

Explanation of sequencing

It is important to be aware that all KS4 and KS5 subjects have content dictated to them by the exam boards. This can mean that topics have to be delivered in a particular order. As much explanation for sequencing has been provided in the tables below.

KS4 Citizenship (Edexcel)

Year	Term 1 & 2	Term 3 & 4	Term 5 & 6
Y10	<p>Paper 1: Section A Living together in the UK- Theme A</p> <p>This section of the course introduces key terms and phrases that are used throughout the GCSE such as Rights & Communities. It embeds key concepts early and allows them to be revisited throughout the topics.</p>	<p>Paper 2: Section B Democracy at work in the UK cont – Theme B</p> <p>Theme B is a difficult topic exploring issues of politics, it is placed at this point of the year to build upon previous core terms such as rights and how communities work, however this is now put in the context of the national political landscape. Curriculum time is less interrupted at this point in the year therefore real focus can be made on difficult concepts such as Parliament & Government.</p>	<p>Paper 1: Section C Law and Justice cont – Theme C</p> <p>Students have a keen interest in this part of the course and it is a good way to end year the academic year to keep momentum and interest peaked. We support this topic with a programme of outside speakers and consider key case studies which helps to bring the subject to life.</p>
Y11	<p>Paper 2: Section B and C (Theme D) Power and influence cont.</p> <p>This module uses a number of elements from Theme A, B and C to apply citizenship in relation to power and influence. There is further embedding of previous taught content but from a global perspective. For example – this module teaches the application of rights in the global political sphere through the UN. The concept of Democracy is revisited from Theme B placing it in the context of different global approaches to running a country e.g. democracy vs dictatorships. This helps students to refresh their knowledge and practise knowledge retrieval effectively ready for their upcoming examination.</p>	<p>Paper 2: Section A (Theme E) Taking Citizenship Action cont.</p> <p>The active Citizenship element of the course is an excellent end to the study of Citizenship. Students can pick an element of their learning from any of the Themes to decide which issue they want to focus on to try and make change in their community. The content is still fresh in their minds and they are engaged and ready to apply their learning to a real life context whilst actively revising key parts of the course.</p>	<p>Revision</p> <p>Exam preparation and development of technique is essential to support students in achieving the best possible grades.</p>

KS4 Religious Studies (Edexcel)

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y10	<p>Topic 1: <i>Christianity</i> Christian Beliefs</p> <p>The class teacher starts with Christianity and the core beliefs as this a good starting point to understand the key ideas within the faith which leads on well to later topics involving the application of key ideas.</p>	<p>Topic 1: <i>Christianity</i> Christian Beliefs cont.</p> <p>Topic 2: <i>Islam</i> Core Beliefs</p> <p>Class teacher looks at the comparable ideas within Islam the other faith that students cover in the spec.</p>	<p>Topic 3: <i>Christianity</i> Living the Life</p> <p>After learning the key ideas of both faiths the next step is to look at these concepts manifested, where applicable in the day to day life of Christians and Muslims.</p>	<p>Topic 4: <i>Islam</i> Living the Muslim Life</p> <p>Once completed with Living the Christian life it helps consolidate previous learning (beliefs) and for contrast comparing living the Muslim life with the Christian life module.</p>	<p>Topic 4: <i>Islam</i> Living the Muslim Life cont.</p>	<p>Topic 5: <i>Christianity</i> Life After Death</p> <p>After learning the core ideas and day to day practises the next focus is the application of some of the key ideas from ‘beliefs’ and ‘living the life of’ to key areas and parts of religious faith such as the belief in life after death and how these views within Christianity manifest on topics like abortion and euthanasia. This topic is a popular topic as those who are religious are likely to believe in life after death or be hesitant on the topic.</p>
Y11	<p>Topic 6: Crime and Punishment</p> <p>Similar to life after death, next students look at the key ideas and practises and how these relate to key ideas and prominent themes or issues for Islam in contemporary society. These build on well from key beliefs as aspects of day to day life for Muslims and enable discussion of Islam within the media.</p>	<p>Topic 6: Crime and punishment cont.</p> <p>Topic 7: Marriage and Family</p> <p>After crime and punishment again the turning to another key aspect of Christian life, further building upon the core beliefs and practises and seeing how these develop.</p>	<p>Topic 7: <i>Islam</i> Peace and Conflict</p> <p>Finally after looking at Crime and punishment, a reflection on what Islam as a religion of ‘peace’ means in relation to topic 6 and more generally the religion on a wider scale. This topic lends itself to summing up and ending the study of Islam as applicable to recent year’s news and media and also more modern and contemporary topics such as weapons of mass destruction that helps peek student interest before the last Assessment Point.</p>	Revision	Revision	

KS5 Government and Politics – Edexcel

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y12	<p>Teacher 1 – UK Government PAPER 2 - The constitution P2 - Parliament</p> <p>Teacher 2 – UK Politics PAPER 1 - Democracy and participation P1 – Political parties</p> <p>Teacher 1 begins with the core foundational aspects of Politics – key concepts covered within Paper 2 content are interwoven into Paper 1 content and vice versa as the course has a synoptic element to it. Both teachers have a good understanding of the other side of the course to allow for links to be made between papers. The modules above, for both papers, are foundational to the rest of the course which is why they are taught concurrently and placed at the beginning of the course.</p>	<p>Teacher 1- UK Government P2 - Parliament cont. P2 - PM and the Executive P2 - Relations between the Institutions</p> <p>Teacher 2 – UK Politics P1 – Political parties cont. P1 – Electoral systems P1 – Voting behaviour and the media</p> <p>The content covered across the two papers link to allow students to have an excellent depth of political understanding e.g. Parliament and political parties and the PM and the executive. Each topic in both Unit 1 and Unit 2 build upon one another, as stated above you will notice that electoral systems is followed by voting behaviours, a student cannot understand why the population engage (or not) in political activities without a grasping of how the voting system is structured. Similarly within Unit 2 students need a firm grasp of the structure of parliament before they explore how the Prime Minister and the Executive work within the Parliamentary structure.</p>	<p>Teacher 1 – UK Government P2 - Relations between the Institutions cont. P1 - Core political ideas ideology 1: Conservatism</p> <p>Teacher 2 – UK Politics P1 – Voting behaviour and the media cont.</p> <p>Parliament and Participation content is completed in this term. Students begin their exploration of ideologies in this term with Conservatism, which is closely followed by Liberalism by teacher 2. Conservatism is often commented as the most clearly defined ideology, ideologies is taught after students have had an introduction to political parties. Each ideology is taught with the same approach, considering how that ideology applies to Human Nature, the state, society and the economy.</p>	<p>Teacher 1 – UK Government P1 - Core political ideas ideology 1: Conservatism cont. P1 - Core political ideas ideology 2: Socialism</p> <p>Teacher 2: UK Politics P1 - Core political ideas ideology 3: Liberalism P2 – Non-core political ideas: Feminism</p> <p>The theory element of the course is taught together so that clear links between the ideologies can be made and students can learn what is expected for the examination and how to answer a ideology based question. E.g. to what extent do conservatives agree on Human Nature/ State/ Society or the economy.</p>	<p>Teacher 1: UK Government P1 - Core political ideas ideology 2: Socialism cont.</p> <p>Teacher 2: UK Politics P2 – Non-core political ideas: Feminism cont.</p> <p>The theory element of the course is taught together so that clear links between the ideologies can be made and students can learn what is expected for the examination and how to answer a ideology based question. E.g. to what extent do conservatives agree on Human Nature/ State/ Society or the economy.</p>	<p><i>Buffer – revision</i></p> <p>The course is filled with large amounts of content this final “free” half term acts as a buffer as content always over runs and if content is complete this gives an opportunity for revision of Paper 1 & Paper 2 content to be completed – student voice informs which topics teachers go back to and cover in more depth or from a different perspective now that all of Paper 1 & Paper 2 content is complete.</p>

Y13	<p><i>Teacher 1: Global Politics</i> PAPER 3 - Global Political Theories</p> <p><i>Teacher 2: Global Politics</i> P3 – State & Globalisation</p> <p>Students need a clear foundational understanding of different global political theories to understand global political events. There the second year of learning starts with the two key global theories. Teacher 2 supports this learning by exploring key foundational concepts of global politics</p>	<p><i>Teacher 1: Global Politics</i> P3 – Global Governance: Political & Economic</p> <p><i>Teacher 2: Global Politics</i> P3 – State & Globalisation</p> <p>The teaching of the more theoretical and overarching parts of the course such as state and globalisation and power and development are taught more slowly by one teacher to allow the knowledge based aspects to be taught alongside this learning but also be easily applied to a wider global context.</p>	<p><i>Teacher 1: Global Politics</i> Finish Economic global governance P3- Global governance: Human rights</p> <p><i>Teacher 2: Global Politics</i> P3 – Power and development</p> <p>Continuation of Paper 3 content building on previous knowledge. Continual links to other topics are made throughout student's learning.</p>	<p><i>Teacher 1: Global Politics</i> P3- Global governance: Environmental</p> <p>P3 – Regionalism and the EU</p> <p><i>Teacher 2: Global Politics</i> P3 – Power and development</p> <p>Continuation of Paper 3 content building on previous knowledge.</p>	<p><i>Teacher 1: Global Politics</i> P3 – Regionalism and the EU Revision</p> <p><i>Teacher 2: Global Politics</i> Revision</p> <p>The course content continues close to the end of the academic year to give as much classroom time to focus on academic content. This academic year this was especially important to support the students who have been impacted by COVID.</p>	EXAMINATIONS

KS5 Philosophy AQA

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y12	<p><i>Teacher 1</i> P1 - Utilitarianism P1 - Kant</p> <p><i>Teacher 2</i> P1 – What is knowledge?</p> <p>Teacher 1 begins with the simplest and most engaging question of moral philosophy: how we should behave morally? Teacher 1 starts by exploring the theories of normative ethics</p>	<p><i>Teacher 1</i> P1- Virtue Ethics</p> <p><i>Teacher 2</i> P1 – Perception as a source of knowledge</p> <p>Teacher 1 introduces a third topic from normative ethics (Aristotle's virtue ethics) which provides an interesting contrast to the two previous act-centred theories of moral philosophy (utilitarianism and</p>	<p><i>Teacher 1</i> P1- Meta-ethics</p> <p><i>Teacher 2</i> P1 – Reason as a source of knowledge</p> <p>Teacher 1 begins with meta-ethics which is a wholly different and unfamiliar approach to ethics. Students are now better prepared for a challenging topic as they</p>	<p>Year 2 Content <i>Teacher 1</i> P2 – Concept of Mind P2- Substance dualism</p> <p><i>Teacher 2</i> P1 – Scepticism P2- Concept of God P2- Teleological argument</p> <p>Towards the end of term teachers will introduce students to some of the Year 2 content.</p>	<p>AP1 <i>Teacher 1</i> P2 – Physicalism P2- Mind Brain Identity Theory P2- Behaviourism</p> <p><i>Teacher 2</i> P2- Cosmological argument P2- Ontological argument</p> <p>Both teachers continue with theories of mind and</p>	<p><i>Teacher 1</i> P2 – Revision of mind theories</p> <p><i>Teacher 2</i> P2- Revision of God arguments</p> <p>The course is filled with large amounts of content this final "free" half term acts as a buffer as content always over</p>

	<p>of Immanuel Kant and Jeremy Bentham, inviting students to investigate the key differences in their approaches to the question of what makes an action morally right or wrong. Both theories are act-centred theories of ethics, whereas Aristotle’s virtue ethics- which follows these- is an agent-centred theory. As such, it is appropriate to address these two theories first as they provide the best point for comparison and contrast to start.</p> <p>Teacher 2 starts with the broadest question in epistemology- the foundational question of what knowledge is- before proceeding on to specific theories. Starting with the wider questions helps students develop a schema for subsequent learning, and to have a clearer understanding of how to approach philosophical questions by investigating different arguments, alongside counterexamples and key criticisms.</p> <p>The modules above, for both papers, are foundational to the rest of the course.</p>	<p>deontology). Case studies and debate questions relating to real world examples help students to understand the complexities of the topic of ethics, and to compare and contrast all three approaches.</p> <p>Teacher 2 moves away from the global question of ‘what is knowledge?’ to specific instances of knowing. In this instance, through sense perception. Students will consider three theories about the relationship between the perceiver and the world and evaluate them.</p>	<p>have sufficient grounding in how philosophers use normative ethical claims such as ‘stealing is wrong’.</p> <p>Teacher 2 continues to apply their understanding of different theories of knowledge to the new domains of rational and innate knowledge.</p>	<p>There are important crossovers with scepticism and substance dualism as Rene Descartes’ ideas are discussed in different ways. This allows students to understand the links between the topics and develop a synoptic understanding of them.</p>	<p>arguments for God building on previous knowledge and developing students approaches to philosophical questions throughout the course.</p>	<p>runs and if content is complete this gives an opportunity for revision of Paper 1 & Paper 2 content to be completed – student voice informs which topics teachers go back to and cover in more depth or from a different perspective now that all of Paper 1 & Paper 2 content is complete.</p>
<p>Y13</p>	<p>Teacher 1 P2- Functionalism P2- Eliminative Materialism</p>	<p>Teacher 1 P2- Property Dualism Teacher 2</p>	<p>Revision Both teachers will go over Year 1 content as this is the</p>	<p>Revision Both teachers will prepare students for exams and focus</p>	<p>Revision</p>	<p>EXAMINATIONS</p>

	<p>Teacher 2 P2 – Problem of Evil</p> <p>Teacher 1 addresses two theories which are outliers in the philosophy of mind and provide an alternative approach to physicalist and dualist theories. Up to this point the debate has been between competing visions of what the mind is made of, whereas functionalism and eliminative materialism both reject the view that the mind is made of anything. Since these are challenging and counterintuitive theories it is appropriate that they should be addressed after grasping the classic debate.</p> <p>Teacher 2 introduces students to a counterweight to the arguments for the existence of God- an argument for why God (which follows the classical definition) cannot exist. This is important to balance the positive with the negative case for God and develop students’ understanding of the debate</p>	<p>P2- Religious Language</p> <p>Teacher 1 finishes with property dualism which brings the dualist challenge full circle after addressing physicalist and other approaches. The philosophy of mind course has a narrative coherence and symmetry, beginning historically with Descartes’ dualist challenge and finishing with contemporary versions of his arguments.</p> <p>Teacher 2 begins the topic of religious language, which expands students’ understanding of the metaphysics of mind by moving away from questions of existence to questions of meaning</p>	<p>least fresh in students’ minds. Students will have an opportunity to RAG rate content and do quizzes and other formative assessments to determine where they need to pay more attention in their revision.</p>	<p>on revision strategies, practice questions, and identifying and addressing specific knowledge gaps.</p>		
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KS5 Psychology AQA

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y12	<p>Topics include: -Intro to A Level psychology -Memory -Cognitive approach -Start Social Influence - Research methods</p> <p>The course begins with an introduction to Psychology leading with memory as this topic is experimental and closely links to research methods which is taught concurrently. The topic of Cognitive approach explains memory in more depth, which equips students to be able to partially evaluate the approach based on their prior knowledge. Research methods is a large percentage of the course and introduced separately to the students. It is referred to using teacher instruction discreetly whilst teaching memory.</p>	<p>Topics Include: -Complete social influence& Research Methods - Approaches in psychology</p> <p>The module of Approaches provides a real overview of psychology and underpins the topics taught throughout the course. There is a continual focus on exam practice as this allows students to make the most progress as early in the course as possible.</p>	<p>Topics Include: -Finish approaches -Introduce Issues and Debates - Attachment</p> <p>Issues and debates can be used to evaluate topics from all papers so they are introduced in year 12 so students can use their prior knowledge to develop their evaluation skills as early as possible. The content is demanding but having specific studies on topics such as social influence and memory within the issues and debates unit helps students get a better grasp of the topic in its entirety.</p>	<p>Topics Include: -Psychopathology and revision - Biopsychology -Research Methods - IDA</p> <p>Assessment to include some RM and IDA as well as 24 marks on Psychopathology. RM features in Paper 1 and 2. Students can find it difficult but it is an easy way to pick up marks given enough repetition</p>	<p>Topics Include: - Biopsychology cont. -Mathematical content - Schizophrenia</p> <p>The above topics include Paper 3 content, usually completed in year 13. These are introduced in the summer term of Year 12 dependent upon the needs of the cohort. If more time is needed to reassure students of their year 12 content the time is available. This is a direct response to COVID and its impacts. If necessary Paper 3 content can be introduced to stretch pupils and leave more time for revision at the end of year 13.</p>	<p>Topics Include: Finish Schizophrenia -Revision -Revision of content covered in Year 12</p> <p>Time is allocated for revision of the Year 12 content and also acts as a buffer to allow students to take their time over the content due to the impacts of COVID.</p>
Y13	<p>Topics include: Recap: Schizophrenia Exam technique Statistics</p> <p>Exam techniques are embedded at this early stage in year 2. Retention strategies are used to recall knowledge of schizophrenia and aggression. Psychology is content heavy so retention strategies are vital to ensure</p>	<p>Topics include: -Statistics -Sex and gender Biopsychology revision</p> <p>A continual focus on the mathematical aspects of the course is essential to ensure students can apply stats to their earlier learning. The placing of sex and gender at this point in the course provides a different content</p>	<p>Topics include: -Aggression - Revision - Exam Technique</p> <p>Paper 3 topic Aggression is delivered at this point of the course as it is often a popular focus, however requires some synoptic application from previous taught content. It is taught in a way which integrates other topics to</p>	<p>Topics include: Revision Finish aggression</p> <p>The course structure allows plenty of time to revise which is important to support students who will need lots of exam preparation support due to their lack of external examination experience. This academic year this is especially important to</p>	<p>Topics include: Revision</p> <p>The course structure allows plenty of time to revise which is important to support students who will need lots of exam preparation support due to their lack of external examination experience. This academic year this is especially important to support the students who</p>	<p>Examination</p>

	<p>that students are fully grasping content. Time is also taken at this part of the academic year to respond to national exam analysis, which shows students typically perform “averagely” on questions requiring detailed analysis. Time is taken to focus and improve performance on this area of exam technique. Time is also taken to embed students understanding of the more mathematically challenging content of the course at this early stage in year 13.</p>	<p>approach to the maths and science based topics which surround it. This engages students learning in a different way and provides a different approach to psychology. Biopsychology is a very scientific topic and students often require additional revision with this topic by scheduling this early we are assisting our students to be exam ready.</p>	<p>assist with recall and begin revision of previous taught content. The course structure allows plenty of time to revise which is important to support students who will need lots of exam preparation support due to their lack of external examination experience. This academic year this is especially important to support the students who have been impacted by COVID. This time can also provide a buffer opportunity if more class time is needed to teach earlier content again due to COVID impacts.</p>	<p>support the students who have been impacted by COVID. This time can also provide a buffer opportunity if more class time is needed to teach earlier content again due to COVID impacts.</p>	<p>have been impacted by COVID. This time can also provide a buffer opportunity if more class time is needed to teach earlier content again due to COVID impacts.</p>	
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KS5 Sociology AQA

Year	Term 1	Term 2	Term 3 & 4	Term 5 & 6
Y12	<p><i>Topics included:</i> Introduction to Sociology - Education - Society - Role of the family</p> <p>The course begins with Education to ensure that students are taught the basic sociological theories in a context that they already understand and can apply their experiences to. The topics of society and the role of the family follow this same approach to allow students to grasp and apply classic sociological theory to contemporary contexts.</p>	<p><i>Topics Included:</i> Education continued Family continued</p> <p>Preparation for the AP is built into lessons so students have developed literacy skills and revised content.</p> <p>Students will be introduced research methods at this point, however it will be more abstract and more detail of the research will follow in term 3. The main focus at the beginning of the course is to embed students understanding of the theory.</p>	<p><i>Topics included:</i> -Complete education -Methods in contexts - Family continued</p> <p>After a clear introduction to sociological theory through topics which are applicable to student’s personal contexts research methods will be applied in more depth. It is at this point in the course that a thorough exploration of research methods begins. Students will learn about practical, theoretical and ethical considerations within sociological research. Students will consider the difference between primary and</p>	<p><i>Topics include:</i> -Crime & Deviance - Beliefs</p> <p>The placing of Crime and Deviance later in the course ensures that students are developing their understanding of power and influence within a new context. Power and influence will be explored earlier within the course in the context of society. Crime and Deviance requires students to analyse more complex sociological theory e.g. Interactionism and neo Marxism. The topic of belief introduces more complex theoretical</p>

			secondary research. Education will be used as a foundational context for this area of learning. Students will then be able to apply these research methods to future topics.	approaches including positivism which is why it is left to These topics offer an opportunity to recap concepts such as post modernism and neoliberalism.
Y13	<p><i>Topics include:</i></p> <ul style="list-style-type: none"> - Beliefs - Crime <p>Concepts introduced at the end of year 12 are continued at this point in the academic year interweaving revision and exam technique to support students in achieving the best possible grades.</p>	<p><i>Topics include:</i></p> <ul style="list-style-type: none"> -Completion of Beliefs & Crime Theory and methods <p>The final topic theory and methods is continued in greater depth. This is an in depth unit that builds on prior knowledge in all previous taught content. Students will have the time to practice their essay skills for this demanding topic.</p>	<p><i>Topics include:</i></p> <ul style="list-style-type: none"> Completion of Theory and methods - Revision <p>Revision begins alongside the completion of theory and methods. The course is filled with large amounts of content this final “free” half term acts as a buffer as content always over runs and if content is complete this gives an opportunity for revision and identifying gaps in students’ knowledge.</p>	Revision

Subject Rationale – Social Sciences

Social science subjects give students a rich and varied knowledge of the world around them allowing pupils to study key elements of society and the self. Social Science subjects are offered across KS4 and KS5 and give students a detailed opportunity to consider Religion (KS4), Philosophy (KS5), Citizenship (KS4), Politics (KS5), Sociology (KS5) and Psychology (KS5). Every social science subject offers students a rich opportunity to discuss, debate and critically analyse all aspects of self and society. Each subject is grounded in the need to be relevant and responsive to new research, current affairs and societal events and our resources are reflective of the ever adapting nature of the subjects that we teach. Students are encouraged to explore a range of view points, to challenge narratives and consider opinions outside of their own echo chambers.

The social science curriculum structures will differ dependent upon the subject and are often determined by examination specifications as detailed below, however an overarching focus on creating a spiral curriculum in which core concepts and subject specific vocabulary is introduced, embedded and revisited underpins each discipline.

There are natural subject progression paths from KS4 if students are interested in studying social sciences at KS5. The subjects in KS4 give a firm foundation however are not essential to have taken if students do wish to join the department when they enter at KS5.

Citizenship GCSE

The intention of our Citizenship curriculum is to help equip our students with the skills they need to be active, informed and engaged members of society. Although young people cannot vote it is critical they can use their voices and engage in public debate. Citizenship equips students to do just this. Students are given an opportunity to explore their rights within society alongside a clear identification of their responsibilities as an individual and as members of their various communities.

Citizenship offers students an opportunity to consider the fundamental British values which underpin society and to explore how these apply to their everyday life. For example the value of Democracy is explored from a range of different perspectives, for example through the lens of what democracy looks like at a local level within their school community, within their town. Democracy is then revisited as a concept when students explore the structures and nature of the UK Parliament. It is also explored within a global context when students consider structures of power across the world which are different to Democracy and reflect on the systems strengths and weaknesses. As seen within this example students understanding of their role within society is explored within a local, national and international context and they have an opportunity to learn about the structures of power at each level of society and the role they play as individuals in using their voice within these structures of power. The subject is embedded by a rich application of relevant and up to date news articles. An appreciation of current affairs is fostered amongst our students right from the start of the course with the use of News Diaries and weekly reflections on current affairs and how these examples bring the subject and key curriculum content to life.

The Edexcel GCSE specification has been chosen due to the interesting global focus and how it empowers young people to fully consider how they can practically engage within society and have power and influence in their communities. Citizenship not only offers a sound grounding in topics such as law, the economy, politics and rights education it allows students to engage in an active citizenship project where they can apply their knowledge to an issue they would like to see changed in their local community. The subject empowers and engages, challenges and broadens young people's perspectives on our fast changing world.

RS GCSE

Religious studies is a popular option choice for GCSE here at Pimlico Academy. It offers students an exciting opportunity to discuss and debate approaches to religious debates. Students are introduced to the Christian and Islamic faiths through the study of the GCSE Edexcel Option B route. The two religions are representative of the demographic of our students. Religious studies gives students a clear understanding of the key religious teachings of both Islam and Christianity and puts them into real life contexts through the study of the religion in modern life. Students are equipped to answer a range of different question styles requiring them to recall quotations and key teachings alongside analysing and evaluating their views on topical issues.

Students explore in detail the teachings which create the foundations of the Christian faith and then how this faith has impacted upon UK society. Students consider how Christians respond to different societal issues and explore the values that it encourages. Topical and moral issues such as Abortion and Euthanasia are explored in the context of the Christian responses to them. Students have an opportunity to discuss their own beliefs in relation to these moral and ethical issues.

The study of Islam follows a similar structure. Students engage in key teachings and practises and then explore why these are important to the Muslim faith. Students will consider topical issues such as Islam and Crime alongside Islam, peace and conflict. The course is designed to help students compare and contrast the Muslim and Christian faith and how it impacts upon UK society.

At Pimlico Academy we strive to cultivate an open and inclusive classroom and the study of religion allows students to ask questions and ensure that they can explore the facts rather than be distracted by interpretations or distortions of a religion by the media. It is critical that students can explore all the curriculum within a safe and nurturing space that encourages a questioning and explorative mind set.

Politics A-Level

Politics is a popular social science A-Level subject and at its core engages the future generation in critical debates about the structures of power within our society and across the world. The Politics curriculum is grounded the exploration of democracy, considering how citizens can engage in democracy but also the practicalities of how the mother of all Parliaments functions in a very practical sense.

Students begin their learning in year 1 with an exploration of UK politics. The subject takes students on a journey to explore how the citizens engage in democracy through, voting, elections, interest groups, political parties and the media. The curriculum is structured so that whilst students explore this very practical side of the course they concurrently learn about the nuts and bolts of our political system. Students explore the origins of the constitution, the functioning nature of parliament via the House of Commons and the House of Lords, and the power and role of the executive and the influence of institutions such as the Supreme Court. Throughout this detailed exploration students are practically applying and mastering complex concepts such as sovereignty.

Political ideology is a central tenant to the A level Politics course. Students are expertly guided through each of the core political ideologies exploring how this relates to different aspects of life; human nature, society, the state and the economy. The second year curriculum content guides students through the world of international politics; using core concepts such as power, democracy and sovereignty students start to explore how the UK plays a role upon the global stage and how these concepts can be applied in different global political contexts.

The introduction of a large amount of subject specific concepts, many of which are brand new to students at the start of the course, has led to an emphasis on developing methods of embedding subject terminology into students core memory right from day one. The subject is developing its use of dual coding to assist in this process and uses an array of knowledge organisers and retrieval grids to help students grasp these concepts from the beginning of their learning.

An appreciation of current affairs is essential for students to succeed in their study of Politics. Teachers encourage this in a range of ways, students complete news diaries, weekly news discussions and are given analytical political podcasts to explore and consider their own opinions. Politics comes to life with practical application, before this happens a concept may seem dry and inaccessible for young people, with a real life example if becomes clearly and its importance is established and engrained within a student's memory. Politics as an A-Level subject challenges students to think outside of their own interests, their own political echo chambers and explore why people disagree within society, why we as citizens must always question, hold our leaders to account and how we can engage within the political systems which govern every aspect of our lives.

Philosophy A level

Philosophy is a popular subject, housed within the A-Level Social Sciences family at Pimlico Academy. Philosophy asks fundamental questions such as ‘What makes an action morally right or wrong?’, ‘What do we know for certain, if anything?’, and ‘Is the mind a physical thing?’ In grappling with these difficult questions, philosophers use critical thinking and imaginative thought experiments to clarify the problems at stake and present possible answers. The study of philosophy allows students to participate in a community of enquiry that has been reflecting on these ‘big questions’ for thousands of years, and to gain a greater understanding of some of the best that has been thought and said about them.

Students begin their learning in the first year considering Epistemology; the study of knowledge and justified belief, and Moral Philosophy. Epistemology allows students to explore what knowledge is and how we might know what we know. In particular, students look at how we use reason and sense experience to form our understanding of the world, and how this can lead to scepticism: the worry that we may not know anything. This exploration sits alongside the study of Moral Philosophy that considers different approaches to moral decision making, including theories of what constitutes morally wrong and right behaviour. In addition, students look at meta-ethics; the study of what we are doing when we speak about moral claims and whether moral statements such as ‘murder is wrong’ refer to any properties of ‘wrongness’ in the world. The second year of study builds upon the foundations made in the first academic year and introduces the concepts of the Metaphysics of God and the Metaphysics of Mind. Students consider arguments for the existence of God and explore key philosophical theories about the nature of the mind, what the ‘mind’ actually refers to, and whether the mind exists as a separate thing to the body.

A-Level Philosophy at Pimlico uses the AQA syllabus which is known for its academic rigour and for the focus it places on analysing and evaluating arguments thoroughly. However, the subject is also known for cultivating the broader skills of open-mindedness, independent thinking, and logical analysis of arguments which students find applicable not only across different subjects but within wider life. This is a challenging and rewarding A-Level which stretches students to think more deeply and applies real life situations to complex philosophical questions in the hope that students develop a more reasoned engagement with the world and with themselves.

Psychology A level

Psychology is a popular subject nationally and at Pimlico Academy. Psychology is the ‘scientific study of the mind and behaviour’. It involves the in-depth study of topics such as memory, psychopathology, social influence, attachment and schizophrenia in Year 1 before moving onto sex, gender and aggression. Research methods underline the understanding of the topics and it is essential that, as well as standalone lessons, this be embedded in all aspects of the course. The approaches, issues and debates are taught in Year 1 and some of these are taught discreetly to allow applications to topics where it is relevant. Students are encouraged to critically analyse studies and generate their own evaluation points throughout their learning.

The study of Psychology allows applications to be made to everyday life and examples from current affairs are actively used. This helps to embed students' understanding of the subject and make links to the relevance of their studies. In addition new research and relevant case studies are shared with students to stretch, challenge and help apply the theories they are learning within real life contexts.

There is a large amount of content in the course and it is important that retention strategies are used in the lessons and that subject terminology is embedded into student's core memory with lots of opportunities for rehearsal and retrieval. These strategies are actively used within the Pimlico curriculum. To reduce cognitive overload within lessons flipped learning will be introduced so there will be more opportunities for extended writing in lessons and improving literacy skills. The course will prepare students for higher education and wider academic life through the development of their critical evaluation skills.

Psychology is an exciting and dynamic subject, changing to reflect society. It is rooted in the theories of a number of different academic subjects but helps students to explore the work of the human brain in an exciting and relevant way.

Sociology A-Level

A-Level Sociology focuses on contemporary UK society. Students who study Sociology will develop critical and reflective thinking with a respect for social diversity. This subject provides an awareness of social structures, collective action and individual choice to explore social phenomena. Students are encouraged to develop their own sociological awareness through active engagement with the contemporary social world. This is done through critical engagement with the news, documentaries, podcasts and other relevant media outlets including those outside their usual consumption.

Throughout the course, students acquire knowledge and a theoretical understanding of contemporary social processes and social changes. For example, students will examine the extent to which women are equal to men in society, they will learn to evaluate this via a range of sociological perspectives using examples from contemporary research and classical theory. Critiquing and discussing these issues in relation to a range of theories will be central to developing a broad understanding of issues and practising critical reflection. Relatedly, students will learn to appreciate the significance of conceptual issues within sociological debates, such as the extent to which society is meritocratic.

At A-Level Sociology, students will take an active involvement in the research process. As a result, they will better understand and evaluate sociological methodology and a range of research methods. This is linked both to the examination at the end of year 13 and will prepare students for further study at university, as most courses require some level of independent research.