

Sociology Curriculum

Intent

'where are we going' or 'what sort of curriculum did we want to create'?

A curriculum in which knowledge is delineated *carefully*, taught *explicitly*, and placed *forensically*...

Where skills are taught, spiralled and *deliberately* practised ...

Where skills can be applied to a number of different situations

Where students can retrieve and apply knowledge to a given question

'What sort of Sociology Curriculum did we want to create'

- Mastery at KS4 that ignites students curiosity of their past and fosters a love for learning
- A curriculum based on scientific and humanistic knowledge of the social world
- A curriculum that encourages students to think critically about the contemporary society in which they live
- A curriculum that broadens students knowledge of the contemporary world in which they will live and engage in as an adult, including an appreciation that not everyone holds the same view
- A curriculum that prepares students for a lifetime of social change, diverse culture and which develops an understanding of why people act as they do
- A curriculum that encourages students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to society
- A curriculum which embeds a love of learning and an ability to question the status quo
- A differentiated curriculum where students are given the skills and opportunities to exceed their targets
- A curriculum that allows students to develop a broad skills set including teamwork, oracy, self reliance and an ability to question
- A curriculum which respects the beliefs of students and their parents while always aiming to provide students with the knowledge they need to study Sociology

Implementation

Where did we start? By picturing our typical KS4 student, and identifying what we would like them *to know* and *to understand* to become our **ideal** student.

	Year 9	Year 10	Year 11	KS%
KS4 students will follow the AQA Sociology course studying the Modules of Family, Education, Crime	X	X	X	

and Deviance and Stratification				
				X
				X
				X
				X
				X
	X	X		
	X	X	X	X
	X	X	X	X
	X			
	X	X	X	X
	X	X	X	X
	X		X	X
	X		X	X
	X		X	X
KS5 students will follow AQA Sociology course covering the modules of Family, Education, Media, Crime and Theory and Methods. Students are encouraged to develop a wider understanding by reading around the subject			X	X
			X	X

	X	X	X	X
	X		X	X
			X	X
	X			
			X	X
		X	X	X
			X	X
			X	X
		X	X	X
		X	X	X
			X	X
	X	X	X	X
	X	X	X	X
			X	X
			X	X
			X	X
	X	X	X	X
			X	X
			X	X

			X	X
			X	X
			X	X
General				
All students retain knowledge through the use of low stakes quizzing in every lesson which retests students at timely intervals to support long term memory	X	X	X	X
All students in Years 9-11 are supported to revisit key subject knowledge through self quizzing homeworks. Students are made aware of the knowledge that must be learnt and are given the strategies and resources to do so	X	X	X	X
Students at KS4 and 5 are supported with independent work through the google classroom			X	X
Success is celebrated and communicated to parents via the Department postcard	X	X	X	X
All lessons are planned and executed using the six teaching principles	X	X	X	X
Students are given the opportunity to develop behavior for learning habits through the integration of the six teaching principles in lessons	X	X	X	X
Students in all lessons are exposed to high quality modelling from teachers ensuring that they have the necessary skills to decode the question	X	X	X	X
Students are given timely and regular feedback on key pieces of writing and exam style questions. DIRT activities are planned to redress the misconceptions	X	X	X	X
Teaching groups are modified where possible following triangulation of assessment data, students feedback and pastoral oversight	X	X	X	X

Impact

- All students are supported in working towards their attainment targets
- All students are supported to have high levels of confidence in Modern Britain
- Assessments and schemes of learning are refined in light of data analysis, specification reforms and changing needs of particular cohorts. Individual teachers

will 'tweak' schemes of learning to meet the needs of their classes

- Students are assessed following a whole school calendar leading to data collection, distribution and reactive planning for the next cycle
- Leaders set and meet targets which are realistic and ensure progress for all groups of students