Key Stage 4 LTP - Sociology

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| **Curriculum Intent** |
| Our GCSE Sociology curriculum has been designed to support our students’ development of an understanding of the world that they are growing up into and a critical awareness of how society has and is developing in the twenty first century. We use the WJEC specification for Sociology as the units covered support learners’ ability to think sociologically about the world around them. This complements the school’s ethos of developing young people who are able to play a positive, active and informed role in society.  Eduqas’ specification is both balanced and broad and each unit covered aims to develop both pupils’ sociological skills and their understanding of society. The modules ensure that as our pupils develop academically, for example furthering their knowledge and understanding of Sociology as a discipline, they are also developing a sense of participation in society, alongside useful life skills such as critical thinking and organisation. This specification requests learners to draw on information and evidence from different sources and demonstrate the ability to synthesise them, and develops pupils’ ability to analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use.  The curriculum that we use has been adapted so that we teach Unit D after Unit A; this is because social stratification is the module that underpins, consolidates and extends the learning of Units B, C and E. Moving Social Stratification to be taught from the spring of Year 9 has enabled our learners to develop a keen understanding of key sociological theories which then feed into knowledge, understanding and application with regard to Families, Education and Crime and Deviance.  Sociology is an enjoyable and interesting subject that engages learners of all ability ranges and encourages the use both of sociological theory and also contemporary examples. This has ensured that students that are still developing their own writing style feel confident to participate in class debate and discussion; this engagement helps them to hone their written communication. Sociology is a subject that stretches and challenges all students and their perceptions of the world around them; it also encourages them to become more aware of the diverse nature of British life today. Several aspects of the course introduce our pupils to different cultural practices around the world which develops them as global citizens also.  Our curriculum is inclusive so that everyone can be successful but encourages all learners to develop skills that will serve them well not only in Sociology but also other disciplines and in life. |

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| **Prior Learning Summary** |
| Our learners have not had the opportunity to study Sociology previously to KS4, but many aspects of it are delivered and discussed in PSHE lessons. Sociology also links to our learners understanding of the world around them and how society has been constructed in the way it has; it therefore builds upon understanding gained (eg of the feudal system) in KS3 History. Sociology evaluation questions use a similar structure to those utilised in KS3 History and revisited at KS4, (PEEEL in Sociology, PEEL in History) so students doing both benefit from this. Sociology also encourages debate around contemporary issues, which many students value and have experience of from other subjects and their tutor programme. |

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| **Curriculum Structure – Year 9** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **A** | **A** | **A** | **A** | **A** | **A** | **A** | **A** | **A** | **A** | **A** | **A** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** | **D** |  |

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| **Curriculum Structure – Year 10** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **D** | **D** | **B** | **B** | **B** | **B** | **B** | **B** | **B** | **B** | **B** | **B** | **B** | **B** | **B** | **B** | **B** | **B** | **B** | **B** | **B** | **B** | **B** | **B** | **B** | **B** | **C** | **C** | **C** | **C** | **C** | **C** | **C** | **C** | **C** | **C** | **C** | **C** | **C** | |
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| **Curriculum Structure – Year 11** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit A – Unit Title** | |
| **Overview** | **Key concepts and processes of cultural transmission** |
| **Aims** | This component focuses on the themes of socialisation, identity and culture. Learners study the key concepts and processes of cultural transmission, including socialisation and the acquisition of identity, and develop these through detailed study of families and education. |

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| **Unit D – Social Stratification and its role in shaping society** | |
| **Overview** | **Social Stratification and its role in shaping society** |
| **Aims** | The focus in this component is on social differentiation, power and stratification. This includes the theme of power, issues of social order and consensus versus conflict. Understanding the theorists that students are introduced to in this module lays the foundation for confident analysis and evaluation of subsequent modules.  This module places a significant and useful emphasis on analysis and discussion to draw conclusions, which enables students to access the following modules with greater success. It introduces our learners to concepts that they may not have considered before such as class, ethinicity, disability, poverty and the impact that these can have on life chances. |

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| **Unit B - Families** | |
| **Overview** | **Families** |
| **Aim** | This unit seeks to help our learners understand family diversity and different family forms in the UK and within a global context; social changes and family structures including changes in social norms and values; sociological theories of the role of the family and criticisms of the family, with particular reference to Marxist and feminist theory. This module further develops students critical thinking and awareness of issues that are still contemporaneous. |

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| **Unit C - Education and the attainment and achievement of different groups in our society** | |
| **Overview** | **Education and the attainment and achievement of different groups in our society** |
| **Aim** | Consensus versus conflict theories are applied to the topic of education in this unit. Learning is drawn upon from the earlier work in Unit A. Education is contextualised into its role within society whereby it is subjected to rigorous scrutiny across multiple schools of theory. Inside the school, patterns of attainment and the factors such as gender, class and ethnicity of investigated. |

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| **Unit E – Unit Title** | |
| **Overview** | **Crime and Deviance, the social construction of crime and methods of social control** |
| **Aims** | Differentiating between crime and deviance starts the unit with students invited to create their own templates for society. Theoretical studies develop here towards Advanced Level standards; as students will encounter individual theories that do not belong to the standard schools studied so far. Common themes of ethnicity, gender and social order prevail in a thought provoking topic. Research Methods (Unit E) ties in as we use data to establish and justify patterns and students become adapt at referring to the ONS. |

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| **Unit F – Unit Title** | |
| **Overview** | **Research Methods** |
| **Aims** | As Sociologists students will be taught how to collect, manipulate and manage data sets. The role of data as a means to draw theory from is critical in the understanding of how we apply theory. Each module of study currently has research linked questions, but it has become clear that learners benefit from this unit being delivered as a unit of lessons also, a change to previous practice. |