



CURRICULUM – SOCIOLOGY

Intent, Curriculum Map & Age Related Expectations

Abstract

Students are carefully provided with feedback on their learning to enable them to improve. They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

Contents

Whole School INTENT	2
INTENT, IMPLEMENTATION & IMPACT	2
CURRICULUM MAP	3
KS5 Links.....	3
END OF COURSE EXPECTATIONS.....	3
Aims and learning outcomes.....	3
Assessment objectives.....	4
DEPARTMENT MARKING AND FEEDBACK POLICY	5
NATIONAL CURRICULUM LINKS	6
PERSONAL DEVELOPMENT CURRICULUM	8
SMSC CURRICULUM LINKS	10
Equality, Diversity and Inclusivity Links	10

Whole School INTENT

Southchurch students embrace learning opportunities.

INTENT, IMPLEMENTATION & IMPACT

Intent

- In Sociology, Southchurch students develop an interest in how societies are organised and how we experience life.

Implementation

- Sequencing of the curriculum
- Adaptive teaching (to take into account of what the learners know and don't know)
- Extending opportunities for extracurricular

Impact

- All students will achieve their potential with altered trajectories

CURRICULUM MAP

	Autumn Term														Spring Term														Summer Term													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			
Y r 1 0	Introducing Sociology – The Sociological Approach FEEDFORWARD ASSESSMENT: Topic introduction / Key concepts – lessons 1-5 FEEDFORWARD ASSESSMENT: Sociological approaches – lesson 6-17							Sociological Research Methods FEEDFORWARD ASSESSMENT: Types of data and problems – lessons 1-10 FEEDFORWARD ASSESSMENT: Ways of generating data – lessons 11-17							Sociology of the Family FEEDFORWARD ASSESSMENT: Family structures – lessons 1-6 FEEDFORWARD ASSESSMENT: Sociological perspectives on the family – lessons 7-12														The Sociology of Education FEEDFORWARD ASSESSMENT: The function of the education system – lessons 1-8 FEEDFORWARD ASSESSMENT: What impacts on achievement – lessons 9-16													
Y r 1 1	Crime and Deviance FEEDFORWARD ASSESSMENT: Sociological perspectives on crime - lessons 1-10 FEEDFORWARD ASSESSMENT: Factors affecting crime – lessons 11-18							Social Stratification FEEDFORWARD ASSESSMENT: The significance of social class – lessons 1-9 FEEDFORWARD ASSESSMENT: Factors affecting social inequality - lessons 10-16 FEEDFORWARD ASSESSMENT: Poverty – lessons 17-24							Revision							GCSE Examinations																				
	Examination Rehearsal 1 - (December)																																									

KS5 Links

[National Curriculum KS5](#)

At Key Stage 5 students are consistently shown the links between theoretical concepts and practical application. This gives students a thorough understanding of how the different perspectives within the different topics allow for synoptic links to be made that go beyond the subject or the education system and extend to relationships, careers and everyday life.

END OF COURSE EXPECTATIONS

[Aims and learning outcomes](#)

Courses based on this specification must encourage students to:

- apply their sociological knowledge, understanding and skills to develop an understanding of relationships and tension between social structures and individual agency within a UK and global context

- critically analyse information and use evidence to make informed arguments, reach substantiated judgements and draw conclusions
- use and apply their knowledge and understanding of how social structures and processes influence social control, power and inequality
- use sociological theories to understand social issues, debates, social changes and continuities over time
- understand and evaluate sociological methodology and a range of research methods
- use sociological terminology appropriately and make connections between the key areas of subject content.

Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Sociology specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.
- AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.
- AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

DEPARTMENT MARKING AND FEEDBACK POLICY

Formative Feedback

The department will provide continuous formative feedback to students every lesson and track progress each lesson using a holistic 1-4 age related expectation grade.

The department will set topic / unit summative assessments at the end of the topic / unit at set points throughout the year. These will be marked in green pen and improvements fed back to students. These marks will go towards the holistic 1-4 age related expectations formative assessment grade.

A formative assessment data drop will be completed once per half term.

Assessment Feedback Frequency

KS3 will sit a Summative end of year assessment where the percentage achieved in the assessment will be reported to parents/carers as well as a holistic 1-4 formative assessment grade.

In KS4 Year 10 will sit two summative assessments during the year and the percentage mark of the first Assessment Point (AP1) will be reported and shared with parents/carers as well as a working at 1-9 grade. The second will be an end of year assessment mock style exam. Predictive 1-9 grades will then be calculated at the end of the year.

Year 11 will sit one examination rehearsal half way through the year in preparation for their actual exams again providing a more accurate working at grade and prediction for end of year results.

Planning for Feedback

- Feedback must be planned for using the **FEEDFORWARD ASSESSMENT** planning sheets
- This needs to be completed on a specific independent learning activity undertaken in the students' books which should happen every 6-10 lessons.
- Books should be checked at the same time for presentation with an acknowledgement to the student that you have seen their work.
- Feedback should be provided in the following lesson using DIRT (Dedicated Improvement and Reflection Time) activities.
- Red pen by the students should be used to highlight any work done during DIRT activities.

Feedback Expectations

- **Verbal feedback** - Either one to one or as a class. Misconceptions can be addressed easily.
- **Live Feedback** - The teacher gives feedback as they circulate the room. This feedback is then acted on immediately.
- **Questioning** - The teacher uses a range of questioning techniques (cold call, no opt out, say it again better etc) or mini whiteboards to check understanding.
- **Modelling** - The teacher demonstrates what success looks like and scaffolds how to get there. This can be done verbally or in a written format.
- **Visualiser** - This can be used to do a "we write" model answer, to showcase good work or to address misconceptions.
- **Whole class feedback** - After reading all the books and making notes, the teacher gives feedback on strengths, areas for improvement and misconceptions. Time is given to act on improvements.
- **Written feedback** - Teachers use individual written feedback on a specific piece of work and give students time to act on it (DIRT). The time cost here should be carefully considered.

Presentation in Books

- Books should be able to be used as **revision aids** by the students.
- Look for **common misconceptions** in all books; assessing the **quality** of the books; ensuring that **high expectations** for **presentation** are upheld and **SPAG** is addressed.
- Selective independent work will be checked using the **FEEDFORWARD ASSESSMENT** Planning sheet

NATIONAL CURRICULUM LINKS

KS4 National Curriculum

At Key Stage 4, the focus is for students to develop strong subject knowledge of the main sociological concepts and perspectives (Marxism, Feminism, Functionalism and Interactionism) that enable the students to understand how Sociology has developed as a subject but also the impact that these perspectives have had in terms of law making and policies that have shaped and changed societal views leading to a more critical understanding of the world around us. Additionally, students learn the scientific method used for sociological research. This allows them to start developing their critical thinking skills, which can be linked to the sociological perspectives.

Purpose of study

GCSE specifications in Sociology should inspire and engage students through a challenging, broad, coherent and rigorous course of study. Students will develop a critical understanding and explore and debate contemporary social issues so that they are able to challenge everyday understandings of social phenomena from a sociological perspective. Specifications will develop students' ability to think sociologically in relation to their experience of the social world around them, so that they are better able to play a positive, active and informed role within society. The knowledge, understanding and skills developed through the study of GCSE sociology will also provide a basis for further study and career choices.

Aims

GCSE specifications in Sociology must enable students to:

- apply their sociological knowledge, understanding and skills to develop an understanding of relationships and tension between social structures and individual agency within a UK and global context
- critically analyse information and use evidence in order to make informed arguments, reach substantiated judgements and draw conclusions
- use and apply their knowledge and understanding of how social structures and processes influence social control, power and inequality
- use sociological theories to understand social issues, debates, social changes and continuities over time
- understand and evaluate sociological methodology and a range of research methods
- use sociological terminology appropriately and make connections between the key areas of subject content

Skills

GCSE specifications in sociology must require students to:

- draw on information and evidence from different sources and demonstrate the ability to synthesise them
- analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use
- analyse and evaluate information and evidence presented in different written, visual and numerical forms
- apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas above
- use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions
- draw connections between the different topic areas studied.

In addition, GCSE specifications will require students to:

- demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists regarding the topics which have been studied.
- Students should be able to critically analyse and evaluate how the issues have been interpreted by these sociologists.

Computer Science National Curriculum Links

[Computing National Curriculum](#)

All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

In Sociology, students are taught to:

- develop their capability, creativity and knowledge using computers, digital media and information technology
- develop and apply their analytic, problem-solving, design, and computational thinking skills
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

Religious Education National Curriculum Links

[Agreed Syllabus for Religious Education](#)

[Religious Education in English Schools: Non-Statutory Guidance](#)

Within the Sociology curriculum we focus on developing an understanding of 'worldwide' views through discussion around the impact of factors and institutions in society, including religion, on individuals. The demographic of our students influences how we develop our students' understanding and develop their own views of worldwide societal views to ensure that students have a balanced interpretation of different religious influences.

All pupils receive RE as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development.

PERSONAL DEVELOPMENT CURRICULUM

Aims

Character Development: All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration.

- **Community of Opportunity** – All students are supported and encouraged to perform in front of their peers and watched with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported to engage equally and freely share their ideas and opinions.
- **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. All students are invited to an array of enrichment opportunities including clubs, trips and visits and workshops.
- **Aspiration** – Students are encouraged to develop their love of Sociology through careers talks, trips and external speakers. They take every opportunity within lessons to learn and take control over their own personal development.

Equality & Diversity: The Sociology curriculum aims to develop an understanding of how people of different faiths, convictions, ability, gender, heritage and ethnicity can form a successful, cohesive and happy community that draws from the best in each of us.

- Students will explore how the designing of products needs to consider the needs of different users and taking a consideration of cultural, ethical, and religious factors within the designing of new products.

Wellbeing & Community – The Sociology curriculum recognises the importance of our students knowing how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide students with confidence and resilience.

Cultural Capital – Given that cultural capital is mainly a Marxist concept that has been coined and studied by Bourdieu, a famous sociologist, Sociology is the embodiment of cultural capital. Our students research families, education, social stratification and crime and deviance. Students will be exposed to different perspectives and how these came to be, how we can challenge these, but mainly as citizens of the world what we can do to change. The exposure to the different theorists will allow students to appreciate that having opposite views is not detrimental but welcome for it allows individuals to question and develop a growth mind set. Also, having to study policies related to the different topics will allow for further application of these to our everyday life. Students will investigate the impact of these in the different strata, cultures or groups of people allowing for greater appraisal of what human, social, natural, economic, political and cultural capital is all about.

Trips & Visits:

County court

Museum of Childhood – Bethnal Green

Extra-Curricular:

- Wider reading – The Sociological Review journal

British Values:

- **Individual Liberty:** All students are granted autonomy and have the opportunity to make choices on how to develop their own creativity.
- **Mutual Respect:** Students are respectful when listening to the opinions and views of other students.
- **The Rule of Law:** The classroom rules enable all students to develop their skills in an environment where each other's feelings are respected. The classroom rules ensure students are all responsible for the learning environment.
- **Tolerance:** Students are tolerant of the opinions and creative ideas of each other. Students value the wide variety of cultures that we explore from all over the world and are tolerant of different faiths and beliefs in the styles we study.
- **Democracy:** Students are all part of the learning experience and are listened to. Students assess each other's work and celebrate each other's successes.

Careers & Employability –

There are many careers where a qualification in Sociology is useful. Many go into social work – community projects, charity work, welfare advisors and other areas of social services. Other careers include:

- civil service
- prison officers
- Journalists
- police and teaching.

A qualification in Sociology will provide students with many key skills, including logical thinking, planning, research and negotiation – all of which can be used in a variety of careers. Students can progress and take an interdisciplinary degree that gives students the theoretical tools and knowledge to better understand the social-political world, why social inequality persists and how life experiences intersect with wider social structures, such as 'race', class and gender. The knowledge and skills that students will build on this subject course are highly valued in today's world of work and will build their capacity as a thinker, communicator and analyst. It will enable the student to become a competent, critical and responsible researcher of the social world with the ability to make informed choices about research methods and apply them competently.

Events

- Guest speakers e.g. charity organisations, police service

SMSC CURRICULUM LINKS

Spiritual development

Sociology offers a safe environment to discuss life's big questions. The breadth and scope of texts and topics covered ensure that students have the platform to discuss and develop their opinions on a range of topics from race, gender, death, violence, oppression and love.

Moral development

Sociology encourages empathy. By presenting students with the opportunity to engage with the alternative viewpoints, experiences and beliefs of a wider society; the curriculum stimulates students to understand and care about the feelings of others. Within the classroom and the wider community the pupils are expected to show respect to others and take responsibility for their own actions and of those around them, taking into consideration the consequences.

Social development

The topics covered in the Sociology curriculum encourage students' ability to understand the significance of contextual influences on the individual. Through careful examination of the influence of world around them during the socialisation process, students become more aware of how they can contribute positively to society.

Cultural development

Pupils are taught that all their discussions and written work should be sensitive to needs and beliefs of different backgrounds, ensuring that no offence is caused. Pupils must consider how their ideas and responses to various theories can impact those around them. Pupils are encouraged to critically consider theories from a wide range of sociological perspectives to influence and support the development of their ideas.

Equality, Diversity and Inclusivity Links

Aims

Within the different projects we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. We ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them.