

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 12 Curriculum Implementation Plan – Sociology

Sociology			
Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to Year 13 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. 12 homework does 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 and sociology in the wider news</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 do girls do better in education?’</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 A level paper – but reduced in length</p> <p>End of unit full A level mock style question – this may form part of the Mock exam season, dependent on assessment calendar</p>	<p>There are certain areas of the curriculum that occur throughout the A level course. They include – Sociological Theory, Research Methods, Social class, Gender, ethnicity and power. Skills in answering exam questions also builds throughout the course.</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 regularly.</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>Education with Methods in Context</p> <p>The study of the topics in this paper should engage students in theoretical debate while encouraging an active involvement with the research process. The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course. In their study of the topics, students should examine:</p> <ul style="list-style-type: none"> • topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification) • both the evidence of and the sociological explanations for the content listed in the topic areas below. <p>Throughout, students should be encouraged to use examples drawn from their own experience of small-scale research. Attention should be given to drawing out links with other topics studied in this specification.</p> <p>Education Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> • the role and functions of the education system, including its relationship to the economy and to class structure • differential educational achievement of social groups by social class, gender and ethnicity in contemporary society • relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning
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- the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.

Methods in Context

Students must be able to apply sociological research methods to the study of education.

Research Methods and Topics in Sociology

Research Methods

Students must examine the following areas:

- quantitative and qualitative methods of research; research design
- sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- the distinction between primary and secondary data, and between quantitative and qualitative data
- the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

Topics in Sociology

The study of these topics should engage students in theoretical debate while encouraging an active involvement with the research process.

The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course. In their study of these topics, students should examine:

- topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification)
- both the evidence of and the sociological explanations for the content listed in the topic areas below. Throughout, students should be encouraged to use examples drawn from their own experience of small-scale research. Attention should be given to drawing out links with other topics studied in this specification.

Families and Households

Students are expected to be familiar with sociological explanations of the following content:

- the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies
- changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures
- gender roles, domestic labour and power relationships within the family in contemporary society
- the nature of childhood, and changes in the status of children in the family and society
- demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.