

## ***Social Sciences (Business, Criminology, Economics, Psychology and Sociology)***



Across Business and Economics our aim is to provide students with a high-quality education where all students are given the opportunity to succeed, enjoy and understand Business and/or Economics and the importance of the subjects to their life. We want our students to apply their understanding of Business and/or Economics and prepare them with the right combination of skills, knowledge and understanding for life in the 21<sup>st</sup> century.

Across Psychology, Criminology and Sociology, all subjects focus on the study of society and human behaviour, and are only offered at A-Level in the Sixth form. Social Sciences allow students apply what they learn to their everyday lives.

### **Curriculum Intent for Business**

Business Studies provides transferable skills allowing students a smooth transition from an educational environment to a work environment, by providing an insight to a multitude of business sectors and departments.

At St Saviour's and St Olave's students studying business will develop a range of life skills including:

- enhancing team working
- problem solving
- independent learning
- communication skills

Alongside these life skills we want to instil confidence in our students to make themselves stand out in a competitive working environment.

Students will take a proactive part in their studies by maintaining a good understanding of current affairs and applying this to their studies on the impact of the external environment on business. Business Studies will also nurture their creative side in developing marketing and promotional campaigns, planning and pitching a business idea whilst also developing their financial acumen.

#### ***KS4 Curriculum for Business***

	<b>Half-term 1</b>	<b>Half-term 2</b>	<b>Half-term 3</b>	<b>Half-term 4</b>	<b>Half-term 5</b>	<b>Half-term 6</b>
<b>Year 10</b>	Market Research	Develop a Product Proposal	Financial Viability	Review Success of Product Proposal	The Marketing Mix	Developing a Brand
<b>Year 11</b>	How to plan a pitch and deliver a pitch to an audience	Review of pitch and product proposal	Factors to consider when starting up and running an enterprise	Characteristics, risk and reward for enterprise	Revision of R067	N/A

#### ***KS5 Curriculum for Business***

	<b>Half-term 1</b>	<b>Half-term 2</b>	<b>Half-term 3</b>	<b>Half-term 4</b>	<b>Half-term 5</b>	<b>Half-term 6</b>
<b>Year 12</b>	The Business Environment	The Business Environment	Marketing and Market Research	Marketing and Market Research	Marketing and Market Research	Customers and Communication
<b>Year 13</b>	Customers and Communication Working in Business	Customers and Communication Working in Business	Project Management	Project Management	Project Management	N/A



## **Curriculum Intent for Economics**

The aim of the Economics curriculum is to develop students' understanding of how the local/national/global economy works through analysing economic issues, problems and institutions that affect everyday life.

The students at St Saviours and St Olave's are constantly introduced to a wide variety of viewpoints from some of the most influential economists and entrepreneurs throughout history. We will investigate the impact that their work has had on the world we live in and students are encouraged to make links between their studies and real-life examples. Students are expected to be able to think analytically, reach logical conclusions based on data, and make judgements on future changes to markets and the economy.

Students undertake this whilst developing an increased understanding into current events happening globally. In addition to our aims, the design of the curriculum means that students revise and build on their existing knowledge. The department also ensures there is sufficient challenge and support provided for those who need it.

The curriculum is delivered to students and then built upon through a variety of practice questions and analysis and evaluation of case studies with regular quality feedback being given to support student progress.

### ***KS5 Curriculum for Economics***

	<b>Half-term 1</b>	<b>Half-term 2</b>	<b>Half-term 3</b>	<b>Half-term 4</b>	<b>Half-term 5</b>	<b>Half-term 6</b>
<b>Year 12</b>	Micro: Economic methodology and the economic problem  Macro: The measurement of macroeconomic performance	Micro: Production, costs and revenue  Macro: How the macroeconomy works	Micro: Market structures  Macro: Economic performance	Micro: The market mechanism  Macro: Economic performance	Micro: Market failure  Macro: Economic policy	Micro: Government failure  Macro: Economic policy
<b>Year 13</b>	Micro: Economic methodology and the economic problem  Macro: The measurement of macroeconomic performance	Micro: Individual decision making and price determination Macro: Economic performance	Micro: production, costs and revenue and market structures  Macro: Financial markets	Micro: The labour market and distribution of income and wealth inequality an  Macro: international trade and globalisation	Micro: The market mechanism, market failure and government intervention in markets  Macro: policy	N/A



### **Curriculum intent for Psychology, Criminology and Sociology**

Through the study of these subjects, we aim to develop learner's ability to be critical thinkers through evaluation of theories and research, and to encourage them to consider wider implications. We also encourage learners to consider how the use and application of their learning impacts on themselves, other individuals, society and the environment. Students are further encouraged to understand the patterns and structures of human relationships, and to develop empathy and see the world through the eyes of others. Students are equipped with the skills to embrace differences and challenge discrimination. Lastly we intend to prepare our students for higher education and future careers.

The study of each of these subjects has the potential to enable students to become proficient at the following:

- Reading and digesting complex texts
- Being analytical
- Justifying an argument
- Being skeptical about arguments not supported by evidence
- Using evidence to support or refute an argument
- Applying knowledge in different settings
- Taking a scientific approach to investigative work
- Expressing ideas in a coherent manner in written work
- Being able to analyse and interpret data

Lessons are designed to encourage students to make links with the wider world. By watching relevant videos, drawing on the issues within the wider world e.g. discussing BLM under social influence and considering how psychological theory has impacted legislation and policies. Students are encouraged to use specialist terminology when discussing and forming arguments so they feel more confident to challenge this in the real world. For example, being able to recognise culture and gender bias in research. Social Sciences encourage independence and responsibility for learning. Lessons consist of independent research tasks and well as class presentations to equip them with skill necessary for further education.

***KS5 Curriculum for Criminology***

	<b>Half-term 1</b>	<b>Half-term 2</b>	<b>Half-term 3</b>	<b>Half-term 4</b>	<b>Half-term 5</b>	<b>Half-term 6</b>
<b>Year 12</b>	Changing Awareness of Crime	Changing Awareness of Crime	Criminological Theories	Criminological Theories	Criminological Theories Revision	Crime Scene to Courtroom
<b>Year 13</b>	Crime Scene to Courtroom	Crime Scene to Courtroom	Crime and Punishment	Crime and Punishment	Crime and Punishment	N/A

***KS5 Curriculum for Psychology***

	<b>Half-term 1</b>	<b>Half-term 2</b>	<b>Half-term 3</b>	<b>Half-term 4</b>	<b>Half-term 5</b>	<b>Half-term 6</b>
<b>Year 12</b>	Approaches and Research Methods	Approaches and Research Methods	Psychopathology Research Methods	Attachment Social Influence	Attachment Social Influence	Memory
<b>Year 13</b>	Research Methods Biopsychology	Issues and Debates Biopsychology	Relationships Schizophrenia	Relationships Schizophrenia	Aggression	N/A

***KS5 Curriculum for Sociology***

	<b>Half-term 1</b>	<b>Half-term 2</b>	<b>Half-term 3</b>	<b>Half-term 4</b>	<b>Half-term 5</b>	<b>Half-term 6</b>
<b>Year 12</b>	Education Families and Households	Education Families and Households	Research Methods	Research Methods	Research Methods	Introduction to Year 2 Crime and Deviance
<b>Year 13</b>	Crime and Deviance Theory and Methods	Crime and Deviance Theory and Methods	Beliefs in Society	Beliefs in Society	Preparation for examination	N/A