

Sociology at Budmouth 6th Form

The mission of Sociology at Budmouth is to provide students with a broad and actionable programme of study, applicable to a variety of career paths, that include communication, research and critical thinking skills.

Our shared vision is to support students on their path to becoming informed, well-rounded, and effective citizens of a modern society, by providing them with a rigorous and broad curriculum that is challenging in its scope and where deep thinking is encouraged.

We believe that the transferable skills provided by studying sociology can help empower students to change the world we live in and we hope our students go on to be the leaders of tomorrow, working for a more innovative, inclusive, just, and sustainable future.

We engage with sociological perspectives and research to develop our students' understanding of the world around them and critically examine the social world, including groups, institutions, cultures, and interactions.

Our aim is for students and staff to be able to [communicate](#) effectively in teams, supporting one another to grow and improve. We encourage young people to [ask questions](#), to relate their own experiences to their studies and link their skill development to the local community and wider world. We promote the use of, connection between and criticism of [information sources](#), in order for us to navigate a world of propaganda, fake news and rapid social media [information exchange](#).

Students are given regular opportunities to review, reflect on and apply knowledge and skills.

Staff connect this learning to the world of employment in line with [Gatsby Benchmark](#) 4 (linking curriculum to careers), 5 (encounters with employers and employees) and 7 (encounters with FE/HE).

Our curriculum has three elements:

1. Intent: The aims of our curriculum, including the knowledge, the ability to apply this knowledge and the disciplinary skills we want to impart.
2. Implementation: How the above intent will be delivered.
3. Impact: How we will evaluate what knowledge, understanding and disciplinary skills students have gained against expectations.

Intent

To produce a community of self-reflective and culturally aware sociologists through a carefully designed, high-quality curriculum. They should possess the

skills to critically evaluate points of view they are exposed to as active citizens and demonstrate a broad outlook.

Our aim is to look outside at the wider world, whilst fostering deeper connections in order to better understand the idea and supposed functions of society.

Fundamental to our intent:

- ALL students study a challenging, engaging and knowledge rich-curriculum. Students will be given carefully planned and sequenced opportunities to develop disciplinary and interdisciplinary skills, substantive knowledge of a range of sociological perspectives on a wide range of social issues and sociological methods, including subject specific vocabulary and building on their own experiences and beliefs. Frequent opportunities to recall and retrieve knowledge are a key component.

- Build within students an understanding of how knowledge differs from the application of knowledge and the importance of disciplinary skills developed in Sociology that are applicable elsewhere.

- To dispel misconceptions through challenging questions, thought-provoking material and where possible enriching with personal stories or through the use of reliable media to help students develop empathy and compassion, acknowledging a range of views, experiences and interpretations as vital to studying Sociology.

- Facilitate time in the curriculum to discuss links between what we are studying and current events. This is of particular importance in the wake of COVID 19.

- Global dimension – addressing issues of diversity, allowing our learners to see a bigger picture of the world and how it has come to be the way it is, understanding that people have a diverse range of experiences.

Implementation and delivery:

Sociologists at Budmouth 6th Form follow a carefully designed, progressive and contemporary curriculum, based firmly on subject specialist teaching and carefully considered resources drawing from a wide range of sources and media. Through systematic critical study, students are exposed to classical sociological ideas, current scholarship, and its application to our increasingly global and rapidly changing, diverse societies.

- Skills based objectives provide a core focus and underpin meaningful questions. There is a clear focus on one or more disciplinary concepts or skills.
 - Carefully considered curriculum design, with time to reflect on, identify and dispel misconceptions, whilst presenting a level of challenge and ensuring high quality student outcomes. This will also ensure key concepts become embedded in long term memory and can be applied fluently. Key concepts are carefully considered and revisited.
- Introduce topics, key skills and second-order concepts throughout the 2 year course, developing and enriching with depth and deliberate practice.
- Students are given regular opportunities to return to past subject knowledge at pause points in the curriculum and increasingly encouraged to make synoptic links as they progress through, making connections and critically evaluating. Students are able to identify the importance of revisiting information in order to build long-term memory, which can be applied in unfamiliar scenarios thus enabling them to better prepare for the modern workplace.
- Throughout the programme, students are encouraged to offer their own perspectives and reflect on their own experiences, as well as how these might differ from others.
 - Subject knowledge is delivered alongside a range of literacy and mathematical skills, which encourage analytical and evaluative communicators ready for the complexities of the world they live in.
- Lessons will regularly test students' understanding through questioning, using Bloom's taxonomy to increase challenge appropriately. Students complete assessments at regular scheduled intervals to coincide with the completion of topic areas and check for gaps in substantive knowledge.
- Lessons are planned to give students opportunities to demonstrate skills through their contributions and their study folders, which can then be evaluated, by both the teacher and students through DIRT marking and questioning. This encourages students to improve their original work and grow as reflective learners who take ownership and responsibility for their own progress.
- Students sit external exams with the aim being that all students achieve or exceed minimum target level.

- Through all student participation and the presentation of both written and verbal work they are offered the opportunity to nurture a curiosity and sense of pride as global citizens alongside.
- A curriculum linking learning with careers as per the Gatsby benchmarks. This includes identifying relevant role models, profiling relevant academic and vocational Sociology related careers within each distinct topic, linking in the [11 future skills](#) and other careers-based [skills](#) and [connecting exam-based skills to their use in the workplace](#).
- Engagement with interdisciplinary aspects of sociology - linking science, maths, geography and technology to allow students to identify a bigger picture in regards to their learning.
- Decision making, critical thinking and analysis help students to apply their knowledge.
 - Knowledge is delivered by means of familiar and unfamiliar source texts, allowing students to offer their own quantified opinions on issues and develop an ability to adapt their knowledge so they can carefully apply it to a range of contexts.
- Student centred learning booklets for each topic provide scaffolding, development and challenge through collaborative and independent activities, in order to support and maximise student performance. Keyword lists for each unit within every booklet to empower students to understand and use Tier 3 vocabulary confidently.
 - Students have time within the curriculum to engage with scholarship and connect this to their studies. All year 12 students spend 20 minutes a fortnight within lesson time engaging in wider reading. Completing the wider reading log is an expectation across both years of study. Displays and reading lists produced in collaboration with the RC team encourage this, as well as cross curricular links.
- Links with current events and use of teacher experiences relevant to our students whenever possible to enrich their understanding.
 - Regular retrieval practice to aid in long-term memory development.
- Rigorous formative assessment designed to progressively challenge and stretch students in their achievements and aspirations.

- Assessment also helps pupils to embed knowledge and enables teachers to produce clear next steps.
- Students are taught by subject specialist teachers who have expert knowledge and engage in scholarship and subject specific CPD, in order to ensure the curriculum continues to ask meaningful questions and responds to recent developments.
- Cross curricular links are facilitated within lessons, encouraged through wider reading and supported by cross curricular trips.

Impact:

Our curriculum has been designed to raise standards and progress for all students. Our impact will be measured by :

- The percentage of students who achieve the expected levels of academic progress and a high level of attainment in assessment, including national qualifications (A Level).
- High quality outcomes and regular, visible teacher assessment, with clear next steps driving student progress.
- The range of high level disciplinary skills developed by students and the extent to which they are culturally aware problem solvers.
- The extent to which ALL pupils acquire knowledge and cultural capital that enables them to succeed in the next phase of their education, fully participate in society AND can demonstrate this knowledge, as well as apply it.