

Curriculum Intent Statement for Sociology

At Chase Terrace Academy we aspire for all of our students to achieve greater things than they ever thought possible.

We pride ourselves on being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world.

In Sociology we aspire for our students to achieve to the best of their capabilities as a result of high departmental standards. Students are given the opportunity to make better sense of the world around them and gain an insight into their own society.

Curriculum Implementation Plan

Subject						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	The sociological approach	The sociological approach/ Family	Family	Family/ Education	Education	Education
Year 11	Crime & Deviance	Crime & Deviance	Social Stratification	Social Stratification	GCSE Revision	Yr. 12 Bridging
Year 12	Introduction Family	Education Family	Education Family	Education Methods	Methods in Context Theory	Theory & Methods
Year 13	Theory & Methods	Global Dev. Crime & Deviance	Global Dev. Crime & Deviance	Global Dev. Crime & Deviance	Revision	Revision

Note – at A-level students are taught by two teachers and are therefore covering different topics with each teacher for most of the course.

Year 10 Curriculum Implementation Plan – Sociology

Sociology			
Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to A - level Content
<p>Reading</p> <ul style="list-style-type: none"> the department implements the school policy of incorporating reading time into the lesson, this is subject specific and can be used as part of the starter activities <p>Yr 10 homework can take the form of extra reading to introduce, extend or consolidate topics covered in lessons as and when suitable, for example articles about changes to education policy.</p> <p>Students are encouraged to read articles in the quality press such as articles in The Guardian – which can be found online. Students should also read the BBC news website to bolster knowledge of topic areas whilst adding contemporary examples to their notes.</p>	<p>Questioning in lessons</p> <p>Whole class feedback during lessons</p> <p>Low stakes quizzing/low stakes writing, e.g. writing down their interpretations ready for feedback</p> <p>Student debates on causation and consequences and the skill of forming an opinion. For example ‘are roles within the family symmetrical?’</p> <p>Peer and self- assessment of written work, teacher assessment of classwork and homework</p> <p>Experience of exam style questions with guidance on structure/format</p>	<p>Concept tests in each topic area</p> <p>Mini exam style assessments – using the skills and requirements of a full GCSE paper – but reduced in length</p> <p>End of unit full GCSE mock style question – this may form part of the Mock exam season, dependent on assessment calendar</p>	<p>Due to Sociology not being studied at KS3 - this is the first opportunity students have to cover the topics studied. The content therefore forms the basis of A- level study.</p>

<p>Numeracy Use of quantitative data in research Finding patterns in official statistics and evidencing sociological perspectives.</p>			
<p>Oracy The nature of Sociology allows for a high level of debate in class e.g. the private school debate. Students are encouraged to give their views of the subject verbally. Harkness discussion is implemented where possible.</p>			

<p>Knowledge and Skills – Students will be taught</p> <p>All the content is set in a UK context except where otherwise stated. Students must know and understand:</p> <p>The Sociological Approach</p> <ul style="list-style-type: none"> • Debates within sociology including conflict versus consensus • How sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world • The contextualised work of key classical sociologists Durkheim, Marx and Weber referencing both their view of the world and their contribution to the development of the discipline • Different sociological perspectives on social structures, social processes and social issues, including those informed by: feminism, functionalism, interactionism and Marxism as specified in the topics listed below and key arguments • The interrelationship between the core areas of sociology • How to use sociological research methods as outlined in the topics and how they apply in the specified contexts i.e. families, education, crime and deviance, social stratification. Teachers may encourage their students to undertake small-scale research projects in order to develop their understanding of the practical difficulties faced by the sociologists working in the field • Key sociological terms and concepts concerned with social structures, social processes and social issues and the explanation of social phenomena including: society, socialisation, norms, values, roles, labelling, discrimination, power and authority.

Families and Households

Functions of families

- Differing views of the functions of families.
- Parsons functionalist perspective on primary socialisation and the stabilisation of adult personalities.

Family forms

- How family forms differ in the UK and within a global context.
- The work of the Rapoports on family diversity.

Conjugal role relationships

- Different views of conjugal role relationships.
- The feminist perspective of Oakley on the idea of the conventional family.

Changing relationships within families

- Changing relationships within families.
- How relationships within families have changed over time.
- The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young.

Criticisms of families

- Different criticisms of families (isolation and unrealistic idealisation, loss of traditional functions, lack of contact with wider kinship networks, the status and role of women within families, marital breakdown, dysfunctional families).
- The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist critique of families.

Divorce

Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.

Education

Roles and functions of education

- Different views of the role and functions of education. • The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles.

The relationship between education and capitalism Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.

Educational achievement

- Factors affecting educational achievement.
- The work of Halsey on class-based inequalities and Ball on parental choice and

Processes within schools

- Processes within schools affecting educational achievement.
- The work of Ball on teacher expectations and Willis on the creation of counter school cultures.

