

# Sociology

## Curriculum Information



### How has our curriculum been designed?

#### Intent

Sociology at St Augustine's aims to support students in understanding the social world around them. A knowledge of the individuals, groups and structures that influence the ways in which students think, act and aspire as the member of the global community. With a focus on fair, equality and equity, sociology shines a light on who is not reaching their full potential, possible reasons for it, and changes we have made and still need to make as a society.

The school ethos of being the best you can be is developed as students truly delve into what inclusion, diversity and wisdom look like in action. Critically evaluating our society and asking if we could do better for all its members.

Students are taught the skills of evaluation and analysis, understanding, tolerance and the benefit of looking at an issue from a number of perspectives. The intention is to allow each student to contribute to the discussion as we measure the weakness and strengths of key critical thinkers in understanding our world, as we know it now.

#### Implementation

At Key Stage 4 students are taught over three periods a week. Starting with research methods students are taught the fundamental principles underpinning Sociology as a science. In the first year, they closely examine the structures of family and education, understanding the many perspectives that exist in evaluating these structures and their benefit for society. In the second year, students are required to take a broader look at the crime and deviance as well as the way society is separated based on class, age, gender and ethnicity: opening the discussion around inequalities, how they are created and maintained or challenged and reduced. Students follow the curriculum developing the knowledge as well as the skills of application and evaluation. Essay writing skills are developed further as the ability to look at all institutions with a critical eye becomes more familiar. Student's knowledge is then put to the test and

At Key Stage 5 students take a deeper look at the way in which our identity is formed, by who and what that means in the context of society. Research methods and social inequalities are revisited, building upon prior knowledge, if studied at GCSE. This is not essential and other subjects such as religious studies, history and English lend their curriculum to developing skills to prepare students for A-Level. In the second year students are able to apply their skills to contemporary debates in society and look at the modern world and newer developments. The digital social world is put in the spotlight, where we ask questions about its impact on identity, relationships, culture and society on a global scale. The crime and deviance topic is revisited, with a heavy focus on causes and reduction policies, in which students research and stand for a side in a debate.

Students are required to demonstrate the three assessment objectives of Knowledge (AO1) Application of evidence (AO2) and Evaluation (AO3), throughout the course there are periodic check points to apply, critique and improve these skills using past exam papers and exam style questions. Increasing familiarity and comfort with these types of assessments.

Students are encouraged to hone their skills around independent learning. Reading, making notes, watching supporting evidence and listening to case studies are essential for progressing in the subject. Further to this films, podcasts and articles support understanding of sociological research and current discussions. These concepts are discussed and evaluated inside the classroom as students are encouraged to deepen their knowledge in their own time. Contemporary examples are welcomed in external examinations, so students are able to bring in case studies that resonate and stick with them.

Future plans for the subject include a debate club that occurs once a month on a current issue impacting our society, this is to encourage student leadership and collaborative work. As well as this, a peer-to-peer mentoring service, which deepens and consolidates the knowledge of the student mentor whilst supporting the student mentee. Both will be supported in focused research and skill development.

### Impact

Students are assessed regularly, using exam style questions from short to essay style answers. Students are asked to compare their grades with their target as well as look at their current skill level and apply teacher or peer feedback to the upgrading of their work. Last year all students passed with A-C grades with 90% of students meeting or exceeding their target grade.

Exam expectations are made clear through regular practice and skills lessons. Students participate in presentations and debates, putting their knowledge and evaluation skills to the test in a practical and interactive way, developing confidence in oracy, research, preparation and public speaking.

Students are encouraged to engage in wider materials such as podcasts, articles, current affairs, films, programmes and developments in technology. They are able to take a sociological approach to assessing the world around them. During discussions students evaluate possible interpretations and impacts of the developments, that show that students are taking on the higher aim of sociology: assessing the way society impacts all groups and seeing how we can improve it.

### Research Links/Professional Links

AQA GCSE Sociology Specification [here](#)  
OCR A – Level Sociology Specification [here](#)

### Sequencing

*Topics are sequenced so that students build knowledge and skills incrementally, they can then make synoptic links more easily. Higher band skills include the ability to evaluate the connected areas within sociology. Teaching closely to the exam board specification has allowed for good pace*

*in completing each topic and the space to improve higher band skills in top achievers, as well as support those who still require support.*

*At Key Stage 4 students are required to start with research methods and perspectives within sociology (feminism, Marxism, functionalism) to understand the scientific and theoretical underpinnings of sociology. In year 10 the family and education are explored, examined and evaluated. In year 11 crime and deviance as well as the stratification (division and categorisation) within our society is reviewed, reasoned upon and considered in the fairness of our society for all.*

*At Key Stage 5, students take a much deeper look into the institutions that make up society, how the identity of individuals are created and what this means in relation to others. Sociological perspectives are learned, and students are then able to assess parts of our society from those perspectives. The family structure and relationships and inequalities caused by social stratification are focused upon first. In year 13 globalisation and its impact on identity is a contemporary development on the first topic and crime and deviance is looked at more deeply, understanding the complex layering of identities such as class, age, gender and ethnicity.*

Key Stage	Qualifications	Exam Board
Key Stage 4	GCSE	AQA
Key Stage 5	A – Level	OCR