CURRICULUM INTENT

"Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world." - Albert Einstein

Our vision is to be an outstanding Social Science Department. By striving for excellence, every learner will achieve their full potential, being able to reflect and act upon their own personalised learning needs. Our aim is to motivate learners to enjoy and achieve within a positive, purposeful and secure learning environment, developing a genuine enthusiasm for the Social Sciences. Through a range of inclusive, exciting and innovative learning opportunities, learners will become effective communicators, analytical thinkers and effective members of a community, developing the necessary transferable skills to be fully prepared for the world of work.

SCHEME OF LEARNING/COURSES/CURRICULUM MAP

Yr10 HSC	Term 1	Term 2	Term 3
Pearson BTEC TECH AWARD	Component 1: Lifespan Development.	Component 1: Lifespan Development.	Component 1: Lifespan Development.

Yr10 HSC	Term 4	Term 5	Term 6
	Component 1: Lifespan Development.	Component 2: LAB Health and Social Care Values	Component 2: LAB Health and Social Care Values

Yr11 HSC	Term 1	Term 2	Term 3
Pearson BTEC TECH AWARD	Component 2: LAB Health and Social Care Values	Component 3 LAA Health and Wellbeing	Component 3 LAA Health and Wellbeing

Yr11 HSC	Term 4	Term 5	Term 6
	Component 3 LAB Health and Wellbeing	Component 2 LAA Health and Wellbeing	Component 2 LAA Health and Social Care Values

Yr12 HSC Yr1	Term 1	Term 2	Term 3
NATIONAL DIPLOMA in Health and Social Care	Unit 1 Lifespan Development Unit 7: principles of safe practice in Health and Social care and Unit 5: Meeting individual needs in Health and Social Care	Unit 4 Enquiries into current Research in Health and Social Care, Unit 7: principles of safe practice in Health and Social care and Unit 5: Meeting individual needs in Health and Social Care	Unit 4 Enquiries into current Research in Health and Social Care, Unit 7: principles of safe practice in Health and Social care and Unit 5: Meeting individual needs in Health and Social Care
Yr12 HSC Yr2	Term 4	Term 5	Term 6
NATIONAL DIPLOMA in Health and Social Care	Unit 2: Working in health and social care Unit 8: promoting public Health Unit 12: Supporting individuals with additional needs Unit 14: Physiological disorders	Unit 2: Working in health and social care Unit 8: promoting public Health Unit 12: Supporting individuals with additional needs Unit 14: Physiological disorders	REVISION
Yr13 HSC	Term 1	Term 2	Term 3
NATIONAL DIPLOMA in Health and Social Care	Unit 2: Values in Health and Social Care/ Unit 12/Unit 14	Unit: 12/Unit 14	Unit: 12/Unit 14
Yr12 Sociology	Term 1	Term 2	Term 3
AQA GCE Year 1	Paper 1 and Paper 2: Education/Research Methods	Paper 1– Methods in context and Research Methods/ The Family	Theory and Methods
Yr13 Sociology	Term 4	Term 5	Term 6
Yr 2	Beliefs in Society	Crime and Deviance	Revision/Crime and Deviance /Theory and Methods/Revision
Yr12 Psychology	Term 1	Term 2	Term 3
AQA GCE	Approaches and Research Methods Issues and Debates	Social Psychology/Memory and Issues and Debates	Psychopathology and Attachments
Yr12/13	Term 4	Term 5	Term 6
	Biopsychology/Relationships	Schizophrenia Forensic Psychology	Research Methods/Statistics/ Revision

FEEDBACK POLICY

In Humanities and Social Sciences: Feedback is to be used to support pupil progress, build learning, address misunderstandings, and thereby close the gap between where a pupil is and where the teacher wants them to be.

Feedback is powerful for several reasons:

1. It informs teachers about levels of knowledge, understanding and skills attained or yet to be attained by the student
2. It aims to facilitate learners in being able to identify and amend a gap in learning
3. It assists teachers in reducing and selecting suitable tasks or activities, and
4. It allows teachers to modify their teaching in order to support the closing of the gap

Staff will use a variety of oral feedback measures, the main purposes of using different types of feedback is to:

- Acknowledge what pupils have learned and encourage them to reflect on and extend their learning still further;
- Recognise that pupils need time to reflect on their learning;
- Encourage pupils to pose further questions to clarify or further develop their own or each other's thinking;
- Encourage pupils to make next steps.
- Teachers' comments should always be both positive – recognising pupils' efforts and achievements to date, and developmental – offering specific details of ways forward.

Examples of the type of written feedback that students will be provided with by staff within the Humanities Faculty:

- Yellow-box marking
- Focused on the use of subject specific terminology and compliant with the BHS Literacy Policy
- Bullet point actions
- Whole-class feedback sheets
- Simple question prompts: Why? How? Explain?
- Linked to success criteria, mark schemes and level descriptors,
- Encouragement of "up-wording"
- Supportive
- Linked to modelling of exemplar answers
- Quizzing
- Deeper-marking of one/two selected pieces