

Sociology Curriculum Statement

Curriculum Intent

The aim is for all learners to develop their sociological imagination; learners will know about the role of social institutions and social actors in the construction of the social world. Through practising and developing their analytical and evaluation skills, learners will reach their own conclusions relating to family life, education, social stratification and crime in contemporary society. Learners will engage with core concepts, including – but not exclusively – socialisation, norms and values; stratification; life chances; social control; and deviance. Learners will develop an advanced understanding of the core sociological theories (functionalism, interactionism, Marxism, feminism and postmodernism) which will allow them to identify the core themes within each, compare them, and reach conclusions about their validity.

The scheme of work combines depth (theory) and breadth (contemporary examples) and balance (through exploring range of sociological perspectives). The resources used will include PowerPoint presentations (created in-house by the team, informed by the specification and exam board training) and handouts (to help students organise their work and develop their use of source material). This will allow learners to organise their work according to the exam topics – by unit and topic, supported by relevant exam questions and model answers. The VLE (Teams) will allow students to re-visit materials, catch up on missed work, or access work in the event of an unplanned absence.

The impact of curriculum planning will be:

- (i) Uniformity in teaching and learning across all classes (same content and standard) to ensure universal confidence in how to achieve high grades;
- (ii) Students will have evidence to show progress through their learning journey (in response to feedback they will problem solve with increased complexity). Students will know how to improve their performance and this will be demonstrated by a progress in grades);
- (iii) Students will develop cultural capital by accessing reading material and relevant documentaries, and through class discussions. Teachers will use imaginative examples to broaden learners' perspectives of the subject content, as well as to foster learners' understanding of their role as global citizens.

Curriculum Implementation

Learners will develop core knowledge through an introductory unit, which is inclusive of: core ideas and increasingly sophisticated concepts; an introduction to theory; and the importance of contemporary examples. The learning is sequenced to allow progression both in terms of depth of knowledge (understanding sociological theory at an increasingly complex level) and breadth of knowledge (understanding a range of social phenomena from ranging perspectives).

Learners will be able to make explicit links between core concepts and theories, confidently applying abstract ideas to contemporary examples. For example, contrasting functionalist and feminist theories to understand changing gender roles in family life, through the study of the domestic division of labour. The curriculum design enables learners to build a foundation of core knowledge (for example, in relation to social roles, social control and social change) on which to develop depth in the respective curriculum areas (for example, family life or education). The scheme of work is designed to encourage synopsis between units, which will enable learners to

revisit prior learning frequently. This will enable them to establish links between topics, supported by knowledge-check tests which are built into the scheme of work.

Curriculum Impact

Learners will have regular knowledge-check tests to assess what students know in the short-term. Planning and writing exam answers (as a class, in group exercises, and independently) using real exam questions will assess what learners can do in the medium term. Assessments under timed conditions will ensure the long-term aim of success in exam-style scenarios. As students progress through the programme, they will engage with examination style questions of increasing complexity and length. Students will receive initial support through scaffolding (exam answer templates, group planning etc.) and progress to independently constructing answers, including re-constructing answers in response to feedback. Frequent data analysis of standardised assessments will highlight areas requiring improvement and the need for interventions, for example after-school workshops.

Staff members attend external CPD and frequently access exam-board training materials available online. School-based CPD occurs weekly and staff members share good practise, enabling the team to incorporate new strategies into the departmental teaching and learning model. This includes during weekly team meetings, for example through marking exercises, peer-to-peer support and feedback from learning walks.

The team are passionate about their subjects and engage in wider reading to ensure they have up-to-date subject knowledge; it is standard practise within the team to signpost one another to subject-based CPD to guarantee that subject knowledge is robust and current.