



## Social Science Curriculum Intent



<p><b>Why is Social Science important?</b></p>	<p>Psychology is concerned with the study of the individual, our thoughts, feelings and behaviours, whereas Sociology investigates how the society we live in shapes who we are. Within Criminology we explore why people break the law and improving systems in education, rehabilitation and crime prevention.</p> <p>We teach students Social Science because it encourages self-awareness and reflection about their experiences in society. We feel it is important for students to practice seeing the world through the eyes of others, exploring new concepts and ideas, to ignite their curiosity and both broaden and deepen their knowledge and understanding of why we are the way we are, both as individuals and as a society. Studying Social Sciences will encourage a deeper understanding of social life, groups and societies to become a more socially aware member of society.</p>
<p><b>What is Social Sciences value within the curriculum and in everyday life?</b></p>	<p>It is the intent of the Social Science department to ensure that our students acquire the essential educational capital, cultural capital and social capital to which they are entitled. We seek to facilitate the personal development of our students as well as provide them with the qualifications necessary for their chosen career paths.</p> <p>The Social Science curriculum aims to give students underpinning knowledge of theories, concepts and scientific ideas in order to understand the real world around us including human society and social relationships. We endeavour to pass on to our students the powerful knowledge that the Social Sciences provide, allowing our students to interpret and navigate the world in which they live; with the ultimate ambition that they will achieve academically and go on to improve our society.</p>
<p><b>How does Social Science reinforce the Alsop values of Knowledge Respect and Opportunity?</b></p>	<p>The Alsop values are reflected in the aims of the Social Science curriculum; students develop powerful knowledge and the skills to apply this by drawing synoptic links between areas of study. The Social Science department provides students with opportunities to access real life experiences by analysing scenarios; ultimately providing students with opportunities to apply theory to practice and at the same time inform their career aspirations and equip them with the transferable skills needed to be successful in life. Students are encouraged to apply their understanding to current events and topics in the real world. Students also become more respectful through greater understanding of people, societal barriers that social groups face and the ability to perceive the world around us from many different perspectives.</p>
<p><b>How does Social Science build on the foundations laid at KS2?</b></p>	<p>As an option subject that begins in KS4, our subject builds on links and the disciplinary knowledge developed in subjects such as English, History, Geography, and R.E. forms a solid foundation. The ability to construct logical arguments as well as skills of analysis and evaluation are critically important. In addition, material covered across the Humanities, English, Health and Social Care, Science and PSHE helps pupils to understand topics and key concepts covered in KS4 and KS5 Social Science.</p>
<p><b>How does Social Science support reading?</b></p>	<p>Pupils regularly read articles from newspapers, extracts from research as well as using subject specific materials such as their textbooks and knowledge organisers. Pupils are given opportunities to read in class both independently and aloud and also to discuss the contents of the texts. Subject specific terminology in texts is discussed to help pupils understand key concepts in the subject. The department houses a Social Science library with a wide range of media to support students.</p>
<p><b>How does Social Science challenge all learners?</b></p>	<p>All learners are challenged to consider different perspectives and theoretical approaches even when these perspectives may be in stark contrast to their own personal opinions and views. In addition, powerful knowledge is shared with all learners and they are supported to understand the material. Within Social Science, we teach from the top down, this allows all students to feel challenged but at the same time achieve, or in many cases, exceed their potential. Throughout KS4 and KS5, we cover a wide range of concepts, some more</p>



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	challenging than others, however, there is always a level of expectation for all students to attempt each element and at the same time develop their knowledge, skills and understanding.
<b>How is Social Science inclusive for all learners?</b>	Within Social Science we teach to the top and as powerful knowledge is shared with all learners, scaffolding is put in place to support students to engage fully with the concepts. Ultimately, regular recall and practise is what secures the knowledge we want our students to have and deliberate sequencing of key approaches, theories and concepts makes this achievable for all. Modelling is also used to demonstrate to students how to construct the different components of their extended responses.
<b>What role does assessment play in Social Science?</b>	Assessment is an integral part of Social Science subjects and has been carefully sequenced throughout the delivery of programmes of study; with a focus being on both the substantive and disciplinary knowledge. Psychology and Sociology GCSE and Sociology A Level is assessed solely by exam at the end of Year 11 and 13 respectively. Pupils are exposed to exam style questions throughout the course to develop their technique, familiarity with the style of questions and to assess their progress. Level 3 Psychology and Criminology has both internal and external elements, with the opportunity for students to resubmit or resit units when necessary to push themselves further.
<b>How are British values interwoven into the Social Sciences curriculum?</b>	In Social Science, the fundamental values associated with 'British Values' are naturally embedded throughout our offer of subjects. Within discussions students are made to feel comfortable sharing their own beliefs and opinions; and mutual respect and tolerance of others is expected from all students. These values are continually discussed in topics as diverse as institutional racism, stereotypes and labelling, different family structures, educational policies, legal systems, rehabilitation and government policy touch upon liberal values. However, in Sociology students are also encouraged to evaluate the policy and consider if teaching 'British Values' is reductionist and is overly reliant on monocultural expressions of Britishness as well as the linkage between 'British Values' and the Prevent agenda and how the term 'British Values' itself can be seen as problematic due to Britain's history of colonialism and racial arrogance.
<b>How is SMSC interwoven into the Social Sciences curriculum ?</b>	Continuous links are made throughout our subject and students at KS4 and KS5 are given opportunities to reflect on their morals and ethics in terms of what is right and wrong. Ethical issues within psychological and sociological research is a key component of discussion of research methods and the ethical guidelines for research as issued by the BPS and BSS are discussed. Students develop the ability to be reflective about their own beliefs and perspective on life as well as being respectful of different people's feelings and values. Many of the topics covered during the courses explore the UK penal system and the impact of crime on victims and exploring cultural differences.
<b>How is cultural capital interwoven into the Social Sciences curriculum?</b>	Cultural capital is consistently interwoven in to Social Science with regular discussions of real-life examples and scenarios. To support the study of Social Sciences as well as build upon cultural capital, guest speakers from a wide range of backgrounds are regularly invited to speak to students. Equally, excursions to various sites of interest in the UK are possible such as visits to the crown courts, prisons and the Houses of Parliament.