

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 11 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. 11 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 govt. 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 ‘Why are males more likely to go to Prison?’</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>Crime and deviance</p> <p>The social construction of crime and deviance</p> <ul style="list-style-type: none"> • The social construction of concepts of crime and deviance and explanations of crime and deviance. • The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective. <p>Social control</p> <ul style="list-style-type: none"> • Formal and informal methods of social control. • The work of Heidensohn on female conformity in male dominated patriarchal societies. <p>Criminal and deviant behaviour</p> <ul style="list-style-type: none"> • Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate. • The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty. <p>Data on crime</p> <p>The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the ‘dark figure’.</p>
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Social stratification

Functionalist theory of stratification

- Different views of the functionalist theory of social stratification.
- The work of Davis and Moore on social stratification from a functionalist perspective.

Socio-economic class

- Different views of socio-economic class.
- The work of Marx and Weber on socio-economic class.

Life chances

- Different views on factors affecting life chances.
- The work of Devine revisiting the idea of the affluent worker

Poverty as a social issue

- Different interpretations of poverty as a social issue.
- The work of Townsend on relative deprivation and Murray on the underclass.

Power and authority

- Different forms of power and authority.
- The work of Weber on power and authority.

Sociological research methods In the context of the various social structures, social processes and social issues detailed in the specification, students should be able to:

- identify, describe and explain various methods and methodological issues
- identify and explain the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research
- demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues
- demonstrate an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research
- demonstrate the ability to interpret data presented in a variety of forms.

NB – Research methods are not assessed explicitly in GCSE exams, but instead are embedded in the four topics covered in papers 1 and 2.