

Curriculum Intent - Sociology

Curriculum Priorities

The Curriculum at Nottingham Girls' Academy is designed to develop subject specific knowledge as well as play its part in developing cross-curricular skills and personal qualities.

Students in Sociology will leave school with a sociological basis which will significantly contribute to them becoming well rounded and understanding individuals. The curriculum has been designed specifically with our diverse group of young women in mind, the presence of debate of controversial contemporary topics provides the students with the opportunity to communicate their ideas and emotions to others and in doing so learn a sense of consistent empathy and encouragement for a diverse range of people. The subject has social, moral, spiritual and cultural recognition in abundance. It is the prominence of this that enables students 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. The subject focuses on many of the important issues that exist within society, but most significantly students are armoured with the most appropriate tools to be able to face those issues. Students will also learn to make scientific/evidence-based judgements which will serve them well for topics requiring analysis and evaluation. The most significant aim is producing individuals who are equipped to deal with inequalities that may exist in society, challenge them and aim to contribute to changing society for the better.

Knowledge

Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions. By studying sociology, students will develop transferable skills including how to:

- * Investigate facts and make deductions
- * Develop opinions and new ideas on social issues
- * Knowledge of different areas of society, including the family, CJS, education system, religious systems and other institutions.
- * Develop an understanding of the basics of conducting sociological research.
- * Students will learn the fundamentals of the subject and develop skills valued by higher education (HE) and employers, including critical analysis, independent thinking and research.
- * Students will build on their own knowledge and experiences to discuss and debate contemporary topics and issues within the relevant topic areas.

Skills

The skills we aim to develop are:



Literacy & Numeracy



Communication



Problem Solving



Metacognition



Leadership



Collaboration



Physical,
Practical &
Technical



Digital Literacy

For example:

Literacy & Numeracy

Literacy is relevant to all lessons as it an essay-based subject. Numeracy is relevant to short exam questions where students are expected to understand graphs and statistical data.

Communication

All lessons begin with short debates over a lesson question. Students will also do short presentations and consistently work in small groups.

Problem Solving

Theory lessons requires them to weigh up the significance of different sociological arguments.

Leadership

Group work (throughout the course) requires them work together but also allow someone to take the lead in discussion and feedback.

Collaboration

Group work is common throughout all the course.

Metacognition

Retrieval and consolidation opportunities are used consistently in Sociology, this is required particularly due to the number of Sociologists names that students are expected to be able to reference. Starters are also often used as retrieval questions to build on exam skills/practice and knowledge.

Physical, Practical and Technical

Students undergo their own research project which requires physical and practical work.

Digital Literacy

When students conduct their research project they will use ICT skills to create graphs, tables etc.

Qualities

The qualities we aim to develop are:



For example:

Respect

Students constantly discuss sensitive issues throughout the course and learn to consider their approach before contributing their view or opinion if it may be controversial. Debates are common and students learn the ability to respect other students decisions to contribute different views and perspectives to them.

Kindness

Through group work (most lessons) students will be supporting each other with their learning.

Tolerance

Students discuss controversial topics within all units, they will learn that differing views and opinions exist within the classroom. This is evident from the introduction to the subject; students look at their own identities and discuss how and why it may be different to others within the classroom, this tolerance is built upon the further along within the course. Particularly when discussing controversial topics. Students realise that they must tolerate and respect those differences.

Resilience

Whilst learning (in all units) about the inequalities that exist within 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, sexism or other forms of discrimination. Working in a multicultural school this is a key characteristic that our girls may need to develop in order to appropriately deal with live events that may occur.

Creativity

Students create their own research proposal within the research methods unit.

Positivity

All students will learn about the inequalities that exist within society, but most importantly focus on ways of improving those issues. Students will study contemporary issues where there will be examples of campaigns to address social inequalities. E.g. #metoo BLM are all

examples of campaigns which aim to improve societal issues. Celebrating positive role models e.g. Improvements of the positions of women in the workplace.

Integrity

All lessons are based on controversial questions where students are given the opportunity to share their honest views on the subject whilst remaining respectful of other students. Students will develop the ability to respectfully and honestly adapt their view if what they are contributing is inaccurate. This often happens during discussions related to misconceptions of religions. Students in our cohort are able to clarify many misconceptions which are met with complete respect.

Aspiration

The main aim of our teachers is to create students that aspire to make a difference within society. It is learning about the inequalities.

Empathy

Students discuss contemporary issues including racial experiences, inequalities within education, global inequalities etc. This gives them an understanding of experiences of others that may or may not be relatable to them. The subject draws out the sensitive nature of students and allows them to empathise with those who are having negative experiences. Topics include #metoo, BLM, UN issues, war and conflict globally and FGM etc.

Curriculum Principles

Sequencing, Learning and Assessment

Our curriculum has been structured to take into account the cognitive science of how we learn. Key knowledge is covered sequentially and deliberately revisited and built upon. Spaced practice and retrieval are a feature of the curriculum structure.

This is further reinforced by:

- Learning Challenge: a purely formative assessment to help evaluate, and then reshape learning and address misconceptions at the end of each unit.
- Learning Consolidation: a summative assessment, taken at a planned interval from the end of the unit, to help evaluate retention of learning in the long-term memory.

Cultural Capital

Cultural capital is developed throughout the curriculum with deliberate opportunities for all students (but especially disadvantaged students) to experience aspects of the taught curriculum through trips, events and activities and broaden their horizons.

For example:

Guest Speakers

Students given the opportunity to learn from lived experiences. Prison officers, Occupational therapists (working with criminals). Experiences of individuals (staff) who have attended Private school and or Grammar school (planned for September 2022)

Documentaries

Homework activities such as watching documentaries allows us to capture the cultural capital. E.g. Educating Yorkshire, The school that ended racism, Making a murderer etc, Stacey Dooley- Sex Offenders in Florida.

Tutor2u conferences

Students are given the opportunity to learn the subject in a university setting. They engage in lectures and learn, recap on subject topics whilst competing with other students from other schools. This gives them a sense of universalism by helping them understand where they stand in relation to other students around the country.

Equality

We want our curriculum to reflect what it means to be a young, British woman today; for our students to know about the struggle and sacrifice that has led to the freedom and opportunity they have. We want them to know about their heritage and culture, and that of others in our community, enabling them to celebrate it and contribute to the progress of democracy as global citizens. We therefore regularly review and consult on the equality of our curriculum.

For example:

Equality:

The subject lends itself to equality. The majority of the topics learnt are about the numerous forms of struggles for women, ethnic minorities and WC individuals.

We aim to present these challenges to then discuss how they could/should be eradicated. E.g. topics such as racism in the media, institutional racism, sexism in the workplace etc.

Careers and Employability

To support our students growing understanding of how our subject might support them with employment, we plan in explicit links between their subject area and possible career pathways. Examples of the careers and sectors we highlight are:

Careers:

When guest speakers come in this gives students the opportunity to consider careers in the social industry such as police officer or prisoner officer.

Students can use sociology to prepare for careers in therapy/counselling, social work, teaching and other professions which require a high level of understanding of the impact of discrimination and ability to communicate.

