



NOTTINGHAM GIRLS' ACADEMY

Sociology Curriculum

Purpose of Study

Pupils leaving school with a sociological basis become well rounded and understanding individuals. The subject has social, moral, spiritual and cultural recognition in abundance. It is the prominence of this that enables pupils to gain a better understanding of the social forces that shape their lives, thus they become well posed to deal with these issues in the future. Students will learn to make scientific/evidence-based judgements which will serve them well for topics requiring analysis and evaluation.

Aims

Students will be expected to:

- demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues.
- apply psychological knowledge and understanding of the content in a range of contexts.
- analyse, interpret and evaluate psychological concepts, theories, research studies and research methods.
- evaluate therapies and treatments including in terms of their appropriateness and effectiveness.

Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed. These skills should be developed through study of the specification content and through ethical practical research activities, involving:

- designing research
- conducting research
- analysing and interpreting data.

Curriculum-at-a-Glance: Social Sciences

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	Intro to Sociology/ Families and households	Families and households	Families and households	Education	Education	Education
Year 11	Crime and Deviance	Crime and deviance	Social stratification	Social stratification- Education covid recovery revision.	Revision- Education covid recovery revision.	Revision
Year 12	Intro to Sociology/Families	Families	Education	Education	Methods	Methods
Year 13	Crime and Deviance	Crime and Deviance/ Global development	Global development	Theory- Methods covid recovery revision.	Theory- Methods covid recovery revision.	Revision

No changes will be made to the start of year teaching. The rationale behind this is to give the pupils the feeling of starting fresh. Any recovery revision will be made towards the end of the year for

Medium Term Plan: Sociology

GCSE Sociology

Knowledge, Qualifications and Assessment

What pupils will study during Year 10 and 11, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
Introduction to Sociology	3	-Formative assessment including definition checks on the basic concepts sociological processes, structures and issues. - create a social media profile of each of the key theorists.	Understand the basic Sociological concepts such as primary/secondary socialisation, culture, norms and values etc. Demonstrate knowledge of the different theoretical viewpoints in Sociology, such as Feminists, Marxists and Functionalists. They will be introduced to the key theorists, Durkheim, Marx and Weber.	n/a
Families and Households	3	-Summative assessment. Timed assessment: 30 marks-35 minutes.	Pupils will focus on the family as a social structure. They will explain the different family types and structures in the UK using their knowledge of social processes. They will explain statistical patterns of different demographics and provide theoretical views in relation to this.	Pupils will consistently recap on theoretical views to embed learning of theory. Starters such as mix and match activities will aid this.

			Pupils will critically evaluate each theoretical view on family issues. Students must be able to evidence knowledge of key theorists; Rappoport and Rappoport, Oakley, Parsons, Zaretsky, Delphy and Leonard, Wilmott and Young.	
Education	3	Timed assessment- 30 marks	Pupils will explain the purpose of education from different sociological perspectives. They will gain the ability to analyse current trends in differential levels of educational achievement between different groups (gender, class and ethnicity). They will explain the trends using different sociological factors including parenting, material deprivation etc, they will need to evaluate these factors by contributing theoretical sociological knowledge. E.g. Comparing Marxist and Functionalist views on class and achievement. Pupils will be introduced to different educational policies where they will learn to critique the effectiveness of each policy and the impact on groups such as working class and girls etc. Pupils must be able to evidence knowledge of key theorists; Parsons, Durkheim, Bowles and Gintis, Willis, Ball, Ball, Bowe and Gerwitz, Halsey, Heath and Ridge.	Pupils will complete starters to recap on theory knowledge related the previous unit and any synoptic links to the current unit. Starters may be in the form of multiple choice questions, catchphrase, guess who etc. The timed assessment has increased to 40 minutes to allow questions from previous unit to be embedded.
Methods	3	-Evidence ability to conduct own research using a method of their choice and a topic of their choice. -Mock, includes all three topics learnt. 80 marks- 1 hr 45 mins.	Pupils will relate methodological terms to the different methods sociologists would use to conduct their research. Pupils will critically analyse the different methods used.	The end of unit assessment will include questions from all previous units.

Year 11: Crime and Deviance	3	End of unit assessment. 40 marks. Includes crime and deviance and methods in context.	Pupils will continue to apply their theoretical knowledge to the area of crime. They will explain the patterns of crime related to gender, ethnicity and class and use their knowledge of theories such as labelling, marxism and feminism to do this. Pupils must be able to evidence knowledge of key theorists; Cohen, Durkheim, Merton, Carlen, Heidensohn.	Consistent use of retrieval grids to recap on previous content such as key theorists studied in the education and families units.
Social Stratification	3	Mock assessment. Includes crime and social stratification units, plus methods in context. 80 marks- 1 hr 45 mins.	Pupils will continue to apply their theoretical knowledge to the area of social stratification. They will explain the impact of poverty and deprivation in the UK and consider theorists views such as marxism, weberism and feminism. Pupils must be able to evidence knowledge of key theorists; Marx, Weber, Devine, Townsend and Murray.	Consistent use of retrieval grids to recap on previous content such as key theorists studied in the Crime, education and families units.
Revision	3	Weekly 12 marker practice. Timed conditions. Peer assessments.		

Qualities

During Year 10 and 11, pupils will have opportunities to develop the following BUILD qualities:

BUILD Quality	How the Year 10 Social Sciences curriculum contributes to developing this quality:
<i>Respect</i>	<i>Pupils constantly discuss sensitive issues throughout the course and learn to consider their approach before contributing their view or opinion if it may be controversial.</i>
<i>Kindness</i>	<i>Through group work (most lessons) pupils will be supporting each other with their learning.</i>
<i>Tolerance</i>	<i>Pupils discuss controversial topics within all units, they will learn that differing views and opinions exist within the classroom.</i>

<i>Resilience</i>	<i>Whilst learning about the inequalities that exist within (all units) society students learn that they must combat these issues with resilience if they come across them within their own lives. E.g. challenging stereotypes, racism or other forms of discrimination.</i>
<i>Creativity</i>	<i>Pupils create their own research proposal within the research methods unit.</i>
<i>Positivity</i>	<i>All pupils will learn about the inequalities that exist within society, but most importantly focus on ways of improving those issues.</i>
<i>Integrity</i>	<i>All lessons are based on controversial questions where pupils are given the opportunity to share their honest views on the subject whilst remaining respectful of other pupils.</i>
<i>Aspiration</i>	<i>All pupils aspire to make a difference in society when learning about the inequalities that exist (this relates to all units).</i>
<i>Empathy</i>	<i>Pupils discuss contemporary issues including differential educational achievement, this will ensure pupils have an understanding of inequalities that may exist between certain groups such as working-class pupils.</i>

Skills

During Year 10 and 11, pupils will have opportunities to develop the following wider skills:

Skill Area	<i>How the Year 10 Social Sciences curriculum contributes to developing this skill area:</i>
<i>Literacy & Numeracy</i>	<i>Literacy is relevant to all lessons as it an essay-based subject. Numeracy is relevant to short exam questions where pupils are expected to understand graphs and statistical data.</i>
<i>Communication</i>	<i>All lessons begin with short debates over a lesson question. Pupils will also do short presentations and consistently work in small groups.</i>
<i>Problem Solving</i>	<i>Theory lessons requires them to weigh up the significance of different sociological arguments.</i>
<i>Leadership</i>	<i>Group work (throughout the course) requires them work together but also allow someone to take the lead in discussion and feedback.</i>
<i>Collaboration</i>	<i>Group work is common throughout all of the course.</i>
<i>Metacognition</i>	<i>Most lessons will begin with a thought-provoking question, pupils will gain an awareness of their own view prior to the lesson and how their view or opinion may develop/change by the end of the lesson.</i>
<i>Physical, Practical and Technical</i>	<i>Pupils undergo their own research project which requires physical and practical work.</i>
<i>Digital Literacy</i>	<i>When pupils conduct their research project they will use ICT skills to create graphs, tables etc.</i>

Enrichment

During Year 10 and 11, the following events, visits, and trips will enrich the Social Sciences curriculum:

<i>Event, Visit or Trip</i>	<i>Linked unit(s) of study</i>	<i>How the event, visit or trip enriches the curriculum:</i>
<i>No trips are planned.</i>		

Medium Term Plan: Sociology

A Level Sociology

Knowledge, Qualifications and Assessment

What pupils will study during Year 12 and 13, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
Year 12: Introduction to Sociology	3	-Formative assessment including definition checks on the basic concepts sociological processes, structures and issues.	Understand the basic Sociological concepts such as primary/secondary socialisation, culture, norms and values etc. Demonstrate knowledge of the different theoretical viewpoints in Sociology, such as Feminists, Marxists and Functionalists. They will be introduced to the key theorists, Durkheim, Parsons and Marx.	n/a
Families and Households	3	-Summative assessment. Timed assessment: 30 marks-35 minutes. (20 marker and 10 marker.)	Pupils will focus on the family as a social structure. They will explain the different family types and structures in the UK using their knowledge of social processes. They will explain statistical patterns of different demographics and provide theoretical views in relation to this. Pupils will critically evaluate each theoretical view on family issues. The process of childhood will be critically evaluated by using different theoretical approaches.	Pupils will consistently recap on theoretical views to embed learning of theory. Starters such as mix and match activities will aid this.
Education	3	Timed assessment- 50 marks. (30 marker and 10 marker)	Pupils will explain the purpose of education from different sociological perspectives. They will gain the ability to analyse current trends in differential levels of educational achievement between different groups (gender, class	Pupils will complete starters to recap on theory knowledge related the previous unit and any synoptic links to the current unit. Starters may be in the form of multiple choice questions, retrieval grids etc.

			and ethnicity). They will explain the trends using different sociological factors including parenting, material deprivation etc, they will need to evaluate these factors by contributing theoretical sociological knowledge. E.g. Comparing Marxist and Functionalist views on class and achievement. Pupils will be introduced to different educational policies where they will learn to critique the effectiveness of each policy and the impact on groups such as working class and girls etc. Pupils must be able to evidence knowledge of key theorists; Parsons, Durkheim, Bowles and Gintis, Willis, Ball, Bowe and Gerwitz, etc.	
Methods	3	-Evidence ability to conduct own research using a method of their choice and a topic of their choice. -Mock, includes all three topics learnt. 80 marks- 2 hrs. -10+20 marker Families. 30 marker education. 20 marker MiC.	Pupils will relate methodological terms to the different methods sociologists would use to conduct their research. Pupils will critically analyse the different methods used. Students will use their knowledge of methods and apply it to different areas of study related to the previous units.	The end of unit assessment will include questions from all previous units.
Year 13: Crime and Deviance	3	End of unit assessment. 60 marks. Includes crime and deviance (4+6+10+30 markers and methods 10 marker.)	Pupils will continue to apply their theoretical knowledge to the area of crime. They will explain the patterns of crime related to gender, ethnicity and class and use their knowledge of theories to evaluate the patterns (theories such as labelling, marxism and feminism etc.). Pupils must be able to evidence knowledge of key theorists; Cohen, Durkheim, Merton, Carlen, Heidensohn etc.	Consistent use of retrieval grids to recap on previous content such as key theorists studied in the education and families units. Recap on methods due to inclusion of method within the next exam.
Global Development	3	Two mock assessments. Two hours (families and global development. 80	Pupils will continue to apply their theoretical knowledge to the area of	Consistent use of retrieval grids to recap on previous content such as key

		marks. x2 10 marks + 20 marks- each unit.)	global development. They will evaluate the impact of MEDC's on LEDC's and analyse the extent of global development around the world. Pupils must be able to evidence knowledge of key theories such as world systems, modernisation, dependency theory etc.	theorists studied in the Crime, education and families units.
Revision	3	Weekly 10 marker practice, 30 marker plans. Timed conditions. Peer assessments.		

Qualities

During year 12 and 13, pupils will have opportunities to develop the following BUILD qualities:

BUILD Quality	How the Year 10 Social Sciences curriculum contributes to developing this quality:
<i>Respect</i>	<i>Pupils constantly discuss sensitive issues throughout the course and learn to consider their approach before contributing their view or opinion if it may be controversial.</i>
<i>Kindness</i>	<i>Through group work (most lessons) pupils will be supporting each other with their learning.</i>
<i>Tolerance</i>	<i>Pupils discuss controversial topics within all units, they will learn that differing views and opinions exist within the classroom. In particular within the education and families unit.</i>
<i>Resilience</i>	<i>Whilst learning about the inequalities that exist within (all units) society students learn that they must combat these issues with resilience if they come across them within their own lives. E.g. challenging stereotypes, racism or other forms of discrimination. This is prevalent throughout the global development unit.</i>
<i>Creativity</i>	<i>Pupils create their own research proposal within the research methods unit.</i>
<i>Positivity</i>	<i>All pupils will learn about the inequalities that exist within society, but most importantly focus on ways of improving those issues. Relevant mostly to the global development unit where pupils develop a view to affect change in society.</i>
<i>Integrity</i>	<i>All lessons are based on controversial questions where pupils are given the opportunity to share their honest views on the subject whilst remaining respectful of other pupils.</i>
<i>Aspiration</i>	<i>All pupils aspire to make a difference in society when learning about the inequalities that exist (this relates to all units such as the crime and global development units).</i>

<i>Empathy</i>	<i>Pupils discuss contemporary issues including differential educational achievement, this will ensure pupils have an understanding of inequalities that may exist between certain groups such as working-class pupils.</i>
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Skills

During year 12 & 13, pupils will have opportunities to develop the following wider skills:

Skill Area	<i>How the A Level Sociology curriculum contributes to developing this skill area:</i>
<i>Literacy & Numeracy</i>	<i>Literacy is relevant to all lessons as it an essay-based subject.</i>
<i>Communication</i>	<i>All lessons begin with short debates over a lesson question. Pupils will also do short presentations and consistently work in small groups.</i>
<i>Problem Solving</i>	<i>Theory lessons requires them to weigh up the significance of different sociological arguments.</i>
<i>Leadership</i>	<i>Group work (throughout the course) requires them work together but also allow someone to take the lead in discussion and feedback.</i>
<i>Collaboration</i>	<i>Group work is common throughout the course. Pupils will engage in presentation work for each unit.</i>
<i>Metacognition</i>	<i>Most lessons will begin with a thought-provoking question, pupils will gain an awareness of their own view prior to the lesson and how their view or opinion may develop/change by the end of the lesson.</i>
<i>Physical, Practical and Technical</i>	<i>Pupils undergo their own research project which requires physical and practical work.</i>
<i>Digital Literacy</i>	<i>When pupils conduct their research project they will use ICT skills to create graphs, tables etc. Pupils often do presentations in order to support them with their ICT skills and to help prepare them for university.</i>

Enrichment

During Year 12 and 13, the following events, visits, and trips will enrich the Social Sciences curriculum:

Event, Visit or Trip	Linked unit(s) of study	How the event, visit or trip enriches the curriculum:
<i>Tutor2u event</i>	<i>Families, Education and crime</i>	<i>Pupils are given the opportunity to learn from course experts and compete with other pupils.</i>
