

# CURRICULUM INTENT/RATIONALE

FACULTY: Social Sciences

SUBJECT: Sociology

## Curriculum Vision - "To Provide a World Class Curriculum For Our Students...."

Exceptional Outcomes for Pupils which may be reflected in grades or a decision to work in the discipline.	Develop Moral and socially adept citizens by exposing them to occurrences of real life and reflecting on human behaviour.	That make them more aware of the world in which they live. How and why societies, culture and individuals are influenced.
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### Curriculum Intent

Knowledge Rich – real world examples.	Focus On Mastery – underpinned by readings for improved practice	Emphasis on long term memory and recall – quizzes that interleave throughout.	Inclusion- Scaffolding for lower abilities where all levels of students will overcome challenges.	Maximises the impact of Assessment – Knowledge checks at the end of components and composites.
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## SOCIAL SCIENCE INTENT & RATIONALE

### Our shared vision

Students have the choice to study Psychology, Sociology and Health and Social Care in our KS4 curriculum.

The aim of all subjects in social science is to develop critically analytical students that are aware of the society in which they live and how it affects their attitudes, thoughts and behaviour. We build on their critical analysis of theories, social structures, psychological perspectives and methods of measurement by equipping them with the skills to be able to evaluate and giving them the opportunity to ask questions and reflect: What does the evidence suggest? Why is it like that? How might we use this knowledge? Why must we be cautious of these findings/views? For all three subjects we intend to provide the students with the core knowledge needed for examination at the end of KS4, but also provide a curriculum that is knowledge rich and includes hinterland knowledge that strengthens the schemata of students and makes the learning more accessible to the real world. Social science subjects aim to be rich in knowledge, consequently social science students will develop into critical, analytical thinkers. By acquiring the knowledge students will build on their skills of inquiry, analysis and critique. "The more we know on any given subject, the more we'll be able to think about. And the more we're able to think about, the greater our ability to think with" (Didau, 2014 <https://learningspy.co.uk/featured/thinking/>)

### Sociology

During the two year course study, the sociology curriculum intends to develop curiosity and motivate the learning about key sociological ideas and values within British society. Sociologists studies the social influence on human life and their behaviour in social relationships. Therefore, there is an emphasis on how people live together in society as a whole and how they interact with each whether in small groups, communities and large organisations. Sociology endeavours to engage students to understand not only the ways in which society's structures influences our daily lives, but also the ways in which we help in shaping the structure of society. Students will acquire an understanding and awareness of contemporary debates and issues without ignoring their classical basis. The study of sociological perspectives and research, families, education, crime and deviance and social stratification will ensure that students gain a renowned breath of knowledge and understanding of differences and inequalities that exist in society. Students' thinking will be challenged in developing their understanding about how social processes and structures in society works. In addition to learning about society's infrastructure, students will develop theoretical, practical and analytical understanding of how sociologists carry out their investigation using a range of research methods.

Sociology as a science requires: the reviewing of existing literature to become familiar with the concepts and to spot any gaps where topics have not been investigated, a hypothesis, choosing a method of research, carrying out a small scale trial initially, selecting a sample, collecting the data, analysing the data and finally evaluating the research. As it deals with human behaviour that constantly changes, it is an area of study that is not based on hard cold facts that gives a right and wrong as there are many variables. Students are encouraged to debate the variables that they consider. For example, one debate is that lone parent are a burden on society (a view held by the New Right) who are inadequate as a parent, so their child(ren) under-perform in schools and as a result rely on the welfare therefore making no positive contribution to society. Students of sociology will be from varying backgrounds therefore, will be able to voice an opinion on this point.

British society has a structure that is based on class. In contemporary society, some sociologists suggest that it is not as significant and relevant anymore. However, it can be seen, that there are divisions between certain groups in terms of wealth, education, medical care, employment and other factors that can improve or deplete life chance. The studying of social stratification will enable students to recognise the existence of social inequalities that impinges on people's lives which requires greater understanding and tolerance of individuals and groups.

Our intentions for our students are that they will finish the course with a undeniably confident understanding of the relationship between sociology; the ethical, moral, social, political and economic changes that affect individuals and different social groups in society as well as considering the global impact. Students will have a growth mindset that enables them to understand varying arguments without judgement. As quoted by Sidney Poitier from Life beyond measure (2008) "The task is to learn as much as you can about as much as you can; the great disease of mankind is ignorance."

In year 10, students are taught the topics in a sequential order that commences with the role and perspective of sociologists before they embark on any particular study. Having this understanding enable students to recognise the importance of sociologist in examining different social issues that affects lives. Next, is the study of families which are viewed as the foundation of society, also seen as the starting point of individuals before entering in the world of education. The structure and practices of families argued by sociologist to be the source of primary socialisation is considered influential in the way young people engage in educational establishments. Finally, education is deemed as the process of secondary socialisation where structures and practices follow on from the home. Here students learn about the influences of school on achievement, but also, the connection with family and households.

Students will learn about the social structures, process and issues that forms the basis of sociological enquiry. Students will answer questions such as what key concepts do sociologists use? What is meant by a consensus and conflict approach? Who are the key thinkers of Marxism and Functionalism? How do sociologists go about their research? What theoretical factors affect choice of methods? How do sociologists select samples, collect, analyse and evaluate data? What are the advantages, strengths and limitations of different research methods? What are ethical issues and considerations in research? It is essential for students to engage in understanding these concepts before studying the topic of families, as they are the driving force behind all the topics students will study. Students will develop an understanding of how family structures have changed over time, the patterns of change in marriage and divorce over time and how the structure of marriage differ globally; this will be the substantive knowledge that students require. However, in order to develop critical, investigative thinkers, the use of debates will encourage disciplinary conversations for reasons why patterns have changes and why they differ globally. The mastery of critical discussion and debate will develop students in having the disciplinary knowledge, understand and skills; an essential pre-requisite of successful sociologists in the future. Students will be able to make the relevant connections between the views of keys thinkers and the different areas in studying families as well as understand the process of research carried out to arrive at a particular finding. It is imperative that students understand that varying views and supporting evidence, does not result in a conclusive answer, rather an understanding of reasons for the perspective/view.

Students will also examine the topic of education that develops their awareness and understanding of the structure of schools and their processes. Students will study the perspectives and views of the roles and functions of the education system, political changes of the education system, what can affect educational achievement – both internally and externally, differences in educational achievement of social class, gender and ethnicity. Again, like the topic of families, students will explore the views of classical and contemporary key thinkers in this area and will be able identify the research method used, suggesting strengths and limitations of the research and its source. Students will continue developing their skill of critical debate and discussion, that forms the foundation of effective oral communication as a sociologist. Completion of these topics at the end of year 10 will facilitate students' being self-assured in their knowledge and understanding of key sociological theories and debates, as they embark into year 11.

In year 11, students will study two final topics: crime and deviance and social stratification. Methods of sociological research is embedded throughout the topics as there is a focus on statistical data, that provides evidence to support debate. Students' prior knowledge of sociological approach and debate will allow them to make relevant connections to the concepts they are learning, and also from previous learning in year 10.

In crime and deviance, students will look at what is perceived as crime and deviance and how they are controlled. They will also explore how key thinkers and other approaches explain crime and deviance. The use of statistical data is examined for its purpose, usefulness and problems and to establish whether data accurately explains patterns of crime among certain groups such as social class, gender, ethnicity and age. Students will build on their critical and investigative thinking skills to debate in a disciplined fashion for reasons why certain social groups appear to be associated with criminal and deviant behaviour and to consider groups who are not; but should they? The role of mass media in presenting crime-related issues, will be examined and the sort of crime-related issues that generates public debates. Students will learn whether they provide fair representation of crime-related issues or if they heighten people's concerns and create panic. The learning journey of the two topics will allow students to make educational and theoretical links to all of the other topics learnt. Students will conclude their learning by understanding on one hand a perspective is put forward, and another is put forward on the other hand, however, they will be able to present the varying arguments based on the perspectives and supporting evidence without giving a personal judgement.

