|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sociology** | | | | | | | | | |
| **Key Stage 4:**  **N/A** | | | | | **Key Stage 5:**  **AQA** | | | | |
| **Year 7** | **Year 8** | | **Year 9** | **Year 10** | | **Year 11** | **Year 12** | | **Year 13** |
|  |  | |  |  | |  | 6 lessons per week | | 6 lessons per week |
|  | | | | | | | | | |
| **Staff** | | **Role** | | | **Staff** | | | **Role** | |
| **A.Ahazie** | | Subject Leader | | |  | | |  | |

**Intent: what are we trying to achieve with our curriculum?**

Our A-Level in Sociology aims to inspire students to reflect upon the world we live in, fostering an understanding of the inter-relationships between individuals, groups, institutions and societies. It enables students to develop critical thinking and appreciate theoretical and conceptual issues. 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 ‘nature versus nurture?’, ‘how do sociologists investigate inequality in society?’ and ‘what is the purpose of education’

Students acquire knowledge and a critical understanding of contemporary society and social changes. They have the opportunity to develop a broad set of desirable key skills, including the ability to analyse and formulate clear, logical arguments, with scope for extensive evaluation from a range of theoretical perspectives. They develop strong critical thinking skills and are able to consider issues with a global outlook. This will be of huge benefit to students moving forward, whether this is in further education, the workplace or society in general.

The course content has been designed to inspire, nurture and develop learners. Popular topics such as Education, Families and relationships and Crime and Deviance have been selected for study. A strong global dimension is included to reflect contemporary society. Sociology at Bacon’s develops critical and reflective thinking with a respect for social diversity and encourages an awareness of the importance of social structure and social action in explaining social issues. Students at Bacon’s are encouraged to develop their own sociological awareness through active involvement with the contemporary social world. Students are encouraged to be inspired, moved, and changed by following a broad, coherent, satisfying, and worthwhile course of study and to reflect on their own experience of the social world to enhance their ability to play informed roles within different social contexts.

**In Sociology, the curriculum will help:**

* Produce students with high aspirations and self-confidence
* Create responsible citizens with awareness of social issues such as inequality, prejudice, and discrimination
* Enable students to make good progress towards meeting or exceeding target grades
* Produce students who are confident in developing and expressing their own informed opinions but are also respectful of the views of others
* Encourage students to challenge taken-for granted assumptions and question their everyday understanding of social phenomena
* Develop knowledge and understanding of a wide variety of areas of social life including crime, education, families, stratification, and inequality. In particular, to understand how different social groups experience these differently
* To be able to critically analyse information and use evidence to make informed arguments and reach judgements and conclusions
* Understanding of sociological theories and be able to apply these to understand social issues, debates and changed over time
* To be able to use sociological terminology correctly and appropriately
* To be able to describe and evaluate the appropriateness of different sociological methods in different contexts.
* Develop literacy skills through producing essay responses which are well-structured, address the question and make accurate use of sociological vocabulary
* Develop ICT skills through the completion of independent homework projects involving online research.
* To become more open-minded and willing to question their own assumptions and consider the opinions of others.

**Implementation: how do we deliver our curriculum?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** |
| **Year 12** | |  | | --- | | Paper 1: Education | | Paper 1: Education | Paper 1:  Education: Research methods | Paper 1:  Education: Methods in Context | Paper 2: Families and Households | Paper 2: Families and Households |
| **Year 13** | Paper 3: Crime and Deviance | Paper 3: Crime and Deviance | Paper 2: Beliefs in Society | Paper 3: Theories and Methods | Revision | Public Examinations |

**Impact: what difference is our curriculum making to pupils?**

* Develop an understanding of the interrelationships between individuals, groups, institutions, and societies.
* Analyse critically the nature and sources of information and to base reasoned judgements and arguments on evidence.
* Organise and communicate their knowledge and understanding in different and creative ways and reach substantiated judgements.
* Appreciate the significance of theoretical and conceptual issues in debate
* Understand and evaluate methodology and a range of research methods
* Develop skills that enable them to focus on their personal identity, roles, and responsibilities within society
* Develop a lifelong interest in social issues.

**Further Information and Guidance**

**GCSE Subject Information Sheet**

**Sixth Form Information Sheet**