

SOCIAL SCIENCES: SOCIOLOGY

Curriculum Intent:

Sociology specific intent (SLP)

Studying sociology gives students knowledge and understanding of key social structures, processes, and issues through the study of families*, education*, crime and deviance*, social stratification*, power and politics*, research methods*, methods in context*, media* and beliefs in society* (*Topics depending on level and year group taught)

Learning about society to develop critical analysis independent thinking and research skills. Students will learn how to investigate facts and make deductions, develop opinions and new ideas on social issues, analyse and better understand the social world.

Participation inside and outside of the classroom develops the connectivity between real-life and study which students can draw upon for higher education and employment, whilst also helping to create informed citizens

How the curriculum fits in to the College's FABRIC?

Focused – regularly evaluated for improvement. Reacts to what students know/don't know and can / can't do

- The social sciences department regularly updates and reviews areas of the curriculum, developing resources across the three subjects in the department (Law, Sociology, Politics).
- Staff are ambitious and restless in the refinement and development of the curriculum to meet all needs of the students, including SENd.
- The QA process and student assessment is reflected upon and used to guide the progression of the course and the delivery of the specifications so that core knowledge and skills for future study and sociology-related careers are accessible.
- Each academic year, the Social Science Department is part of a rigorous self-evaluation process, and sets new targets in the Department Improvement Plan, adapting to meet the needs and interests of the students and/or College, where relevant.

Appropriate – displays a careful selection of knowledge and skills that are cumulatively assessed

- The AQA GCSE and A-Level Sociology course covers a 5 (GCSE and A-Level), 3 (GCSE only) or 2 (A-Level only) year programme. The vision is to build on the sociological cultural capital and skills developed in Year 9 so that all learners achieve success in the GCSE.
- Students who have not studied the GCSE are able to access the A-Level as we begin with the basics and core concepts, which embeds understanding for those who have studied the GCSE but equally enables those who haven't to understand the basic requirements.
- SEND students are supported by ensuring their learning needs are met and then this is built upon within lessons so that all learners in the classroom benefit from the same resources, activities and materials.
- The GCSE is split into two papers. Paper 1 (The Sociology of Families and Education) is taught in Year 10 and Paper 2 (Crime and Deviance and Social Stratification) begins at the end of Year 10 and is primarily taught in Year 11.
- Both papers link directly to content studied in Year 9 and content that will be studied in Year 12 and Year 13, developing depth to their understanding and skills whilst also showing progression.
- Formative assessment such as retrieval practice and targeted questions are used alongside summative assessment – in-lesson exam-style questions. Targets for formal summative assessments are given to the students, guiding them on how to progress in future similar assessments.

Broad and balanced – includes a range of academic subjects and builds 'Cultural Capital'

- A-Level sociology requires a diverse range of knowledge to enable students to analyse and evaluate perspectives and issues using relevant examples. sociology is to build cultural capital so that students can effectively study the GCSE content in Year 10 and Year 11 and beyond. We believe this is important because unlike their other GCSEs (with one or two exceptions depending on option choices) students come to Year 9 with no experience of studying sociology. Unlike maths, science, English, humanities, languages, music, art, computer science, which are all taught from primary school, Year 9 is the first opportunity to study sociology and therefore to build that cultural capital is an essential part of success at GCSE for all students (including SEND). It is also aimed to provide students with links to law and politics from a sociological perspective, which they do not have the opportunity to study at GCSE. This enables them to be able to make informed decisions about studying social sciences at a-level or beyond.

- The Social Sciences department engages students through, research, investigation, discussion, and debate, linking to contemporary and historical examples to provide the contextual relevance and building cultural capital, which is evidenced through the curriculum journey. The department uses real-world examples through a range of media including reading and analysing articles, news reports, and extending students through wider participation in activities such as MEP, Debating Society, the College Social Sciences publication and the Bar Mock Trial.

Rigorous – Challenges and supports all students to be able to know more and remember more

- Students are challenged to access the curriculum, through quality first teaching, scaffolding and regular retrieval practice.
- The curriculum is delivered consistently by a qualified team, with teachers having the autonomy to adapt to the needs of their students.
- The rigour of the curriculum is guaranteed by teachers' who keep up-to-date with their subject content through ongoing professional development and involvement in national and local networks. This basis enables teachers to challenge and support students to set them on their future study/career paths.
- Formative and summative assessments enable students to know and remember more.

Integrated - to be progressive – there is clear vertical progression in each subject from year to year

- When studying the course from Year 9, the first part of the course adapts the AQA GCSE Sociology specification to introduce students to studying social sciences and providing basic knowledge and skills to enable students to access the full GCSE (see above). The GCSE content and the A-Level content is set by AQA, which has been adapted to fit the needs of our students and to provide a logical and scaffolded structure whether studying from Year 9 or Year 12.
- We integrate key terminology into the course from Year 9 e.g. crime, deviance and understanding and application of key terms is then developed and scaffolded throughout the course from Year 9 upwards, which provides the foundations in Year 9 prepare students to access Year 10, Year 11. Where possible we link terminology to their use in other subjects e.g PSHCE, history, Psychology

Coherent –

- Using the AQA requirements, the course is mapped and sequenced logically and coherently to scaffold knowledge and understanding. The sequencing is reviewed regularly by the Social Sciences department.
- Students are provided with independent study booklets to enhance their understanding of content, skills and progression.
- Students are provided with the curriculum journey so they can see the sequence of their learning, showing connections with other subjects.

How we assess learning	Key Vocabulary
<ul style="list-style-type: none"> • In lessons the teacher uses a range of formative assessment measures and verbal feedback to check students understanding e.g. recall quizzes, Q&A, visual representation of cases, discussions, peer and individual work in lessons • In Year 12 and Year 13 summative assessments are used to develop knowledge and skills, and exam techniques. Therefore, assessments can be shorter knowledge assessments or be focussed on how to tackle exam questions ranging from 4 marks to 30 marks. These are held at the end of each topic and are timed. • At the end of Year 12 students have an end of year mock paper, exploring the Year 12 content. In Year 13 students sit a January mock paper combining a range of questions from the content studied to date. 	<p>Key vocabulary is found in:</p> <ul style="list-style-type: none"> • Textbooks • Study booklets • Teams resources • The classroom • Recall and starter activities
Enrichment	Careers Education prepares our students to make informed choices about their futures
<ul style="list-style-type: none"> • Reference to hinterland throughout lessons • Model European Parliament – political decision making and the impact of social policies on society. • Bar Mock Trial competition – crime and deviance • Amnesty International group (provided by history department) – rights and responsibilities • Debating Society – debating contemporary issues in society (co-ordinated by the 6th Form) 	<ul style="list-style-type: none"> • Visiting speakers programme in sixth form • Display board on careers in social sciences • Through teachers in lessons

Our curriculum is underpinned by our values and are expressed through our curriculum

Pride – high expectations of students who should be proud of their dedication to the course by meeting all deadlines, organising notes, presenting work professionally. Taking pride in their learning environment and ensuring it remains tidy for all learners

Passion – The teachers share their passion for the subject, through anecdotes and experiences, promoting extra-curricular opportunities, wider reading and visual media to enhance understanding and enjoyment

Positivity – students are taught to be positive about their studies responding to challenges with determination. This can be reflected in student responses to feedback, techniques to develop a positive mental attitude, revision techniques and helping student deal with pressures of exams, enabling all students to participate in a safe and focussed environment.