



SOCIOLOGY

Intent – What do we learn and why?

Sociology helps students develop a wide range of knowledge and understanding about society at a local and global level and how sociologists' study and understand its structures, processes and issues. The Sociology curriculum is designed to equip students with the knowledge and skills needed to engage effectively in our interconnected world. It fosters a deep understanding of society at local and global levels, encouraging critical thinking and debate on relevant topics. Sociology provides students with the exciting opportunity to gain a deeper understanding of the world around them and reflect on social issues that are often relevant to their own social experiences. It opens up fascinating discussions, for example 'free will versus determined behaviour?', 'how do sociologists investigate inequality in society?' and 'what is the purpose of education?'

Implementation – How is the curriculum planned?

The curriculum progresses logically from building sociological vocabulary to introducing research methods and sociological theories, and finally to A Level topics. Whilst there is some repetition at A level, topics are studied in more depth. We have also opted to teach different topics within the option to avoid repetition where possible. Students engage in debates, explore theories by key thinkers like Marx and Weber, and grasp the methods of empirical investigation and critical analysis. They apply their understanding to real-world issues, from education underfunding to global challenges like pollution and political instability. Our curriculum encourages students to think independently, collaborate, and respect diverse perspectives. It nurtures active citizenship, compassion, and critical thinking. We value resilience, even when tackling sensitive topics

Assessment – How do we assess student understanding?

End of topic tests occur approximately every 8 weeks, consisting of past exam questions. Students are regularly set extended answer questions to consolidate their learning. Shorter answer questions are often delivered through a low stakes quiz within the lessons themselves. Along with the mock exams, students are provided with ample opportunity to familiarise themselves with exam technique and to receive feedback also.

Home Learning

At Key stage 4, all tasks will be set on Class Charts. We also make use of Seneca which provides a great opportunity for students to assess their own learning. Homework will be set regularly and vary in length but students can expect at between 60-120 mins per fortnight. Students are actively encouraged to create their own revision material and complete knowledge organisers also.

At Post 16 the out of lesson learning will include the Directed Study time as well as homework and the expectation is that students develop an independent work ethos where they are seeking out learning opportunities throughout the week. For Post 16 the work set to complete will focus on exam practice and will be equivalent to around 2-3 hours per week. Additional tasks will be set to facilitate knowledge consolidation and will vary from completing assessment mats, to filling in knowledge organisers to writing a summary of a relevant documentary. Students are actively encouraged to consolidate their knowledge and create revision material after each lesson.

