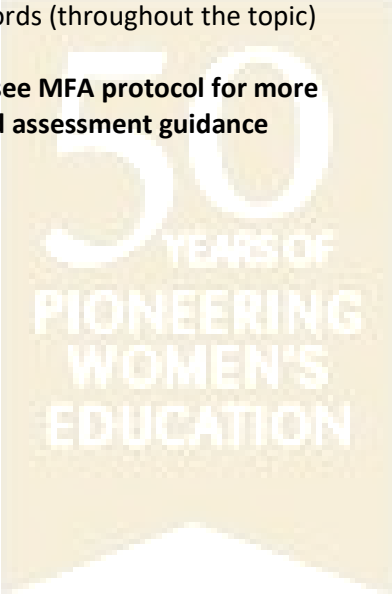


**Curriculum Overview – Subject**

	Intent for the year	Units	Duration	Assessment
Year 12	<p>To ensure all learners can develop evaluation and application skills which can not only be applied in Further Education but also in the workplace and wider society. Through discussion of a variety of social issues, learners will develop their cultural capital and skills that will enable them to be successful in wider society. This includes but does not minimise, the importance of beating harmful stereotypes in our society and promoting equality and diversity through discussions of ethnicity, gender and class. Through this, learners experience a greater sense of ‘British Values’ in the classroom, thus giving learners more useful and extensive knowledge of wider society. Finally, through extensive reading, essay writing, research etc. learners should be able to develop their own autonomy which will support them in wider society and higher education.</p> <p>Education is the first unit we learn, to allow for the “research week”, whereby learners will independently devise and carry out their own research project to implement skills and theory they have covered. Education is taught first to ensure we can spend a period of teaching time combining Research Methods and Methods in Context as this is where our year 12 learners underperform.</p>	<p><b>Education</b></p> <p><b>Research Methods/Methods in Context</b></p> <p><b>Families and Households</b></p>	<p>1 term</p> <p>1 term</p> <p>1 term</p>	<p><b>Forms of assessment:</b></p> <p>30 markers (end of each topic)</p> <p>20 markers (end of each topic)</p> <p>10 markers (throughout or end of each topic)</p> <p>4 and 6 markers (throughout the topic)</p> <p>Kahoot quizzes (throughout the topic)</p> <p>Hot-seating (throughout the topic)</p> <p>Re-cap questions (throughout the topic)</p> <p>Group quizzes (throughout the topic)</p> <p>Crosswords (throughout the topic)</p> <p>Mock exams (end of each topic)</p> <p>Planning essays, <i>rather than setting essays using plans as a guideline; can expand on key points in class</i> (throughout the topic)</p> <p><b>Please see MFA protocol for more detailed assessment guidance</b></p>



**Curriculum Overview – Subject**

<p>Year 13</p>	<p>To ensure all learners can develop evaluation and application skills which cannot only be applied in Further Education but also in the workplace and wider society. Through discussion of a variety of social issues, learners will develop their own cultural capital and skills that will enable them to be successful in wider society. This includes but does not minimise, the importance of beating harmful stereotypes in our society and promoting equality and diversity through discussions of ethnicity, gender and class. Through this, learners experience a greater sense of ‘British Values’ in the classroom, thus giving learners more useful and extensive knowledge of wider society. Finally, through extensive reading, essay writing, research, etc. learners should be able to develop their autonomy which will support them in wider society and higher education.</p> <p>Crime and Deviance started earlier last year – to ensure the focus for this cohort of learners is to spend more time on Theory and Methods and Beliefs in Society as these are the units learners perform the lowest on.</p>	<p><b>Crime and Deviance</b></p> <p><b>Theory and Methods</b></p> <p><b>Beliefs in Society</b></p>	<p>1 term</p> <p>1 term</p> <p>1 term</p>	<p><b>Forms of assessment:</b></p> <p>30 markers (end of each topic)</p> <p>20 markers (end of each topic)</p> <p>10 markers (throughout or end of each topic)</p> <p>4 and 6 markers (throughout the topic)</p> <p>Kahoot quizzes (throughout the topic)</p> <p>Hot-seating (throughout the topic)</p> <p>Re-cap questions (throughout the topic)</p> <p>Group quizzes (throughout the topic)</p> <p>Crosswords (throughout the topic)</p> <p><b>Please see MFA protocol for more detailed assessment guidance</b></p> 
----------------	--	--	---	--