Cognitive approach Biological approach Psychodynamic approach Humanistic approach 	Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.	
Autumn 2:	Continuation of Autumn 1	Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.	
Spring 1:	Teacher 1: Attachment <ul style="list-style-type: none"> Caregiver-infant interactions Animal studies Explanations for attachment 	Memory recall in every lesson. Exam style questions	



	<ul style="list-style-type: none"> Effects of deprivation <p>Teacher 2: Social Influence</p> <ul style="list-style-type: none"> Conformity Obedience Resistance to social influence Minority influence 	End of unit tests followed by PIA and DIRT.
Spring 2:	Continuation of Spring 1	<p>Memory recall in every lesson.</p> <p>Exam style questions</p> <p>End of unit tests followed by PIA and DIRT.</p>
Summer 1:	<p>Teacher 1: Clinical psychology and mental health</p> <ul style="list-style-type: none"> Definitions in the field of mental health Phobias Depression OCD <p>Teacher 2: Research Methods</p> <ul style="list-style-type: none"> Experimental methods Data handling Inferential statistics Ethical considerations 	GCSE formal assessments
Summer 2:	Continuation of summer 1 or revision or will move onto Autumn 1 content of year 13	
<p>Suggestions for independent study and home support:</p> <p>A wider reading list is given to all students at the beginning of the course.</p>		
KEY SKILLS		
Literacy: Key term list given to all students to highlight new vocabulary.	Numeracy: research methods and data handling	Other: Communication Presentation Team work Independent skills Research development Time management



Year 13 – Psychology			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA Psychology A Level 7182	paper 3	End of Year 13	33.3%
Course content		Assessment	
Autumn 1: Two teachers will each teach separate units so two units are taught at same time	Teacher 1: Issues and Debates <ul style="list-style-type: none"> • Gender and culture bias • Free will vs determinism • Nature vs nurture • Holism vs reductionism • Idiographic vs nomothetic • Ethical implications Teacher 2: Biopsychology <ul style="list-style-type: none"> • Nervous system • Endocrine system • Fight or flight • Localisation of function • Biological rhythms 	Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.	
Autumn 2:	Teacher 1: Schizophrenia <ul style="list-style-type: none"> • Classification and diagnosis • Biological and psychological explanations • Drug therapy, CBT, family therapy and token economy Teacher 2: Relationships <ul style="list-style-type: none"> • Theories of romantic relationships • Factors affecting attraction • Virtual relationships and parasocial relationships 	Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.	
Spring 1:	Teacher 1: Forensics <ul style="list-style-type: none"> • Offender profiling • Theories of offending • Custodial sentencing • Behaviour modification • Anger managements • Restorative justice 	Memory recall in every lesson. Exam style questions End of unit tests followed	



	Teacher 2: continuation of relationships and research methods (year 2 content)	by PIA and DIRT.
Spring 2:	Revision	Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.
Summer 1:	Revision and external A Level exams	GCE formal assessments
Summer 2:	End of course	
<p>Suggestions for independent study and home support:</p> <p>A wider reading list is given to all students at the beginning of the course.</p> <p>KEY SKILLS</p>		
Literacy: Key term list given to all students to highlight new vocabulary.	Numeracy: research methods and data handling.	Other: Communication Presentation Team work Independent skills Research development Time management

Curriculum Overview for Sociology:

Year 12 – LEVEL 2 Sociology (GCSE)			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA Sociology GCSE 8192	PAPER 1 AND PAPER 2	End of Year 12	100%
Course content			Assessment
Autumn 1:	The Sociological Approach <ul style="list-style-type: none"> • Introduction to sociology as a discipline • Key concepts: norms, values, roles, socialisation 		Memory recall in every lesson.



	<ul style="list-style-type: none"> • Functionalist, Marxist, and Feminist perspectives • The role of sociologists and the use of evidence <p>Families</p> <ul style="list-style-type: none"> • Functions of the family • Family forms and diversity • Changing relationships within families • Criticisms of the family (e.g., Feminist and Marxist views) • Divorce and marriage trends 	<p>Exam style questions</p> <p>End of unit tests followed by PIA and DIRT.</p>
	<p>Education</p> <ul style="list-style-type: none"> • Role and functions of education • Achievement by social class, gender, and ethnicity • School processes (e.g., labelling, subcultures) • Government policies and their impact <p>Crime and Deviance</p> <ul style="list-style-type: none"> • Definitions of crime and deviance • Social construction of crime • Explanations of criminal and deviant behaviour • Patterns of crime by age, gender, class, and ethnicity • Role of the media and formal/informal social control 	<p>Memory recall in every lesson.</p> <p>Exam style questions</p> <p>End of unit tests followed by PIA and DIRT.</p>
Spring 1:	<p>Social Stratification</p> <ul style="list-style-type: none"> • Systems of stratification (e.g., class, life chances) • Poverty and wealth • Power and authority • Role of the welfare state • Sociological perspectives on inequality <p>Sociological Research Methods</p> <ul style="list-style-type: none"> • Primary vs secondary data 	<p>Memory recall in every lesson.</p> <p>Exam style questions</p> <p>End of unit tests followed by PIA and DIRT.</p>



	<ul style="list-style-type: none"> Quantitative vs qualitative methods Sampling techniques Practical, ethical, and theoretical considerations Application of methods to the topics above 	
Spring 2:	CONTINUATION OF CONTENT AND REVISION	<p>Memory recall in every lesson.</p> <p>Exam style questions</p> <p>End of unit tests followed by PIA and DIRT.</p>
Summer 1:	SUMMATIVE ASSESSMENT – GCSE EXAM SAT FOR LEVEL 2 STUDENTS	GCSE EXAM
Summer 2:	COURSE COMPLETE	
<p>Suggestions for independent study and home support:</p> <p>A wider reading list is given to all students at the beginning of the course.</p> <p>KEY SKILLS</p>		
Literacy: Key term list given to all students to highlight new vocabulary.	Numeracy: research methods and data handling	Other: Communication Presentation Team work Independent skills Research development Time management

Year 12 – Sociology			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA Sociology A Level 7192		End of Year 13	
Course content		Assessment	



Autumn 1:	<p>Introduction to Sociology: GCSE overview: Types of socialisation/identity/Grand theory of Functionalism, Marxism, Feminism</p> <p>Families and Households</p> <ul style="list-style-type: none"> • Family and social structure • Changing patterns (marriage, divorce, cohabitation) • Gender roles and power • Childhood and demographic trends 	<p>Memory recall in every lesson.</p> <p>Exam style questions</p> <p>End of unit tests followed by PIA and DIRT.</p>
	Continuation of Autumn 1	<p>Memory recall in every lesson.</p> <p>Exam style questions</p> <p>End of unit tests followed by PIA and DIRT.</p>
Spring 1:	<p>Education</p> <ul style="list-style-type: none"> • Role and functions of the education system • Differential achievement by class, gender, ethnicity • School processes (e.g., labelling, subcultures) • Educational policy and globalisation <p>Methods in Context</p> <ul style="list-style-type: none"> • Application of sociological methods to education 	<p>Memory recall in every lesson.</p> <p>Exam style questions</p> <p>End of unit tests followed by PIA and DIRT.</p>
Spring 2:	Continuation of Spring 1	<p>Memory recall in every lesson.</p> <p>Exam style questions</p>



		End of unit tests followed by PIA and DIRT.
Summer 1:	Theories and Methods <ul style="list-style-type: none"> • Positivism vs interpretivism • Research design, data types, and sources • Practical, ethical, and theoretical issues 	Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.
Summer 2:	Continuation of summer 1 or revision or will move onto Autumn 1 content of year 13	
Suggestions for independent study and home support: A wider reading list is given to all students at the beginning of the course.		
KEY SKILLS		
Literacy: Key term list given to all students to highlight new vocabulary.	Numeracy: research methods and data handling	Other: Communication Presentation Team work Independent skills Research development Time management

Year 13 – Sociology			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA Sociology A Level 7192		End of Year 13	
Course content		Assessment	
Autumn 1:	Crime and Deviance <ul style="list-style-type: none"> • Functionalist, strain, subcultural, Marxist, and realist theories • Interactionism and labelling • Gender, ethnicity, and class in crime 	Memory recall in every lesson. Exam style questions	



	<ul style="list-style-type: none"> Globalisation, green crime, state crime Control, punishment, and victimology 	End of unit tests followed by PIA and DIRT.
	The Media <ul style="list-style-type: none"> Ownership and control Media representations (e.g., gender, ethnicity) Media effects (e.g., moral panics, audience theories) New media and globalisation 	Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.
Spring 1:	Theory and Methods (Advanced) <ul style="list-style-type: none"> Sociological theory (consensus, conflict, structural, action) Modernity and postmodernity Science and objectivity in sociology Value freedom and reflexivity 	Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.
Spring 2:	Continuation of content and revision once course completed	Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.
Summer 1:	Revision and external formal assessment	Summative assessment of A Level exams
Summer 2:		
<p>Suggestions for independent study and home support:</p> <p>A wider reading list is given to all students at the beginning of the course.</p>		
KEY SKILLS		



Literacy: Key term list given to all students to highlight new vocabulary.	Numeracy: research methods and data handling	Other: Communication Presentation Team work Independent skills Research development Time management
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Curriculum Overview for Criminology:

Year 12 – Criminology			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
WJEC Applied Criminology 4543U1	1 – Changing awareness of Crime	n/a	25% (or 50% of certificate) CA
WJEC Applied Criminology Written 4543UB On screen 4543UA	2 – Criminological Theories	June 2026	25% (or 50% of certificate) Exam
Key topics	Course content	Assessment	
Autumn 1: Changing awareness of Crime	<ul style="list-style-type: none"> Types of Crime Why some crimes under-reported Consequences of under-reporting Media representation of Crime Impact of media representation on public perception of crime Statistics on crime, how gathered and impact 	Memory recall in all lessons Quizzes, written research End of unit assessment with PIA feedback	
Autumn 2: Changing awareness of Crime ctd	<ul style="list-style-type: none"> Campaigns for changes in law Media input on changes and effectiveness of this 	Memory recall in all lessons Quizzes, written research	



	Planning, designing and evaluating your own campaign	End of unit assessment with PIA feedback Controlled Assessment
Spring 1: Criminological Theories	<ul style="list-style-type: none"> • Compare criminal behaviour and deviance • Social construction of criminality <p>PPEs & WORK EXPERIENCE</p>	Memory recall in all lessons Quizzes, written research, exam practice End of unit assessment with PIA feedback
Spring 2:	<ul style="list-style-type: none"> • Biological theories of criminality • Individualistic theories of criminality • Sociological theories of criminality • Situations of criminality <p>Preparation for exam in June</p> <p>-</p>	Memory recall in all lessons Quizzes, written research, exam practice End of unit assessment with PIA feedback
Summer 1:	<ul style="list-style-type: none"> • Analyse, evaluate and assess theories • Using theories to inform policy • Effect of social changes & campaigns on policy making <p>Exam preparation, exam and then Unit 3</p>	Memory recall in all lessons Quizzes, written research, exam practice



		End of unit assessment with PIA feedback Preparation for exam in June
Summer 2:	• UNIT 3 CONTINUED	
<p>Suggestions for independent study and home support:</p> <p>A wider reading list is given to all students at the beginning of the course.</p>		
KEY SKILLS		
<p>Literacy:</p> <p>Key term list given to all students to highlight new vocabulary.</p>	<p>Numeracy:</p> <p>Calculating statistics and data</p>	<p>Other:</p> <p>Communication Presentation Team work Independent skills Research development Time management Evaluation skills Practical skills in making feeding solutions</p>



Subject Assessment Reporting and Recording:

In Key Stage 4 and Key Stage 5 students will be assessed at the end of each topic culminating in a full practice exam paper. Each piece of assessed work will be teacher marked and teacher tracked using the school method of PIA (Positive, Improvement and Action) and DIRT (Directed Improvement and Teaching Time). During this reflection period students will develop their resilience skills and independence skills by focusing on the question – What do I need to do to improve.

During periods of coursework or controlled assessment in vocational subjects of Child Development and Criminology, students' work will be assessed and feedback provided in accordance with examination and moderation guidelines.

