

Subject Curriculum Information Pack



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Curriculum Intent



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Curriculum statement:

Sociology

“The function of sociology, as of every science, is to reveal that which is hidden” – Pierre Bourdieu

Intent

The premise of GCSE Sociology is to develop the students ‘sociological imagination’ and for them to understand the social world and our behaviour in it. The course follows the AQA syllabus with students studying the core topics of Education, Families, Crime and Deviance and Social Stratification which are underpinned by key theoretical perspectives and methods, exploring issues such as inequality, the distribution and use of power and experiences of different social groups in society.

Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

By studying sociology, students will develop transferable skills including how to:

- Investigate facts and make deductions
- Develop opinions and new ideas on social issues
- Analyse and better understand the social world.

Implementation

- The aim of the Sociology curriculum is to equip students with the appropriate knowledge and skills needed to be able to understand and explain the causes of human behaviour and the impact of this behaviour on wider society. This is done using quality first teaching which ensures students understand underlying Sociological principles and can apply them in a variety of familiar and unfamiliar contexts. It is important that students are able to think analytically and reach logical conclusions based on scientific evidence. Students are constantly challenged to work collaboratively and think independently when engaging in all lessons and class debates. Lesson materials are engaging to promote topical discussion and encourage students to develop an enquiring mind. As a knowledge-based curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. Content is delivered to students and then built upon through a variety of practice questions, with regular quality feedback being given to support student progress. The knowledge acquired then allows students to develop their analytical and critical thinking skills. Cultural Capital is embedded throughout the sociology curriculum. Our students are introduced to a wide variety of viewpoints from some of the most influential Sociologists throughout history. We study 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. They are expected to analyse the relative contributions of competing theories in order to discuss their impact on our understanding of human behaviour and society as a whole. In addition to the course aims, our curriculum design includes revisiting and building on existing knowledge. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it. A wide range of resources and teaching strategies are used to ensure that students have a comprehensive knowledge of the specifications and are capable of going beyond what is taught in lessons.

Techniques to help develop long-term memory and help students master subject content are embedded in the curriculum. These are focussed on embedding challenge, metacognition, memory techniques, numeracy and literacy into our curriculum. The curriculum is implemented through using a variety of teaching strategies and kinaesthetic tasks as well as more traditional skills practice. Assessment is carried out throughout the year through regular and timely formative assessments in class as well as summative assessments linked to the individual unit of study.

Impact

- The course challenges student thinking and develops their understanding about how social processes and structures in society work and how societies influence us and shape our lives.
- The course is contemporary, topical and relevant using documentaries and the news to make links with the theoretical content of the course. Students are aware up current affairs and their link to the topics we study.
- Students develop their opinions along with their evaluative and critical skills.
- The course is a good foundation to lead onto studying A Level Sociology but also compliments other A-Level choices that students may make.

Year 10 Curriculum Assessment Map



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Curriculum Assessment Map: Year 10 Sociology

	Autumn Term	Spring Term	Summer Term
Topic	The sociological approach/Research methods Families	Families Education	Education Crime
Key Learning & Skills	<ul style="list-style-type: none"> • Conflict versus consensus theories • The work of Durkheim, Marx and Weber • Different sociological perspectives - feminism, functionalism, interactionism and Marxism • Key sociological terms and concepts • The range of different sociological research methods, • Ethical issues linked to research. • Using and interpreting data in a range of forms • Differing views of the functions of families. • How family forms differ in the UK. • Apply knowledge and understanding • Critical analysis and evidence-based judgments • Evaluating sociological methodology • Using sociological terminology appropriately • Make connections between the key areas of subject content. • Group/paired work 	<ul style="list-style-type: none"> • Views of conjugal role relationships and changing relationships within families. • The work of Parsons, the Rapoport, Oakley, Zaretsky Delphy and Leonard and Young and Wilmott • Changes in the pattern of divorce in Britain since 1945 • Different views of the role and functions of education. • The functionalist perspective of Durkheim and Parsons • Different views of the correspondence principle as developed by Bowles and Gintis. • Apply knowledge and understanding • Critical analysis and evidence-based judgments • Evaluating sociological methodology • Using sociological terminology appropriately • Make connections between the key areas of subject content. • Group/paired work 	<ul style="list-style-type: none"> • Factors affecting educational achievement. • The work of Halsey, Willis and Ball on education • In-school and external factors affecting educational achievement. • The concepts of crime and deviance and explanations of crime and deviance. • Formal and informal methods of social control. • Crime data, patterns and trends in crime figures and the 'dark figure'. • Apply knowledge and understanding • Critical analysis and evidence-based judgments • Evaluating sociological methodology • Using sociological terminology appropriately • Make connections between the key areas of subject content. • Group/paired work
End points	<p>Students will know and be able to apply functionalist, feminist and Marxist perspectives to all the topics we study. They will be able to identify a range of research methods and identify strengths and weaknesses. They will be able to identify and use a range of keywords, such as socialisation, correspondence principle and triple shift. They will know about different family types, the functions of families and how families have changed. They will be able to explain the trends in marriages and divorce. They will be able to identify a range of school types in the UK as well as alternative provisions. They will be able to explain the functions of education from a range of perspectives. They will be able to identify internal and external factors affecting the achievement of students. They will be able to explain what factors affect the definitions of crime and deviance.</p>		
Informal (formative) Assessment	<ul style="list-style-type: none"> • Starters and plenaries, paired work, presentations and verbal feedback. 	<ul style="list-style-type: none"> • Starters and plenaries, paired work, presentations and verbal feedback. 	<ul style="list-style-type: none"> • Starters and plenaries, paired work, presentations and verbal feedback.
Formal (summative) Assessment	<ul style="list-style-type: none"> • End of unit assessments 	<ul style="list-style-type: none"> • End of unit assessments topic 	<ul style="list-style-type: none"> • End of unit assessment • Summer exams

Year 11 Curriculum Assessment Map



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Curriculum Assessment Map: Year 11 Sociology

	Autumn Term	Spring Term	Summer Term
Topic	Crime continued Social Stratification	Social stratification continued Revision and preparation for summer exams	Revision and preparation for summer exams
Key Learning & Skills	<ul style="list-style-type: none"> • The work of Merton, Heidensohn, Cohen, Carlen and Becker. • Factors affecting criminal and deviant behaviour and ways in which they have generated public debate. • The functionalist theory of social stratification. • The work of Davis and Moore, Marx and Weber on socio-economic class. • Different views on factors affecting life chances. • The work of Devine, Townsend and Murray • Apply knowledge and understanding • Critical analysis and evidence-based judgments • Evaluating sociological methodology • Using sociological terminology appropriately • Make connections between the key areas of subject content. • Presentation skills • Group/paired work 	<ul style="list-style-type: none"> • Different interpretations of poverty as a social issue. • Different forms of power and authority. • The work of Weber on power and authority. • Revise Research methods • Revise Families • Apply knowledge and understanding • Critical analysis and evidence-based judgments • Evaluating sociological methodology • Using sociological terminology appropriately • Make connections between the key areas of subject content. • Group/paired work 	<ul style="list-style-type: none"> • Revise Education • Revise Crime • Revise Social Stratification • Apply knowledge and understanding • Critical analysis and evidence-based judgments • Evaluating sociological methodology • Using sociological terminology appropriately • Make connections between the key areas of subject content. •
End points	They will be able to describe the work of named sociologists and their views on crime and the impacts of social stratification. They will be able to identify and explain a variety of sociological views that have been put forward to explain deviant behaviour. They will be able to explain social stratification and identify an example. They will know functionalist, feminist and Marxist views on crime and social stratification. They will be able to explain why poverty is a social issue and a range of views on poverty and how we define it.		
Informal assessment	<ul style="list-style-type: none"> • Starters and plenaries, paired work, presentations and verbal feedback. 	<ul style="list-style-type: none"> • Starters and plenaries, paired work, and verbal feedback. 	<ul style="list-style-type: none"> • Starters and plenaries, paired work, presentations and verbal feedback.
Formal (summative) Assessment	<ul style="list-style-type: none"> • End of unit assessment • Mock Exams 	<ul style="list-style-type: none"> • End of unit assessments 	<ul style="list-style-type: none"> • Regular GCSE exam questions and full papers



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