



Sociology Curriculum

Intent

Curriculum Vision

Sociology looks at the interaction between human nature and society, which provides students with a contemporary insight into world events. If students understand potentially complex and frightening events in society (e.g. coronavirus pandemic) they can reduce their anxiety and enhance their empathetic skills.

Students will:

1. Learn about race and social class differences and how this differentiation and stratification lead to inequalities in society
2. Develop self-awareness skills by considering their own place within society from a cultural and economic perspective
3. Develop an understanding of society by applying sociological theory to key texts and current events. Students are able to understand the relevance of sociological theory because it relates to everything that they see going on around them.

Students develop evaluation and analysis, whilst also enhancing their empathetic understanding through the consideration of various scenarios.

Concepts and Skills

Concepts:

- Perspectives (i.e. Marxism, functionalism, feminism, postmodernism, neo-postmodernism)
- Education with theory and methods
- Education alone (internal and external factors affecting educational achievement)
- Crime and deviance
- Understanding family

Skills:

- Analytic skills
- Evaluative skills
- Reading skills

- Communication skills
- Metacognitive skills
- Mathematical skills

Vocabulary

Students arriving at TBOWA in year 10 have a good understanding of key vocabulary in sociology and are able to use terms related to the specific concepts mentioned above. Many of these terms facilitate students' understanding of how different groups in society are able to move themselves out of their work, family or educational position and students build a continuing glossary from which to revise. By year 12 students are able to use key terminology interchangeably in order to explain concepts in class as well as use appropriate terminology when answering evaluative exam questions. The vocabulary continues and students are able to learn more about their subject by learning more vocabulary. Such vocabulary includes:

- Marxism
- Functionalism
- Feminism
- Postmodernism
- Left realism
- Right realism
- Interactionism
- Conflict theory
- Census theory
- Social control
- Gramsci
- Durkheim
- Anomie
- Strain theory
- Parsons

Homework

All students in years 7-11 have Knowledge Organisers as part of their homework in sociology. The Knowledge Organiser content is in line with the sequencing of the curriculum. Self-quizzing supports the retrieval of and embedding of knowledge in long-term memory. Our low stakes *Do Now's* at the beginning of each lesson tests cumulative knowledge of multiple previous topics, giving students the opportunity to strengthen memory through retrieval practice. This is supplemented by our cumulative multiple choice Knowledge Organiser test at the end of each term. Instead of revision being perceived as something which is crammed into a few weeks, our homework programme supports spaced practice throughout each academic year. By repeatedly returning to content covered, students' knowledge has had time to 'rest and be refreshed'.

Students in years 10 and 11 have additional research projects and retrieval and application questions. These questions will be analytic and evaluative. Class and small group work will equip students with the ability to complete their homework.

Homework helps our students achieve mastery in sociology. Students who need extra support to achieve mastery are supported by our 10:10 programme in sociology and all have access to our daily Homework Club.

Implementation

Overview Statement

The curriculum in sociology is sequenced coherently so that concepts and skills are developed over time. This supports students of all abilities, especially SEN students. Planning is informed by the overarching core themes of sociology which are differentiation, power, stratification, culture and identity through small group work, independent learning and teacher-guided discussion.

The curriculum in sociology is sequenced coherently so that concepts and skills are developed over time. This supports students of all abilities, especially SEN students. Planning is informed by Rosenshine's Principles of Instruction and Cognitive Theory. Cross curricular links are explicitly referenced and exploited in order to deepen understanding. Homework, daily retrieval-based 'Do Nows' and termly low stakes knowledge organisers quizzes strengthen memory as do mid-term and end-of-year assessments which are cumulative. Vocabulary is developed in sociology through the Frayer Model and students are taught to read, write and speak like a sociologist. Technology

is employed through powerpoint lessons and as a tool for research by reading online census such as Office of National Statistics to strengthen learning. Learning character is developed each lesson through the use of the six Learning Applications (LApps).

Cross curricular links are explicitly referenced and exploited in order to deepen understanding. For example, Marxism as a topic is taught at the same time as Marxism is taught in English, while inequalities in family life is taught at the same time as inequalities in the family in Religious Studies.

Homework, daily retrieval-based 'Do Nows' and termly low stakes knowledge organisers quizzes strengthen memory as do mid-term and end-of- year assessments which are cumulative. Vocabulary is developed in sociology through key terminology from Marxism, functionalism, feminism and postmodernism and students are taught to read, write and speak like a sociologist. Technology is employed in the form of powerpoints to aid note-taking, computers to aid independent research and video-clips to demonstrate key sociological events throughout history to strengthen learning. Learning character is developed each lesson through the use of the six Learning Applications (LApps), especially independence and empathy.

Furthering their critical thinking to enhance life skills and problem-solving in the work place and in future relationships.

At key stage 5 cross curricular links are explicitly referenced and exploited in order to deepen understanding. For example, disillusionment within society and turning to New Religious Movements as part of our Beliefs in Society topic is taught at the same time as the similar topic, Why do People Return To Religion?, is taught in RS at A level.

Homework, weekly research projects and short quizzes strengthen memory as do mid-term and end-of- year assessments which are cumulative. Vocabulary is developed in sociology through key terminology from Marxism, functionalism, feminism, realism and social interactionism and students are taught to read, write and speak like a sociologist. Technology is employed in the form of powerpoints to aid note-taking, computers to aid independent research and video-clips to demonstrate key sociological events throughout history to strengthen learning. Learning character is developed each lesson through the use of the six Learning Applications (LApps), especially independence and empathy.

Furthering their critical thinking to enhance life skills and problem-solving in the work place and in future relationships.

Impact

Key Stage Four

Through studying the Key Stage four curriculum, students will be able to enhance their empathy skills by studying the different inequalities in education and family life, which are applicable to everyone.

They will have developed a deep knowledge of theories in education, family, crime, Marxism,

Functionalism, feminism and be able to apply this knowledge through questions, class discussion and homework. They will build upon their specialist vocabulary by using key terms that are subject-specific, which will enhance their metacognitive

skills, as they will be able to make links between terminology in different subjects. At the end of Key Stage 4, students will build on content learnt at the start of the year, which means they can develop their self-confidence and reflective skills by looking back at how much they have achieved and how much they know. Students develop all the Lapps but especially their empathy and independence through learning about social inequalities and through using their own experiences in life to complete tasks independently. Students have an introduction to the disciplinary literacy required to be able

to communicate like a sociologist, and all opportunities to develop numeracy are fully exploited in context, such as when looking at quantitative data from the office of national statistics, for example. Cognitive Theory is interleaved throughout the curriculum aiding students to gain a knowledge of how they learn and manage their cognitive load.

The research methods content in sociology facilitates transferrable analytic and group work skills across subjects, which enables students to practice those skills by applying them to different areas. This means that they will be at an advantage when approaching higher-order thinking topics. Additionally, sociology shares cross-curricular links at key stage 4 with religious studies, English and history.

They will have developed a deep knowledge of theories of stratification and differentiation, and be able to apply this knowledge to Marxist, functionalist and feminist theories of family and education. Students develop all the Lapps, but especially empathy and independence. Students can develop empathy through learning topics that discuss why inequalities exist, which will help students to view sectors of society such as education and family differently, perhaps with more sensitivity. Students develop independence by completing research tasks such as researching changing patterns of family from 1900 to present day, and learning for themselves, thus developing a stronger growth mindset. Students have an introduction to the disciplinary literacy required to be able to communicate like a sociologist, and all opportunities to develop numeracy are fully exploited in context, such as using descriptive statistics to interpret data from the Office of National Statistics. Their progress in sociology is recognised through their GCSE entry, which acts as a benchmark of their mastery and provides them with the national currency needed for access to further education and employment. Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice.

Key Stage Five

The Key Stage Five curriculum builds upon students' initial understanding, extending their knowledge in the areas of differences in equality in households and education. Students also develop an understanding of the entwined nature of their studies, though explicit cross-curricular links and interdisciplinary study. For example, students can build on their knowledge of basic social structures such as Marxism and functionalism, which they will have learnt in English and Religious Studies at KS4. Furthermore, their knowledge of inequalities and poverty in the family links closely with the poverty module in Religious Studies that students would have learnt at KS4. If students decide to study politics at KS5, this links to policies in education and family in sociology.

Through developing their knowledge of stratification, differentiation and social control, they are able to build on KS4 content by analysing theories related to the two core themes. As such, students will further build on their academic vocabulary and disseminate their knowledge of general terms such as analyse and evaluate through their exam questions.

At KS5 students will be able to evaluate by using hooks, which are clues within scenarios that students need to explain; students are able to learn how to critique these hooks, which provides them with the tools to evaluate to a high level. Students will be able to prioritise work effectively and in so doing they will be equipped for life and work planning in the future. Their progress in sociology is recognised through their A level entry, which acts as a benchmark of their mastery and provides them with the national currency needed for access to further education and employment. Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice.