Curriculum Statement - SOCIOLOGY

Our Intent:	
What is the vision (big picture) for your subject?	Our curriculum supports students in becoming self- reflective, tolerant, well-informed and culturally-aware citizens of a global, modern society exposing them to a wide range of differing perspectives on key social institutions and the opportunity to develop their communication, research and critical thinking skills. Our intent is to cultivate a lifelong passion in our students for critically examining the world around them, as well as their own role in it, regardless of whether they opt to study the subject beyond A Level. This will be achieved through study of a challenging, engaging and knowledge-rich curriculum that exposes students through systematic critical study of classical sociological ideas, current scholarship and its application to our increasingly global and rapidly changing society with carefully planned and sequenced opportunities to develop disciplinary and interdisciplinary skills. It is a priority for us, therefore, to ensure that every lesson is challenging yet supportive and rigorous yet stimulating.
What are the key concepts that underpin your subject?	In sociology, second-order concepts are abstract, overarching ideas that help shape how we understand and analyse social phenomena. They are not specific facts or observations, but rather the frameworks and principles used to interpret them. Perspectives: Understanding the different theoretical lenses through which we can view society (e.g., Functionalism, Marxism, Interactionism, Feminism, Postmodernism, Positivism, Interpretivism. Structuralism vs. Social Action, Conflict vs Consensus). Causality: Analysing the causes and consequences of social events and processes. Evidence and Inference: Using evidence to draw conclusions and make inferences about social phenomena. Abstraction: Recognising that sociological concepts are generalisations and can be applied to various situations. Comparison and Contrast: Analysing similarities and differences between different social groups, institutions, perspectives or processes. Evaluation: Critically assessing the validity and usefulness of different perspectives and concepts.
Which key themes are repeated over time?	The key themes of socialisation, norms and values, social stratification, power, authority, structuralism, social action, consensus, conflict and debates surrounding research methodologies are threads that run throughout the units studied, enabling students to revisit, strengthen and develop their sociological knowledge. We revisit the main sociological perspectives throughout each unit, building up students knowledge and gradually developing a cohesive understanding of the worldview of each one that students can then confidently and fluently apply, compare and evaluate.
What knowledge and skills will students have at the end of each key stage?	KS5: By the end of KS5, students will understand the views of the main perspectives of the role and functions of key institutions- education, families and households, crime and deviance and beliefs. the education system and the way in which these have been shaped by significant social policy over the last 100 years, including the impact of globalisation. Students will know that experiences of these institutions are differential based on class, age, gender and ethnicity. Students will know the difference between quantitative and qualitative methods of research; the range of factors that may influence research design, the practical, ethical and theoretical strengths and limitations of sources of data, the similarities and differences, strengths and limitations of consensus, conflict, structural and social action theories, debates around the concepts of modernity and post-modernity in relation to sociological theory, the nature of science and the extent to which Sociology can be regarded as scientific, debates about subjectivity, objectivity and value freedom and the relationship between Sociology and social policy.
Does your curriculum intent match or exceed the breadth of the National Curriculum/Subject specification?	Our curriculum meets and exceeds the breadth of the subject specification. Whilst students develop the comprehensive in-depth knowledge required to peform well in the examination, study of Sociology at Budmouth is about going beyond this and supporting students in becoming reflective and culturally aware citizens through providing opportunities to apply their knowledge to current world events to further enrich their understanding. We provide enrichment opportunities (e.g. Sociology Film Club, Amnesty International Society and Gender Equality Society) and cross curricular links, contributing to a cohesive A Level programme of study. Students are supported to engage in current events and empirical research through wider reading opportunities and engage with UK universities to deepen and extend their knowledge beyond the specification.
How do you ensure that learning is sequenced effectively over time in your subject?	A carefully sequenced curriculum supports progression and is designed to build on students' varying levels of prior knowledge. Design has facilitated revisiting and deeping of key themes and concepts and scaffolded progress in skill building. For example, students start Year 12 with the Families and Households unit, which is based on the premise that all students will have relevant experiences, allowing for schema activation and more effective integration of the new knowledge they will gain. Students build up their knowledge of the perspectives throughout year 12 and year 13, through the F&H unit, followed by Education. By this point, students are also starting to understand key implications of research methods and finish year 12 with theories and methods. Students then build up their knowledge of the main perspectives in the Crime and Deviance unit followed by Beliefs in Society. Between these units, students revisit theories and methods, deepening and extending their understanding and activating recall in preparation for their mock examinations.
How have you decided what knowledge and skills you want students to learn in your subject?	The skills are inextricably linked not just to the specification, but also to the critical thinking skills future citizens will need to be culturally aware and self-reflective. The choice of the topics is connected to our aim of broadening student horizons and encouraging a love of learning as well as the subject. Collectively, the optional topics develop and support students understanding of the compulsory topics whilst encouraging tolerance and mutual respect within a modern society.
How do you plan to cater for cultural capital e.g. trips, visits, enrichment, careers, applied learning, real word application & power skills development?	Staff connect the learning to the world of employment in line with Gatsby Benchmark 4, 5 (encounters with employers and employees) and 7 (encounters with FE/HE). Guest speakers provide valuable insight into the study of Sociology beyond A Level as well as future careers. Emphasis on accessing the Sociology Reading List, own study tasks based on reading, use of the Sociology 'X' account and close collaboration with the RC staff encourage further development of cultural capital. Discussing and applying knowledge to world events and current scholarship is facilitated within the curriculum. Students develop critical thinking skills by being challenged to question assumptions about society e.g. social norms and analysing why certain inequalities persist. Opportunities to develop problem solving skills through systematic anlysis of social problems e.g. seeing racism and gender equality as having root causes not just being surface symptoms. Students esplore diverse perspectives and lived experiences of different groups, which allows them to build empathy, social responsibility and awareness. Communication and collaboration skills are promoted through group projects and presentations. Students experience numerous opportunities to problem solve, both independently and collaboratively.
What are your main instruments of the curriculum used to implement, deliver, and assess your curriculum effectively? (Materials should privilege thinking over task completion - memory is the residue of thought)	A centralised folder for Sociology which contains lessons and schemes of work, alongside student centred learning booklets and accompanying lesson materials are designed by a subject specialist. These are designed with a focus on students thinking hard and providing opportunities to apply knowledge. They are frequently updated to reflect current scholarship and world events. Standardised and centralised assessments ensure consistency and reflect the demands of the external examinations to ensure students are well prepared and have frequent opportunities to practice the application of their knowledge and disciplinary skills.
How is homework used to encourage, enthuse and develop pupils' skills and understanding?	Homework at Key Stage 5 involves researching definitions of key vocabulary, practicing recall of key vocabulary, critically engaging in challenging wider reading and reflection, researching case studies and world events, consolidating knowledge, practicing knowledge recall/revision and planning of assessment questions. Opportunities to differentiate e.g. choice of wider reading or selection of a world event help to enthuse.
How are you ensuring that each teacher has the requisite subject knowledge to teach effectively?	Moderation and standardisation- both in and outside of the Trust, Examiner experience, frequent and high quality CPD, including that run by AQA and Tutor2U, to ensure knowledge remains up-to-date.
Our Implementation:	
What will we see when we drop into your subject lessons and why?	There are a range of routines in lessons including regular 'do now' tasks with a focus on retrieval practice to aid in long-term memory development, keyword and definition recall, independent deliberate practice including knowledge quizzes and exam style questions, teacher modelling of key skills, peer and self assessment, DIRT feedback and live feedback, checking and challenging of misconceptions through questioning and use of MWBs, engagement with scholarship and use of a wide range of literacy strategies, skills based objectives connected to concepts/skills, collaborative working including the delivering of presentations and think-pair-share. High expectations of effort and outcomes in all of these tasks for all students.
How do you adapt or tailor your curriculum to meet the needs of students with different starting points (KS4 data)?	A baseline assessment and pre-course task is designed to inform planning and develop the knowledge of varying starting points, forming a bridge between the students' GCSE education (and the different option courses they may have studied) and A Level study of Sociology for the first time. The aim of the first unit is to provide all students with a common foundation of knowledge of key concepts and themes that can be revisited and developed throughout the course of study. Starting with F&H allows all students to root abstract concepts and theories in concrete experiences and helps students to build confidence.
How do you stretch students who are high prior attainment?	Stretching high prior attainers is a key priority that underpins our curriculum design throughout. High grade model answers are frequently provided, including 80/80 A* scripts, precise focus on success criteria for top grades during DIRT, stretch tasks are a routine part of DIRT which may include for example, reading a full piece of academic research from JSTOR and answering questions or relating to current topic, use of challenging materials, access to pdf versions of the textbook with high prior attaining students directed to these instead of the revision guide or a simpler resource, workshops with universities designed to provide undergraduate level challenge, using higher order questioning of HPA students to ensure students are stretched beyond literal recall/comprehension, using task specific pairings/groups ensuring HPA students have the opportunity to work together as well as with others, using 'show call' and involving HPA students in modelling, emphasis on wider reading through the wider reading list and wider reading log which guides students to make connections between what we have been studying and their wider reading, comments can also be used in lesson planning/planning of questions, this log also gives them the opportunities to pose complex questions, full research studies are provided in full throughout the curriculum, Budmouth Sociology 'X' or 'Twitter' feed signposts challenging current articles to engage with. Subject Mentors give HPA students the chance to strengthen and stretch their own understanding through support of others. HPA students have the opportunity to engage with Alumni Mentors to further stretch their thinking.
How do you support and scaffold (visual, verbal & written) for students who are SEND?	Supporting SEND students is a key part of our inclusive, quality-first teaching approach. Support and scaffolding are embedded in all aspects of delivery-visual, verbal and written-through a range of strategies including but not limited to visual aids like mindmaps, timelines, diagrams and infographics to help break down complex theories and concepts, handouts designed for visual clarity, key vocabulary in learning booklets for easy ongoing reference, use of clear concise language, regular checking for understanding through questioning, scaffolded group discussion/think-pair-share with sentence starters or speaking frames to support oral contributions from all students and the opportunity to articulate ideas before writing them or sharing with a wider audience, writing frames, sentence starters and model answers provided to guide in extended writing, chunked tasks with clear success criteria supported with visual checklists, differentiated feedback, both written and verbal and 1:1 support. Pupil passports are used by staff to meet individual needs.
How do you support students who are disadvantaged?	As a Sociology department we understand the importance of creating a culture where disadvantage is never a barrier to achievement and where every student is seen, supported and challenged. Our support includes rigorous tracking of progress and proactive intervention strategies including working with students on a 1:1 basis, regular dialogue with tutors, parents, pastoral and safeguarding leads to address any external factors that may impact performance, ensuring all staff maintain high expectations whilst adapting teaching to meet the needs of students, we provide access to essential learning materials, textbooks, revision guides and digital resources, curriculum enrichment through documentaries, podcasts and wider reading tasks, use of the Budmouth Sociology 'X' account to broaden understanding and build cultural capital, wider experiences with HE providers to contextualise learning and offer insight into careers and further study, building strong relationships that foster motivation, resilience and confidence, celebrating progress and achievement visibly through the postcard and blue slip system to build a sense of belonging and achievement.
Our Impact:	
How are you monitoring implementation in your subject area?	Monitoring implementation involves triangulation of learning walks, book looks, student voice, data analysis, progress tracking, continual review and refinement of planning, regular meeting with LM/ attendance of ESLT.
How do you check the rigour in planning and resourcing in your subject area?	Monitoring implementation involves triangulation of learning walks, book looks, student voice, data analysis, progress tracking, continual review and refinement of planning, regular meeting with LM/ attendance of ESLT. Engagement and CPD involving scholarship e.g. BSA, Tutor2U
How do you use assessment in your subject area?	Students' learning and understanding is regularly gauged in lessons through questioning, quizzing and written assessment (twice half-termly), which is provided with feedback (written/verbal). This is also then used to inform the planning of the DIRT. Data is used to plan and target intervention, as well as inform future teaching. Exam data is analysed using tools from AQA and ALPS to monitor for patterns and look for areas where teaching can be further strengthened.
How do assessments identify gaps in students' knowledge and their ability to apply that knowledge fluently and accurately?	Knowledge assessments and visible 'green penning' of these allows visible recognition of gaps in knowledge. DIRT feedback and clear WWW/EBI ensures students are clear on their own strengths and areas for improvement and given .AQA mark schemes are employed as part of DIRT feedback alongside examiner reports where a past paper question is used, staff are trained in accurate application of these, subject specialist teaching makes clear to students through feedback how to move from one band to the next. Staff question level analysis of data means that key trends across cohorts can be identified as well as providing individualised feedback.
How is knowledge remembered in your subject?	The use of 'do now' tasks mean every lesson starts with knowledge retrieval in order to develop long term memory alongside twice half-termly knowledge quizzes and key word tests. Own study tasks are designed to strengthen knowledge recall through practice. Our curriculum is designed to ensure students regularly revisit, strengthen and develop their understanding of the key concepts and themes. DIRT tasks provide opportunities to consolidate and refine knowledge further. Checking of understanding through MWBs also provides further opportunities for recall and application.

BUDMOUTH ACADEMY WEYMOUTH

Curriculum Overview: SOCIOLOGY

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 12	**Unit 1: Families and Households** 1.1 The family, social structure and social change 1.2 Social policy and the family 1.3 Demographics and the family	**Unit 1: Families and Households** 1.4 Changing family patterns 1.5 Family roles and relationships	**Unit 1: Familes and Households** 1.6 Childhood **Unit 2: Education** 2.1 Perspectives on the role and function of Education, 2.2 Social Policy and Education	**Unit 2: Education** 2.3 Social class and Education, 2.4 Gender and Education 2.5 Ethnicity and Education 2.6 Relationships and processes in Education	**Unit 3: Research Methodologies** 3.1 Sources of data and research design 3.2 Methods in the Context of Education	**Unit 4: Theories of Society:** Revisiting and deepening Functionalism, Marxism, Feminism and Postmodernism **Unit 5: Debates in Society** 5.1 Values and Sociology 5.2 Sociology and Social Policy 5.3 Sociology as a Science
Year 13	**Unit 6: Crime and Deviance** 6.1 Theories of Crime and Deviance 6.2 Class and Crime and Deviance 6.3 Ethnicity and Crime and Deviance 6.4 Gender and Crime and Deviance	**Unit 6: Crime and Deviance** 6.5 Patterns of Victimisation 6.6 Recent Issues in Crime and Deviance Revision of Year 12 Content Mock Examinations	**Unit 6: Crime and Deviance** 6.7 Control, Punishment and Prevention **Unit 7: Beliefs in Society** 7.1 Ideology, science and religion 7.2 The role and function of religion	**Unit 7: Beliefs in Society** 7.3 Religious Organisations 7.4 Religiosity, class, age gender and ethnicity 7.5 Secularisation, Globalisation and Fundamentalism	**Revision**	**External Examinations**