

The Big Picture - Intent:

Sociology is the academic study of human social relationships and institutions. Our A-Level Sociology course is broad and balanced and encourages our students to: acquire knowledge and a critical understanding of contemporary social processes and social changes; appreciate the significance of theoretical and conceptual issues in sociological debate; understand and evaluate sociological methodology and a range of research methods through active involvement in the research process; develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society; and develop a lifelong interest in social issues. Teaching encourages an awareness and respect for social diversity and highlights the importance of using both social structure and action to explain social issues. Our curriculum is ambitious for our students who are encouraged to develop their own sociological awareness through active engagement with the contemporary social world, which can be achieved by staying up to date with the news and partaking in wider reading of up to date research. The academic study of sociology also helps our students to come to grips with a diverse and changing Britain, and to a lesser extent the world at large, by giving them opportunities to engage with the social, cultural and political dimensions of the world they live in. Y12 Sociology is designed to maximise progression in preparation for Y13 and A-Level outcomes. The year 12 SOW outlines a logical learning journey for our students in year 12, core concepts and theories are introduced and then built upon in each subsequent unit of work, enabling students to build their knowledge, understanding and confidence as the course progresses. All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided, where necessary.

Implementation:

10 lessons are delivered by a specialist teacher over a two-week timetable. Lessons have clear objectives (highlighted yellow in PowerPoints). Lessons follow a 'do now, I do, we do, you do' structure with clear retrieval practice built in at the start of the lesson. Lessons are chunked and adapted to meet the needs of learners. Consolidation of learning in independent study time is a key requirement of the course, with students asked to maintain a key-word glossary and personalised revision material, which are added to weekly. Students have a topic companion for reading ahead and lesson handouts to support learning in lesson and revision outside of lesson.

Core concepts (highlighted purple in PowerPoints) and theories (highlighted green in PowerPoints) are introduced at the beginning of the course and then built upon in each subsequent unit of work, enabling students to build their knowledge, understanding and confidence as the course progresses. Lessons are based around developing a deeper understanding of concepts, arguments and key sociological questions. Reasoning will be developed through exploration of different sociological explanations and considering the extent to which they are relevant for answering key social questions.

The skills of application, analysis and evaluation are explicitly taught as part of the learning process. Formal structures to answering A-level questions will be embedded, as will literacy and use of sociological vocabulary. Students will acquire a basic use of statistics and be able to identify key trends in social data, including that within the census.

Key Summative Assessments:

6 formal assessments over the school year, building in challenge from the first to the last.

3 cumulative glossary assessments at the end of each unit of work (2, 3 and 4)

1 X cumulative 2 hour summer-term mock exam based on 3 full units of work (2, 3 and 4).

Each assessment (including mock exams) followed by DIIRT task/s based on the 5 R's (Sherrington, 2017).

Weekly homework based primarily on knowledge retrieval as well as some instances of flipped learning.

Retrieval (do now) task at the start of each lesson, live marking and low stakes quizzing when needed.

Autumn Term

1. Introduction to Sociology (non-examined)

2. Families and Households (examined on paper 2)

Spring Term

3. Research Methods (examined on papers 1 and 3)

4. Education (examined on paper 1)

Summer term

5. Methods in Context (examined on paper 1)

6. Beliefs in Society (examined on paper 2)

Impact:

Students will feel challenged and excited by the sociology curriculum and have started to foster a lifelong interest in social issues. Students will have increased understanding and confidence in A-Level Sociology over the course of year 12 and be able to apply new skills to a variety of new and challenging sociological questions. Students will know more and remember more. They will be familiar with a variety of exam questions and be suitably prepared to answer examination style questions. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments.

Content/Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning	Prior Learning	Future learning (Y13)
<ul style="list-style-type: none"> • Introduction to Sociology; sociological theories, perspectives, methods, socialisation, culture and identity • The sociological study of families and households • Sociological research methods • The sociological study of education • Methods in context; the application of quantitative and qualitative methods to the study of education • The sociological study of beliefs in society 	<ul style="list-style-type: none"> • Acquire knowledge and a critical understanding of contemporary social processes and social changes • Appreciate the significance of theoretical and conceptual issues in sociological debate • Understand and evaluate sociological methodology and a range of research methods through active involvement in the research process • Develop skills that enable students to focus on their personal identity, roles and responsibilities within society • Apply sociological theories, concepts, evidence and research methods to a range of issues • Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> • present arguments • make judgements • draw conclusions. 	<ul style="list-style-type: none"> • Sociological theories, perspectives and methods. • The design of research, including different methodological strengths and limitations. • Socialisation, culture, identity, social differentiation, power and stratification. • Sociological explanations of; The role and function of the family; Changes in the family in relation to wider cultural, historical, economic, social and political changes (changes centre around relationships, gender roles, childhood and demographic change (births, deaths, the ageing population and migration trends)). • Quantitative and qualitative methods of research; research design; the distinction between primary and secondary data; the relationship between positivism, interpretivism and sociological methods; the theoretical, practical and ethical considerations of research. • Sociological explanations of; the role and functions of the education system; the organisation and role of external and internal factors in creating differential educational achievement of social groups; the significance of educational policies, including policies of selection, marketisation and privatisation. The impact of globalisation on the education system. • Application of research methods to the study of education. • Sociological explanations of; the relationship between social change and social stability, and religious beliefs, practices and organisations; the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context. 	<p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in Maths and Geography.</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p> <p>Underlying knowledge and understanding of SMSC issues developed through the PSHE curriculum.</p> <p>Underlying knowledge and understanding of differing religious and cultural backgrounds developed through the study of RE.</p> <p>Underlying knowledge and understanding of demography developed through the study of Geography.</p>	<ul style="list-style-type: none"> • Develop and deepen knowledge and understanding of sociological theories and perspectives in order to apply them to more complex sociological questions in different contexts • Develop and deepen knowledge and understanding of socialisation, culture, identity, social differentiation, power and stratification to different sociological contexts • Develop sociological vocabulary and apply it in a variety of contexts • Continue the sociological study of beliefs in society and further explore different types of religious organisation and their attractiveness to different social groups; the links between religion, globalisation, ideology and science • Examine the sociological study of crime and deviance • Master the skills of analysis and evaluation through the exploration of different areas of sociological study

The Big Picture – Intent:

Year 13 Sociology is designed to maximise progression in preparation for year 13 examination and the study of Sociology at degree level. The A-Level Sociology curriculum continues to be broad and balanced in year 13 and seeks to continue to foster a lifelong interest in social issues in students, beyond the classroom and into adulthood. Many new topics in year 13 present opportunities to recap on year 12 content, linking this to brand new Year 2 A-Level content. All topics give students the chance to extend themselves on the journey to achieving their potential. The year 13 SOW outlines a continued logical learning journey for our students in the second year of A-Level, where core concepts and theories continue to be embedded and student confidence built in their use in each subsequent unit of work. This approach enables students to build their knowledge, understanding and attainment as the course comes to an end. All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided, where necessary.

Implementation:

10 lessons are delivered by a specialist teacher over a two-week timetable. Lessons have clear objectives (highlighted yellow in PowerPoints). Lessons follow a 'do now, I do, we do, you do' structure with clear retrieval practice built in at the start of the lesson. Lessons are chunked and adapted to meet the needs of learners. Consolidation of learning in independent study time is a key requirement of the course, with students asked to maintain a key-word glossary and personalised revision material, which are added to weekly. Students have a topic companion for reading ahead and lesson handouts to support learning in lesson and revision outside of lesson.

Core concepts (highlighted purple in PowerPoints) and theories (highlighted green in PowerPoints) are introduced at the beginning of the course and then built upon in each subsequent unit of work, enabling students to build their knowledge, understanding and confidence as the course progresses. Lessons are based around developing a deeper understanding of concepts, arguments and key sociological questions. Reasoning will be developed through exploration of different sociological explanations and considering the extent to which they are relevant for answering key social questions.

The skills of application, analysis and evaluation are explicitly taught as part of the learning process. Formal structures to answering A-level questions will be embedded, as will literacy and use of sociological vocabulary. Students will acquire a basic use of statistics and be able to identify key trends in social data, including that within the census.

Key Summative Assessments:

Formal Assessment Autumn (2), Spring (1).

2 cumulative glossary assessments at the end of each unit of work (2 and 3)

2 X 2 hour cumulative year 13 January mock exams (paper 1 and 2)

Cumulative year 13 March Mock (paper 3)

Each assessment (including mock exams) followed by DIIRT task/s based on the 5 R's (Sherrington, 2017).

Weekly homework based primarily on knowledge retrieval as well as some instances of flipped learning.

Retrieval (do now) task at the start of each lesson, live marking and low stakes quizzing when needed.

Autumn Term:

1. Beliefs in Society (examined on paper 2)

2. Crime and Deviance (examined on paper 3)

Spring Term:

3. Crime and Deviance (examined on paper 3)

4. Sociological theory (examined on paper 1 and 3)

Summer term:

5. Revision

Impact:

Students will continue to feel challenged and excited by the Sociology curriculum. Students will have increased understanding and confidence in A-Level Sociology and be able to master skills enabling them to tackle challenging sociological questions. Students will know more and remember more. They will be more familiar with a variety of exam questions and be suitably prepared to answer examination style questions. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments. The study of Sociology at A Level could facilitate our students transitioning onto a number of related university and/or apprenticeship courses, as well as into the world of work. Successful Sociology students may go on to study the subject at a higher degree level or pursue related degrees in areas such as social policy, anthropology, criminology or law. They may also go onto establish careers in research (market, social or government), social work, teaching, human resources or law.

Content/Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning	Prior Learning	Future learning (beyond sixth form)
<ul style="list-style-type: none"> • The sociological study of beliefs in society • The sociological study of crime and deviance • Sociological theory and key theoretical debates in sociology 	<ul style="list-style-type: none"> • Acquire knowledge and a critical understanding of contemporary social processes and social changes • Appreciate the significance of theoretical and conceptual issues in sociological debate • Understand and evaluate sociological methodology and a range of research methods through active involvement in the research process • Develop skills that enable students to focus on their personal identity, roles and responsibilities within society • Apply sociological theories, concepts, evidence and research methods to a range of issues • Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> • present arguments • make judgements • draw conclusions. 	<ul style="list-style-type: none"> • Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice. The relationship between different social groups and religiosity. Ideology, science and religion, including both Christian and non-Christian religious traditions. • Sociological explanations of; crime, deviance, social order and social control; the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime; globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes; crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. • Consensus, conflict, structural and social action theories; 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; the relationship between theory and methods; debates about subjectivity, objectivity and value freedom; the relationship between Sociology and social policy. 	<ul style="list-style-type: none"> • Sociological theories, perspectives and methods. • The design of research, including different methodological strengths and limitations. • Socialisation, culture, identity, social differentiation, power and stratification. • Sociological explanations of; The role and function of the family; Changes in the family in relation to wider cultural, historical, economic, social and political changes (changes centre around relationships, gender roles, childhood and demographic change (births, deaths, the ageing population and migration trends)). • Quantitative and qualitative methods of research; research design; the distinction between primary and secondary data; the relationship between positivism, interpretivism and sociological methods; the theoretical, practical and ethical considerations of research. • Sociological explanations of; the role and functions of the education system; the organisation and role of external and internal factors in creating differential educational achievement of social groups; the significance of educational policies, including policies of selection, marketisation and privatisation. The impact of globalisation on the education system. • Application of research methods to the study of education. • Sociological explanations of; the relationship between social change and social stability, and religious beliefs, practices and organisations; the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context. 	<ul style="list-style-type: none"> • The further study of Sociology at degree level. • The study of a related academic discipline at university including; Law; Criminology; Social Policy; Politics; Psychology; Anthropology or History. • The pursuit, via an academic or apprenticeship route, of a career as a social worker, teacher, police officer or nurse. • The pursuit of an apprenticeship involving working with people, social research, analysis of data and/or report writing.