

History, RE, Sociology and Politics

Program of Study: Key stage 3 to Key stage 5

Statement of Intent

The humanities department also strives to follow an engaging and relevant curriculum that allows students to thrive in the 21st century whilst realising the impact past events (historical, political, sociological and religious) have had on the present day and will have on our future.

The following are key elements of the History, RE, Sociology and Politics curriculum:

- A curriculum that provides a **sound chronological narrative or framework** in which events can be placed, studied and connected. This means sequencing topics in a sensible, chronological order and consistently creating opportunities to call-back to previous events/periods.
- A curriculum that develops a **progressive understanding of substantive concepts**, such as imperialism or democracy. This means identifying where in the curriculum these concepts are particularly present and drawing attention to them explicitly. This allows students to confidently call-back to earlier learning of each concept.
- A curriculum that supports **repeated practice of historical, religious, sociological and conceptual thinking, analysis and explanation**. This means making sure core concepts such as the critical use of evidence or analysis of historical, religious, sociological and political interpretations are a consistent feature of our curriculum. These are crucial life skills that will enable our students to make informed decisions throughout their lives.
- A curriculum that allows students to develop a sense of belonging as well as understanding of fundamental British Values.

Sociology Programme of Study

Key Themes

Social class inequality	Gender Inequality	Government	Ethnic inequality	Globalisation
The concept of class is identified across all topics The Family Education The Media Crime and Deviance Research methods The concept of class helps student to understand British society in 2020 ,how social class helps to shape us and our opportunities and barriers to success Is social class the crucial determinant of success or failure?	Gender inequality is examined in the following topics Socialisation in the family and education Gender roles in the family Childhood Gender inequality at school Gender and crime The media We examine the various Feminist viewpoints and the counter arguments by the New Right . How much gender inequality is there in 2020 ?	 The role of the government in society is a key element of Sociology How state policy affects Family life State policies in education The role of the police and CJS We evaluate the role the state plays in all areas of society 	Students look at the following Ethic inequality in Education Demographic change Migration Family diversity Ethnicity and crime Ethnicity and the media We examine how ethnic differences affect life chances and assess the advances that have been made recently	Students examine the impact of globalisation on the following areas . Family life The Education system The media Crime Postmodernism We look at the extent of globalisation on society and evaluate its impact . Has Globalisation been exaggerated ?

Key Concepts/Skills

AO1	AO2	AO3
-Knowledge and understanding	Application	Analysis and evaluation
This is where you show what you know. This could be your knowledge of anything from research methods to specific theorists. E.g. Writing about three explanations for increasing divorce rates. AO1 can be a building block at the start of your paragraphs to allow your to bring in AO2 and AO3.	AO2 can be achieved by selecting the right knowledge to address the question . AO2 is also applying wider knowledge to what you are writing about. E.g. Applying your description of the feminist perspective on patriarchy in the media to the recent #MeToo movement	You need to be able to present arguments, make judgements and draw conclusions. This is where you need to assess the strengths and weaknesses of theories and concepts. E.g. However Wilkinson's explanation of domestic violence fails to explain why statistics show that men are far more likely to be the perpetrators.

Key Stage 5 YEAR: 12

ATCI					
TCH 2	 2. Research methods Assessment method Short answer tests /essays and formal exams Skills assessed A01/2/3 				

3.Education Assessment method Short answer tests /essays and formal exams Skills assessed A01/2/3 									
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<u>YEAR: 13</u>

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ATCH 1	 Crime and Deviance Assessment method Short answer tests /essays and formal exams Skills assessed A01/2/3 							
TCH 2	Mass Media • Assessment method Short answer tests /essays and formal exams • Skills assessed A01/2/3							
тснз	Exam							