

Curriculum Map cover sheet

Subject: Psychology	Year Group: Year 12/13	Key Stage: 5
Links to prior learning • Revisits scientific enquiry skills from Year 11 (hypotheses, operationalisation, control). • Connects Year 12 research methods (e.g. correlational analysis) with Year 13 advanced statistics (e.g. inferential tests)	Retrieval Practice • Low-stakes end-of-lesson recall tasks: students write down responses on MWB - Applications questions - students are to apply knowledge rather than rehearsing information • Cumulative end-of-topic assessments (24 marks)	Adaptive teaching styles • Scaffolding: model essay paragraphs, gradually reduce support. • Tiered questioning: from “define” up to “evaluate” for mixed-ability classes. • Flexible grouping: mixed prior-attainment pairs for peer mentoring; extension tasks for high attainers
Literacy • Explicit teaching of command terms (e.g. “compare,” “evaluate”). Pre-teach Concepts/Vocabulary: Identify the most challenging concepts or vocabulary in the text and explicitly teach them before students read. • Structured essay templates (Burger/PEEL paragraphs) with model answers annotated for language and structure. Skimming and Scanning: Teach students to skim for the main idea and scan for specific information (e.g., aim, method, procedure and findings).	Oracy • Regular small-group “research clinics” where students explain concepts to each other. • Whole-class debates on ethical issues (e.g. use of animals in research). • Student-led presentations on classic studies, with Q&A to practice the use of academic register.	Numeracy • Hands-on exercises plotting data (e.g. memory recall scores) and drawing histograms. • Calculation practice in lessons: measures of central tendency, dispersion, and using Spearman’s rho. • “Stats in context” worksheets linking numerical skills to interpreting published research graphs.
Careers across the Curriculum • Links to university psychology department open days and apprenticeship pathways. • Visits from early-career psychologists (e.g. clinical, educational, forensic) to talk about training routes.	Wider Curriculum opportunities (List extracurricular and enrichment activities related to this subject) - Using prior knowledge from Business with the Humanistic approach - Maslow’s hierarchy of needs - Biopsychology - Sports/P.E with knowledge of the sympathetic and parasympathetic nervous system - Criminology - with operant learning, classical conditioning and the Psychodynamic approach	Super Curriculum • Online MOOC module on advanced neuroscience or abnormal psychology. - Links to super curriculum
Assessment and feedback • Formative: each lesson will include low-stakes MWB questions • Summative: After each topic - 24 mark assessment and a Dec/Summer mock for Yr13 and Yr12 respectively • Feedback cycles: written comments using “WWW/EBI” plus one-to-one review meetings to set SMART targets at each stage.		

Curriculum Map cover sheet

Subject: Sociology	Year Group: Year 12/13	Key Stage: 5
Links to prior learning English: Themes from <i>An Inspector Calls</i> (class, inequality, social responsibility) support understanding of sociological perspectives. RE: Discussions on belief systems, morality, and societal values provide a foundation for topics such as family, crime, and social order.	Retrieval Practice • Low-stakes end-of-lesson recall tasks: students write down responses on MWB • Cumulative end-of-topic assessments • Time paragraphs in lesson • Range of starter activities and games	Adaptive teaching strategies • Scaffolding: model essay paragraphs, gradually reduce support. • Flexible grouping: mixed prior-attainment pairs for peer mentoring; extension tasks for high attainers
Literacy • Explicit teaching of sociological terminology (e.g. patriarchy, socialisation, meritocracy). • Emphasis on extended writing through essay structures (PEEL, PEEEL, SCALE). • Reading academic texts and interpreting sociological arguments. • Regular practice in analysing and writing 10-, 20- and 30-mark answers	Oracy • Regular group discussions on key themes (e.g. crime, education, social stratification) • Structured debates on controversial issues (e.g. institutional racism, gender roles). • Student-led presentations on sociological theories or key sociologists.	Numeracy • Analysis of sociological data (e.g. census, crime statistics, educational attainment). • Graph interpretation and data comparison skills developed during research methods. • Introduction to basic statistical concepts (e.g. averages, trends, correlations). • Use of official data to support sociological arguments in essays.
Careers across the Curriculum • Research into degree options and progression routes. • UCAS personal statement supports focusing on sociological skills and interest. - Brunel University Open Days - Brunel have open days to the social sciences with allow students to speak to experts in the field	Wider Curriculum opportunities (List extracurricular and enrichment activities related to this subject) - Karl Marx walking tour - Students to establish greater knowledge of the marxist perspective to apply to education, family and theory and methods topics - Debate club that is held with the wider school. -	Super Curriculum (Outline opportunities for students to extend their learning beyond the standard curriculum) - Links to super curriculum
Assessment and feedback (Detail how often feedback is given, how it is given, when etc) • Formative: regular short-answer and essay assessments with peer and teacher feedback. • Summative: full mock exams with mark schemes and model answers. • Feedback cycles: targeted written comments/ Verbal feedback during discussions and structured self-assessment using checklists.		

Subject: Criminology	Year Group: Year 12/13	Key Stage: 5
Links to prior learning English: Skills in analysing language, argument structure and persuasive techniques support evaluation of media representations of crime and legal arguments. History: Understanding cause and consequence, and analysis of historical justice systems, help contextualise changes in criminal justice policy and public perception. Science: Foundations in biology and psychology (e.g. genetics, brain structure, conditioning) support biological and individualistic criminological theories.	Retrieval Practice • Low-stakes end-of-lesson recall tasks: students write down responses on MWB • Cumulative end-of-topic assessments • Time paragraphs in lesson • Range of starter activities and games	Adaptive teaching strategies • Scaffolding: model essay paragraphs, gradually reduce support. • Flexible grouping: mixed prior-attainment pairs for peer mentoring; extension tasks for high attainers
Literacy - Explicit teaching of command words (e.g. <i>analyse</i>, <i>assess</i>, <i>justify</i>). - Model 8-mark and 25-mark answers annotated for structure (PEEL/PEEEL). Tiered Vocabulary: Distinguish between general academic vocabulary, topic-specific vocabulary (e.g., "social control," "deviance," "recidivism"), and technical legal terms (e.g., "mens rea," "actus reus," "actus non facit reum nisi mens sit rea").	Oracy • Mock courtroom case • Group activities and presentations	Numeracy Interpreting real CSEW and ONS crime data; calculating percentage change and trends. • Drawing and analysing graphs for victim surveys vs. official statistics.
Careers across the Curriculum • Research into degree options and progression routes. • UCAS personal statement support focusing on criminological skills and interest.	Wider Curriculum opportunities - Trip to the courtroom/ perhaps shared trip with law department - Psychology - with operant learning, classical conditioning and the Psychodynamic approach - Sociology - left and right realism, functionalism and Marxism	Super Curriculum - Links to super curriculum - BBC News (Crime & Justice, UK sections): Offers concise, reliable reporting. Look for articles on policing, sentencing, youth crime, specific crime types, and changes in law - Police Professional: (policinginsight.com) News and analysis for police and criminal justice professionals, often covering policy changes and operational issues
Assessment and feedback - Formative: fortnightly timed assessments for each AC; whole-class feedback - Summative: mock controlled assessments (Units 1 & 3) and terminal exam papers (Units 2 & 4); whole-class feedback and comments given on both marksheets and on student assignments		

Subject: Health and Social Care	Year Group: Year 10/11	Key Stage: 4
Links to prior learning Science at KS3 (e.g. body systems, puberty, healthy living) provide foundational knowledge for topics such as development through life stages, health and wellbeing, and health promotion. PD links support understanding of diversity, equality, and rights	Retrieval Practice) • Low-stakes end-of-lesson recall tasks: students write down responses on MWB • Cumulative end-of-topic assessments • Time paragraphs in lesson • Range of starter activities and games	Adaptive teaching strategies • Scaffolding: model essay paragraphs, gradually reduce support. • Flexible grouping: mixed prior-attainment pairs for peer mentoring; extension tasks for high attainers
Literacy - Use of model answers annotated for success criteria - Guided writing frames for report tasks (e.g. LO1 case studies) e.g Point - identify the rights of the SU. Explain Benefit of the rights being maintained - Guided reading "What Do We Need to Know?": Before tackling a text, pose a specific question or scenario related to the unit. This gives students a clear purpose for their reading (e.g., "Read this care plan to identify three ways Anna's dignity is being maintained").	Oracy • Role play • Group activities • Pair discussions on health impacts or case study needs	Numeracy Simple calculations of lifestyle impacts (e.g. interpreting physical activity logs or dietary needs)
Careers across the Curriculum • Guest speakers such as social worker • Support with writing health and social care-specific personal statements and CV	Wider Curriculum opportunities • Participation in charity events or health campaigns (e.g. mental health week) • Guest speaker - social worker via Google Meet to speak with the classes in regards the importance of meeting the individual needs • Have the designated safeguarding lead and first aid train teacher to speak with the class	Super Curriculum - Links to super curriculum - BBC News Health & Social Care sections: (bbc.co.uk/news/health) Offers accessible articles, analysis, and often includes personal stories - GOV.UK - Department of Health and Social Care (DHSC): (gov.uk/government/organisations/department-of-health-and-social-care/news) Official press releases, policy announcements, and transparency data. Essential for understanding government priorities

Assessment and feedback

- **Formative:** regular feedback on coursework drafts; live marking and whole-class feedback
- **Summative:** mock exams (R032), internal deadlines for coursework submission, terminal written exam for examined unit

AQA A Level Psychology Curriculum Map

YEAR 12					
Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
Approaches in Psychology - Origins of Psychology - The learning approach: Behaviourism - The learning approach: social learning theory - The cognitive approach - The biological approach - AS Biopsychology - The nervous system and endocrine system - Neurons and synaptic transmission End of Topic Assessment Research Methods - Experimental method - Control of variables - Experimental design - Types of experiment - Sampling - Ethical issues and ways of dealing with them RM Half-term assessment	Research Methods - Pilot studies - Observational techniques - Observational design - Self-report techniques - Self-report design - Correlations - Data analysis: Kinds of data - Data analysis: Descriptive statistics - Data analysis: Graphs - Mathematical content - Introduction to statistical testing - Peer review and psychology in the economy End of Topic Assessment Memory - Coding, capacity and duration of memory - The multi-store model of memory - Types of long-term memory - The working memory model - Explanations for forgetting: Interference - Explanations for forgetting: Retrieval failure	- Factors affecting the accuracy of EWT: Misleading information - Factors affecting the accuracy of EWT: Anxiety - Improving the accuracy of EWT: Cognitive interview End of Topic Assessment Social Influence - Conformity: Types and explanations - Conformity: Asch's research - Conformity to Social Roles: Zimbardo's research - Obedience: Milgram's research - Obedience: Situational variables - Obedience – Dispositional explanations - Resistance to Social Influence - Minority Influence - Social Influence and social change End of Topic Assessment	Attachment - Introduction to attachment - Schaffer's stages of attachment - Animal studies of attachment - Explanations of attachment: Learning theory - Explanations of attachment: Bowlby's theory - Ainsworth's Strange Situation - Cultural variations in attachment - Bowlby's theory of maternal deprivation - Romanian orphan studies - Influence of early attachment on later relationships End of Topic Assessment A2 Biopsychology - Localisation and function of the brain. Plasticity and functional recovery of the brain after trauma - Split-brain research - Ways of investigating the brain	Psychopathology - Definitions of abnormality - Phobias - Depression - OCD Psychopathology - The behavioural approach to explaining and treating phobias - The cognitive approach to explaining and treating depression - The biological approach to explaining and treating OCD End of Topic Assessment A2 Biopsychology - Biological rhythms: circadian, infradian and ultradian rhythms - Endogenous pacemakers and exogenous zeitgebers End of Topic Assessment	Revision paper 1 Paper 1 Mock Exam Student are to conduct a personal research (project)

YEAR 13					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2 Research Methods - Case studies and content analysis - Reliability and Validity - Features of a science - Choosing a statistical test - Probability and significance - Tests of difference, parametric tests of difference, tests of correlations -Reporting psychological investigations End of Topic Assessment Issue and Debates Gender and Culture in Psychology Gender bias: Androcentrism, alpha bias, and beta bias. Cultural bias: Ethnocentrism and cultural relativism. Universality: The extent to which psychological theories and findings can be applied across cultures. Free Will and Determinism Hard determinism: The idea that all behavior is determined by external factors. Soft determinism: The belief that behavior is influenced by both internal and external factors. Biological determinism: The idea that behavior is primarily determined by biological factors. Environmental determinism: The belief that behavior is primarily determined by environmental factors. Psychic determinism: The Freudian concept that behavior is determined by unconscious motives Nature vs. Nurture The relative importance of heredity and environment in determining behavior. Interactionism: The view that both nature and nurture play a role in shaping behavior. Epigenetics: The study of how environmental factors can influence gene expression. Comparing approaches	End of Topic Assessment Aggression Neural and hormonal mechanisms in aggression Limbic system. Serotonin. Testosterone. AO3: Role of other brain structures, Berman et al- effects on serotonin, the role of testosterone etc. Genetic factors in aggression MAOA gene. Twin and adoption studies AO3:McDermott et al-isolating genetic factors, Vassos et al-multiple genetic influences and measuring aggression etc. The ethological explanation of aggression Adaptive functions of aggression. Ritualistic aggression. Innate releasing mechanisms & Fixed action patterns. AO3: Nisbett – cultural differences, Goodall – Gombe chimpanzee war, lack of generalisation etc. Evolutionary explanations of human aggression Evolutionary explanation of aggression – adaptive functions, fear of cuckoldry. Mate retention strategies – direct guarding and negative inducements. Evolutionary explanations of bullying. AO3: Shackelford – intimate partner violence, Volk – real life applications for bullying, gender differences etc. Revision Mock	Revision Mock Mock Paper 2 Aggression Social Psychological explanations of aggression -Frustration aggression hypothesis -AO3:Marcus-Newhall et al- research support, Bushman- is aggression cathartic, Berkowitz's reformulation etc. -Social learning theory -AO3: Poulin and Boivin- supporting research, cannot explain all aggressive, the influence of non-aggressive models etc. -De-individuation -AO3: Douglas and McGarty- research support for deindividuation, Gergen et al- lack of support, pro-social behaviour etc. Institutional aggression in the context of prisons -Dispositional factors – importation model. -Situational factors – deprivation model. -AO3: research support/challenging (e.g. Delisi, Camp and Gaes, Cunningham), interactionist model etc. Media influences on aggression, including the effects of computer games. Experimental studies (Bartholow and Anderson), correlational studies (DeLisi), longitudinal studies (Robertson) and meta-analysis (Anderson) -AO3: strengths/weaknesses of each research design, problems of non-equivalence, issues and debates etc.	Media influences on aggression: desensitisation, disinhibition and cognitive priming. Desensitisation, disinhibition, cognitive priming. AO3: research support for desensitisation (e.g. Weisz and Earls, Krahe et al), research support for disinhibition (e.g. Berkowitz et al), practical applications of cognitive priming etc. End of Topic Assessment Relationships Evolutionary explanations for partner preferences -The relationship between sexual selection and human reproductive behaviour. -Anisogamy (Buss) -Inter-sexual selection (Clark and Hatfield) -Intra-sexual selection Factors affecting attraction in romantic relationships -Self-disclosure, including self-penetration theory. -Physical attractiveness, including the matching hypothesis. -Filter theory, including social demography, similarity in attitudes and complementarity. Theories of romantic relationships Social exchange theory (Thibault and Kelley), comparison level and stages of relationship development. Equity theory and consequences of inequity. Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases.	Virtual relationships in social media Self-disclosure in virtual relationships, including reduced cues theory (Sproull and Kiesler) and the Hyper-personal model (Walther). Effects of absence of gating on the nature of virtual relationships (McKenna and Bargh). Parasocial relationships Levels of parasocial relationships (Maltby et al). The absorption addiction model (McCutcheon). The attachment theory explanation. Paper 3 Assessment Revision and exam preparation	

Criminology: Subject Intent & Design 2024-25

Intent

The AQA Psychology Level Curriculum is designed to provide students with a comprehensive understanding of human behaviour and mental processes. It covers a wide range of topics, from biological explanations to social psychology, and emphasises critical thinking, evaluation of research, and application of psychological concepts to real-world issues. The curriculum aims to equip students with the knowledge and skills necessary for further study in psychology or related fields, as well as for understanding and engaging with the complexities of human behaviour in everyday life.

The AQA Psychology Level Curriculum seems to be well-rounded, covering a diverse range of topics within the field. Its emphasis on critical thinking and evaluation of research is particularly valuable, as it encourages students to develop a nuanced understanding of psychological concepts and to question the validity of scientific claims. By focusing on the application of psychological principles to real-world issues, the curriculum also helps students see the relevance of psychology in their daily lives.

Design and Delivery

The AQA Psychology Level Curriculum is thoughtfully designed to facilitate effective learning and understanding through a combination of practical activities and independent study. By starting students with topics like research methods and approaches later in the year, the curriculum provides a solid foundation for understanding the evidence base behind various psychological theories and concepts. This approach allows students to delve deeper into specific topics without being overwhelmed by methodological complexities from the outset. As students progress through the course, the knowledge of research methods and approaches will be referenced throughout, ensuring a comprehensive and integrated understanding of psychology.

AQA A Level Sociology Curriculum Map 2025-26

YEAR 12					
Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
Theory (4 lessons) Functionalism, Marxism, New Right, Feminism Family Relationship of the family to the social structure and social change Functionalist views: Importance of nuclear family, universality of the family, changing functions, 'functional fit' with industrial/modern society, symmetrical family Marxist views: family as ideological state apparatus & agent of social control Feminist views: patriarchy; liberal, radical, difference & Marxist feminism Personal Life perspective on the family: 'bottom up' approaches, meanings to individuals The New Right: decline of the family, concerns over single parents, fatherless families, delinquent children; Murray & the underclass; return to 'traditional' family values Families and social policy: Functionalist views, Foucault/Donzelot (policing the family), New Right, Feminist, gender regimes, key government policies affecting families, including post 1997	Gender roles, domestic labour and power relationships within the family in contemporary society Gender roles within families: functionalist, feminist, New Right, March of progress view Domestic division of labour: changing nature of housework and childcare, changing roles of men & women, impact of paid work, emotion work, double/triple shift, same-sex couples Resources and decision-making in households: money management, decision-making Domestic violence: definitions, trends and official statistics, explanations for domestic violence	The nature of childhood, and changes in the status of children in the family and society Childhood as a social construct: differences over time and across cultures, reasons for changes to the position of children in society The present and future of childhood: disappearing childhood, postmodernist views; how far the position of children has improved (e.g. child-centred families) or gotten worse (e.g. toxic childhood); conflict views of childhood, inequalities, age patriarchy etc.	Demographic trends in the United Kingdom since 1900		

Education Role & functions of education Functionalist perspective Neoliberalism and the New Right perspective Marxist perspective Class differences in achievement: External Class differences in achievement: Cultural deprivation; MAterial deprivation; Cultural Capital Class differences in achievement: Internal Class differences in achievement: Labelling; SFP; Streaming; Pupil subcultures; Pupil class identity	Ethnic differences: External Ethnic differences: Cultural deprivation; MAterial deprivation; Racism in wider society Ethnic differences: Internal Ethnic differences: Labelling and teacher racism; Pupil identities; Pupil responses and subcultures Gender differences The gender gap in achievement; External factors; Internal factors; Identity, class & girls' achievement; Boys & achievement; Gender & Subject Choice; Pupils' sexual and gender identities	Education – Education policy - 1880- Compulsory education - 1944- Tripartite system- Butler act - 1965- Comprehensive school act - 1988- Education reform act - Conservative act - 2010-2015 – Coalition act - 2015+ - Conservative education act: Privatisation of education Education Timed Assessment (one lesson) Research methods (3 lessons) - Overview of methods - Lab -Field - Questionnaires	Research Methods (6 lessons) - Interviews structured and unstructured - Official statistics - Observations - Documents - Interpretivism and Positivism 10 Mark Research methods assessment Methods in Context (5 lessons) - Experiments in education - Questionnaires in education - Interviews in education - Observation in education - Secondary sources in education Methods in Context Assessment	Theory and Methods The concepts of modernity and postmodernity in relation to sociological theory The nature of science and the extent to which Sociology can be regarded as scientific • the relationship between theory and methods • debates about subjectivity, objectivity and value freedom • the relationship between Sociology and social policy	
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YEAR 13					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A2 Crime and deviance – Ethnicity and crime - Trends in offending - Realist explanations - Neo-Marxist explanations - Trends and patterns in ethnicity and victimisation A2 Crime and deviance – Gender and crime - Trends in gender differences - Female crime - Liberation thesis A2 Crime and deviance – Globalisation and crime - Globalisation and new opportunities. - Globalisation and capitalism - Global consciousness - Green crime - State crime Research methods - Overview of methods - Sampling technique - Qualitative research methods	A2 Crime and deviance – Post modernism and crime - Explanations for crime - Edge work and crime - Solutions to crime A2 Crime and deviance – Media and crime - Mass media and misrepresentation of crime - Mass media and causes of crime-imitation and relative deprivation - Moral panic A2 Crime and deviance – Control, Punishment and victims - Situation and environmental crime prevention strategies. - Social and community crime prevention strategies. - Sociological perspective on punishment - Sociological theories on explaining patterns of victimisation. Research methods - Ethical issues - Qualitative research methods	A2 Beliefs in society: Theories of religion - Functionalist theories - Traditional Marxist theories - Feminism theory – Religious feminism A2 Beliefs in society: Religion and social change - Religion as a conservative force - Religion as a force for change A2 Beliefs in society: Secularisation - Trends in secularisation - Disenchantment of the world - America and secularisation Theory revision - Post-modernist theory - Structural theory - Social action theory	A2 Beliefs in society: Religion in a global context - Globalisation and religious participation in India. - Cultural defence and cultural transition. - Secular Fundamentalism A2 Beliefs in society: Organisation, movements and members - Characteristics of new religious movements. - Sociological explanations for NRM - Trends in age, gender and ethnicity and religiosity. A2 Beliefs in society: Ideology - Science and religious influence. - Assumptions of nationalism and post-modernist and conflict theory.	Revision and exam preparation	

WJEC Criminology Curriculum Map 2025-26

YEAR 12					
Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
Unit 1 1.1 Analyse different types of crime - White collar crime - Moral crime - State crime - Technology crime - Hate Crime - Honour Crime - Domestic abuse 1.2 Explain the reasons that certain crimes are unreported - Personal reasons - Social and cultural reasons 1.3 Explain the consequences of unreported crime - Cultural consequences - Decriminalisation and legal change - Police prioritisation - Unrecorded crime - Cultural change - Procedural change 1.4 Describe media representation of crime - Newspapers - Televisions	AC1.5 Explain the impact of media representations on the public perception of crime moral panic/ changing public concerns and attitudes/ perceptions of crime trends/ stereotyping of criminals/ levels of response to crime and types of punishment/changing priorities and emphasis AC2.1 Compare campaigns for change Campaigns for change, e.g. • change in policy • change in law • change in priorities of agencies • change in funding • change in awareness • change in attitude AC2.2 Evaluate the effectiveness of media used in campaigns for change Media • blogs • viral messaging • social networking • advertising • radio • television • film • documentary • word of mouth • events • print AC1.6 Evaluate methods of collecting statistics about crime -Home Office statistics -Crime survey for England and Wales AC3.1 Plan a campaign for change relating to crime Plan - aims and objectives - justification of choice of campaign - target audience - methods to be used - materials to be used - finances - timescales - resources needed	(Organisation for controlled assessment) Jan/Feb Controlled Assessment (8hrs) Unit 2 1.1 Compare criminal behaviour and deviance 77 Topic 1.2 Explain the social construction of criminality Class assessment AC2.1-2.2 Learning Outcome 2 Know theories of criminality 2.1 Describe biological theories of criminality 94 2.2 Describe individualistic theories of criminality 100 2.3 Describe sociological theories of criminality LO3 Understand causes of criminality 3.1 Analyse situations of criminality 117 3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality	AC 2.4: Discuss the nature and extent of global crime and organized crime Transnational crime: Criminal activities that cross national borders. Organized crime: The activities of organized criminal groups. Human trafficking: The exploitation of individuals for profit. Drug trafficking: The illegal trade in drugs. Class assessment LO2 Learning Outcome 3 Understand causes of criminality Topic 3.1 Analyse situations of criminality Topic 3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality Learning Outcome 4 Understand causes of policy change Topic 4.1 Assess the use of criminological theories in informing policy development Topic 4.2 Explain how social changes affect policy development Topic 4.3 Discuss how campaigns affect policy making Revision Lessons Preparation for Summer Examination Unit 2 Exam 14th May 2026	Student are to make a start to Yr13 content (Unit 3) Learning Outcome 1 Understand the process of criminal investigations Topic 1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations Topic 1.2 Assess the usefulness of investigative techniques in criminal investigations	Topic 1.3 Explain how evidence is processed Topic 1.4 Examine the rights of individuals in criminal investigations

	YEAR 13					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PER	Unit 3 LO2 2.1 Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects - The evidential test - The Public Interest Test 2.2 Describe trial processes -Pre-trial matters -The criminal courts system -Appeals 2.3 Understand rules in relation to the use of evidence in criminal cases -Relevance and admissibility/Admissibility of evidence -Disclosure of evidence -Hearsay rule and exceptions - Legislation and case law. 2.4 Assess key influences affecting the outcomes of criminal cases evidence Witnesses Experts barristers and legal teams	2.4 Assess key influences affecting the outcomes of criminal cases -Judiciary -Politics -the media. 2.5 Discuss the use of laypeople in criminal cases -juries -magistrates <i>Preparation for controlled assessment over half-term</i> Controlled Assessment (Nov/Dec) Unit 4 - Exam Unit 2.1 Explain forms of social control -Id,ego,superego -Tradition and culture -internalisation	-Agencies of social control -Skinner -Control Theory -Parenting -Feminism 2.2 Discuss the aims of punishment -Retribution -Rehabilitation -Deterrence -Public Protection -Reparation 2.3 Assess how forms of punishment meet the aims of punishment -Imprisonment: Types of Sentence (2 lessons) -Community Sentencing -Fines -Discharges <i>LO2 Assessment/Feedback</i>	<i>Exam Practice/ Revision</i> <i>Classroom Unit 4 Mock (2hrs)</i> <i>Feedback given to the students - Revision lesson based on the feedback and misconceptions from the mock</i>	Unit 4 Exam 4th June 2026	
ZAM	Unit 3 3.1 Examine information for validity (approx 14 lessons) -Evidence -Trial transcripts - Media -Judgements -Law reports	3.2 Draw conclusions from information Unsafe verdicts and miscarriages of justice -Just verdicts -Just sentencing <i>Preparation for controlled assessment over half-term</i>	Controlled Assessment (8 hrs) Unit 4 - Exam Unit LO1 1.1 Describe processes used for law making -Government: Parliamentary Democracy -Government processes of law making <i>The judicial processes of law making</i> - Judicial precedent -The judicial processes of law making: Statutory interpretation 1.2 Describe the organisation of the criminal justice system in England and Wales Describe the organisation and role of the agencies involved in criminal justice -Law Creation -Police HM Courts and Tribunals Service -HM Prison and Probation Service <i>Describe the relationships between different agencies and the extent of cooperation that exists</i> -POLICE -THE CPS -GOVERNMENT DEPARTMENTS	<i>Describe the relationships between different agencies and the extent of cooperation that exists continued</i> -HM COURTS and TRIBUNALS SERVICE -The NATIONAL PROBATION SERVICE -HM PRISON SERVICE 1.3 Describe models of criminal justice - Crime Control Model/ Due Process (1 or 2 lessons) <i>LO1 Revision (3/4 lessons)</i> <i>Assessment and Feedback (2 lessons)</i> <i>Exam Practice/ Revision</i> <i>Classroom Mock (2hrs)</i>		

Criminology: Subject Intent & Design 2024-25

Intent

The intent of the WJEC Criminology Level 3 curriculum is to provide students with a comprehensive and rigorous exploration of the multifaceted field of criminology. The curriculum is crafted with the aim of fostering a deep understanding of the social, psychological, and legal aspects of criminal behavior. By sequentially introducing Units 1-4, the curriculum guides students through foundational concepts to advanced theories, encouraging a progressive and holistic learning experience. The intent is not only to equip students with theoretical knowledge but also to develop critical thinking, analytical, and evaluative skills crucial for navigating the complexities of criminological issues. Ultimately, the curriculum seeks to empower students with the expertise and insights necessary for a nuanced understanding of crime and its impact on society, preparing them for informed and thoughtful engagement with the field.

Design and Delivery

In the WJEC Criminology Level 3 curriculum, the sequential arrangement of Units 1-4 is designed to optimize students' learning experience and enhance their examination preparation. Units 1 and 3 are strategically placed at the beginning of the academic year, allowing students to delve into fundamental concepts and key theories in criminology early on. This early exposure facilitates a foundational understanding of the subject matter and provides students with ample time to refine their analytical and evaluative skills, essential for success in subsequent units. Additionally, taking Units 1 and 3 early in the academic year ensures that the exam components associated with these units are addressed when the material is still fresh in students' minds. This thoughtful sequencing enables educators to build upon the foundational knowledge acquired in the initial units, gradually progressing to more advanced topics in Units 2 and 4, and ultimately preparing students comprehensively for their examinations.

OCR Health and Social Care National Level 1/2 Curriculum Map

YEAR 10					
Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
Unit R033: Supporting individuals through life events 1.1 Life stages and development ☐ Life stages and key milestones of growth and development for age groups ☐ PIES development across the life stages ☐ Factors affecting growth and development across the life stages ☐ How the growth and development of an individual is affected	Unit R033: Supporting individuals through life events 2.1 Life events and their impacts on individuals ☐ Expected and unexpected life events -Physical events -Relationship changes -Life circumstances ☐ Impacts that life events have on individuals Physical Intellectual Emotional Social Financial Unit R033: Supporting individuals through life events ☐ Identifying individual's needs based on the impacts of life events 3.1 Sources of support that meet individual needs ☐ Sources of support - Formal - Informal - Charities ☐ The roles of practitioners in providing support ☐ The roles of informal caregivers in providing support	Unit R033: Supporting individuals through life events ☐ How practitioners meet individual needs -enable/promote independence -medical/mental health support care support -respite care -financial support -advice and guidance ☐ Research and recommend personalised support based on individual needs -Match support provision to specific individual needs -Offer coordinated care and treatment -Justify choices made -Apply person-centred values	Unit R032: Principles of care in health and social care settings 1.1 Types of care settings 1.2 The rights of service users 1.3 The benefits to service users' health and wellbeing when their rights are maintained 2.1 Person-centred values and how they are applied by service providers 2.2 Benefits of applying the person-centred values	Unit R032: Principles of care in health and social care settings 2.3 Effects on service users' health and wellbeing if person-centred values are not applied Topic Area 3: Effective communication in health and social care settings 3.1 The importance of verbal communication skills in health and social care settings 3.2 The importance of non-verbal communication skills in health and social care settings	Unit R032: Principles of care in health and social care settings 3.3 The importance of active listening in health and social care settings 3.4 The importance of special methods of communication in health and social care settings 3.5 The importance of effective communication in health and social care settings 4.1 Safeguarding 4.2 Infection prevention 4.3 Safety procedures and measures 4.4 How security measures protect service users and staff

YEAR 11					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit R035: Health promotion campaigns 1.1 The importance of a healthy society □Reasons why a healthy society is important -Control of communicable diseases -Decrease cost of care -Decrease sickness and dependency -Increased life expectancy 1.2 Public health challenges for society □Current challenges to public health □Organisations promoting public health challenges -Charities -National Health Service (NHS) -Government Health Agencies -World Health Organisation (WHO) 1.3 Current health promotion campaigns and their benefits □Current health promotion campaigns □Benefits of a health promotion campaign to Individuals Society □Who the health promotion campaign is targeting 2.1 Factors influencing health and wellbeing □Lifestyle choices □Health Physical health Mental health □Education and socio-economic □Access to health services Location Opening times Local resources Availability	2.2 Leading a healthy lifestyle □What individuals can do to be healthy Making healthy choices o No smoking o Use sun protection o Safe sex Healthy eating and drinking o Balanced diet o Moderation Hygiene o Personal hygiene o Environment Mental health o Mental stimulation o Coping strategies o Good sleep Physical activity o Regular exercise □Benefits of leading a healthy lifestyle related to -Physical -Intellectual -Emotional 2.3 Barriers to leading a healthy lifestyle □What prevents individuals from being healthy Advertising/Media - Promoting unhealthy products on TV and social media -Peer pressure -Lack of support - Friends and family - Role models - Health professionals -Cost o Expense of gym membership - Healthy foods - Treatment/holistic therapies	3.1 How to plan a health promotion campaign -Aims of the campaign: What you want to change/improve/educate about -Aims related to PIES -Timescales -Resources needed -Safety considerations -Communication to be used during delivery -Appropriateness to individuals -Methods to be used to engage target audience -Feedback methods 4.1 How to deliver a health promotion campaign -Introduce the campaign -Settle the individuals/audience -Deliver the content as appropriate to the campaign -Collect feedback 4.2 How to evaluate own performance -How to evaluate your own performance -Use feedback -Self-reflect -Review strengths and weaknesses of o Your planning o Your communication skills o How you engaged individuals Suggest improvements o What you would do differently and why	Revision of Unit R032: Principles of care in health and social care settings	Summer Examination Unit R032: Principles of care in health and social care settings	

Health and Social Care National Level 1/2 : Subject Intent & Design 2024-25

Intent

Design and Delivery

OCR Health and Social Care Technical Level 3 Curriculum Map

YEAR 12					
Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
Unit 4 exam unit - Anatomy & Physiology for H&SC - Understand the cardiovascular system, malfunctions and their impact on individuals. - Understand the respiratory system, malfunctions and their impact on individuals. - Understand the digestive system, malfunctions and their impact on individuals.	Unit 4 exam unit - Anatomy & Physiology for H&SC - Understand the musculoskeletal system, malfunctions and their impact on individuals. - Understand the control and regulatory systems, malfunctions and their impact on individuals. - Understand the sensory systems, malfunctions and their impact on individuals. Unit 4 Mock Exam	Students to sit external exam in January Unit 13 LO1 Understand sexual health and contraception LO2 Understand the importance of prenatal health and the process of conception LO3 Know the factors which could affect health in pregnancy and the success of the birth	LO4 Understand the stages of pregnancy and birth and the postnatal care of the mother LO5 Understand the care and development of the baby in the first year of life	Opportunity for Unit 4 retake Students to sit external exam in May/June	LO2 Understand the impact of discriminatory practices on individuals in health, social care and child care environments
	Unit 10 LO1 Know nutritional and diet guidelines	LO2 Understand the functions of nutrients LO3 Understand factors which influence nutritional health	LO4 Be able to make recommendations to improve nutritional health		

YEAR 13					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 3 exam unit - Health, Safety & Security in H&SC LO1 Understand potential hazards in health, social care and child care environments LO2 Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments	Unit 3 exam unit - Health, Safety & Security in H&SC LO3 Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments LO4 Know how to respond to incidents and emergencies in a health, social care or child care environment	Unit 1 Coursework Unit LO1 Understand relationships in health, social care or child care environments	LO2 Understand the factors that influence the building of relationships	Opportunity for Unit 2 and Unit 3 Retakes	
Unit 2 exam unit - Equality, Diversity & Rights in H&SC LO3 Understand how current legislation and national initiatives promote antidiscriminatory practice in health, social care and child care environments	Unit 2 exam unit - Equality, Diversity & Rights in H&SC LO4 Understand how equality, diversity and rights in health, social care and child care environments are promoted. Students are to sit two mock exams Unit 2 and Unit 3 Students to sit external exam in January	LO3 Understand how a person centred approach builds positive relationships in health, social care or child care environments	LO4 Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment		

Health and Social Care Technical Level 3 : Subject Intent & Design 2024-25

Intent

Health and Social Care equips students with a comprehensive understanding of contemporary societal challenges and the diverse needs of individuals. Through the study of this subject at Key Stage 4 and 5, students develop a strong appreciation for the field, cultivate essential skills like confidence, independence, and resilience, and hone their ability to analyse and evaluate information critically.

By acquiring transferable skills, students gain valuable insights into their own learning styles and open doors to a range of educational, training, and employment opportunities. Our goal is to foster well-rounded individuals who can engage with the world confidently and critically. Through exposure to real-world scenarios and case studies, we aim to develop students into accomplished readers, writers, and orators capable of making a meaningful impact on their communities.

Design and Delivery