Curriculum Intent:. "The difficulty, in Sociology, is to manage to think in a completely astonished and disconcerted way about things you thought you had always understood. Pierre Bourdieu. The Sociology curriculum at Trinity Sixth Form Academy aims to encourage students to develop an understanding of how society functions, and recognise how social issues have an explicit impact on their lives and the wider world. It provides young adults with an opportunity to reflect on their social experiences and provides a grounding that challenges their perceptions and assumptions. We also believe that it is important for students to actively engage with the news and documentaries that are relevant to their studies, and prepare students to become life ready learners. To enable them do this, we consistently remind the students of the importance of the Academy's professional standards and civic virtues. By the end of the course, students will develop the literacy, analytical and evaluative skills that are required at university but also in their daily lives to challenge social injustices and develop a greater empathy for those around them. The curriculum also strategically builds the skills and knowledge needed for students to pursue a wide variety of career paths including the police, teaching and jobs within the media.

Dates	Content	Assessment	Rationale
Τ1	<ul> <li>Theory &amp; Methods         Consensus and conflict theories including Functionalism, the New Right, Marxism, neo-Marxism and different Feminist views     </li> <li>Education:         The role and functions of the education system, including its relationship to the economy and to class structure     </li> </ul>	Spaced repetition testing will focus mainly on new terminology. 4, 6, 10, 20 and 30 mark exam questions will be used in lessons and as part of independent study Exam questions will be completed in class under timed conditions	We start the year with sociological theory, as this underpins the other substantive topics (Families, Education, Beliefs and Crime & language of sociology and as it's often one of the hardest topics it allows for lots of spaced repetition as they apply each theory to s theories are slightly easier for students to understand before moving on to the more abstract action theories and postmodernism In mark questions which are the most used questions across the course. Students learn the skills of evaluation, analysis and applications early apply each theory to set of the students to the more abstract action theories and postmodernism In mark questions which are the most used questions across the course. Students learn the skills of evaluation, analysis and applications early apply each theory as the course. Students learn the skills of evaluation, analysis and applications early apply each theory and applications early apply each theory and applications early apply each theory to set the topics of the most used questions across the course. Students learn the skills of evaluation, analysis and applications early apply each theory apply the topic topics of the skills of evaluation and the skills of evaluation and postmodernism in mark questions which are the most used questions across the course. Students learn the skills of evaluation, analysis and applications early apply to the postmodernism is promoted by exploring conflict theories and the way in which manipulate them, this should encourage them to think more critically about the information to which they are explained to apply their knowledge to a context they are familiar with. The paper con have studied previously. The topic also contains 4,6, 10 mark questions and a 30 mark questions which build on students' skills that essays.
T2	<ul> <li>Theory and methods         Action Theories. The concepts of modernity and post- modernity in relation to sociological theory.     </li> <li>Education:         Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society     </li> </ul>	Spaced repetition testing will focus mainly on new terminology but also the claims of specific sociologists 4, 6, 10, 20 and 30 mark exam questions will be used in lessons and as part of independent study	These are more abstract sociological theories that students struggle with. By having already studied structural theories of modernity these theories present a different perspective on society. This enables students to build on their evaluative skills. PS/CV's: We make links to recent movements for social change, for example - making links to the current climat reducing fossil fuels. This demonstrates our civic duty of temperance to reduce our emissions and help to reduce This topic builds on students' knowledge of relationships and processes within schools and they can make links to the role and func meritocracy. CEIAG:When discussing relationships and processes in school, reference is made to the range of roles in education including senior leaders, teachers, teaching assistants, caretakers etc.
Τ3	Families & Households: The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies Families & Households: Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life	Spaced repetition testing will focus mainly on new terminology but also the claims of specific sociologists	Families and households allows students to use their knowledge of theory and apply it to families, and it can also draw on students' contains 10 and 20 mark questions to enable students to embed these skills. This topic introduces students to the 'analyse' 10 mark item. The items will be familiar to students from the study of 20 mark questions in theories. CEIAG:Reference will be made to the role of Health Visitors when discussing state surveillance. This topic enables students to apply their knowledge of theories to add analysis to their discussion of changing patterns. It introduces more depth in Education and Beliefs but in an accessible way e.g. women's educational success and involvement in the workplace of couples throughout history), death, divorce, love, domestic violence and religion. Covering these sensitive su understanding of society, develops mutual respect, justice and tolerance.



Developing Life Ready Learners

and Crime & Deviance). It introduces students to the ach theory to subsequent topics. Consensus and conflict modernism In this topic, students are exposed to 10 and 20 and application which are essential throughout this

ws and compassion for social groups who way in which powerful groups may h they are exposed.

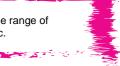
. The paper contains both of the 10 mark questions students dents' skills that they have developed from the 20 mark

es of modernity they are able to more easily understand how

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current climate change movement for help to reduce the speed of climate change

la la e role and functions of education e.g. in terms of



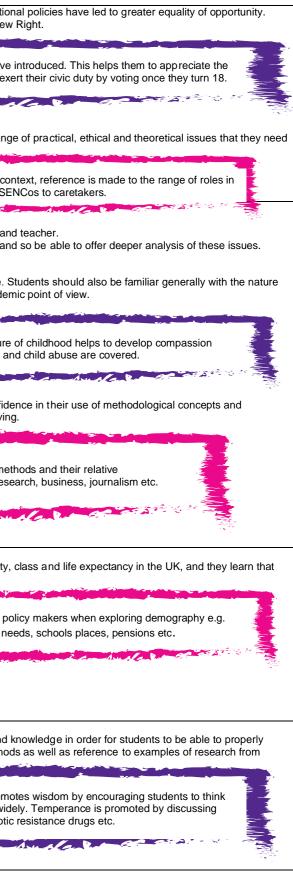
w on students' experiences of family life. The topic nalyse' 10 mark questions which require them to use an



erns. It introduces students to ideas that they will explore in the workplace and secularisation.

ership – attitudes towards same sex ese sensitive subjects creates a deeper

	Education: The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy. Theory and methods The distinction between primary and secondary data, and between quantitative and qualitative data. The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'. The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research. Research design including sampling methods.	4, 6, 10, 20 and 30 mark exam questions will be used in lessons and as part of independent study	This topic builds on students' previous knowledge of differential achievement as they explore whether or not education Students are also able to apply their knowledge of the role of education, particularly in regards to the views of the New PS/CV's: Students gain an understanding of the political parties in terms of the policies they have impact that politics has on their day-to-day lives which in turn will hopefully encourage them to exe These topics introduce students to the overarching approaches to research; positivism and interpretivism and the rang to understand in order to evaluate the use of specific methods. CEIAG:When discussing education as a research core education from governors, to teaching assistants, SE
Τ4	<ul> <li>Families &amp; Households:</li> <li>The diversity of contemporary family and household structures. Gender roles, domestic labour and power relationships within the family in contemporary society</li> <li>Families &amp; Households:</li> <li>The nature of childhood, and changes in the status of children in the family and society.</li> <li>Theory and methods <ul> <li>Different sociological methods applied to the context of education</li> </ul> </li> </ul>	Spaced repetition testing will focus mainly on new terminology but also the claims of specific sociologists 10 and 20 mark exam questions will be used in lessons and as part of independent study Exam questions will be completed in class under timed conditions	This is potentially a sensitive topic therefore it's helpful to cover this once students feel comfortable with their peers and Students will also have developed a good understanding of feminism and the personal life perspective by this point and Again, exploring the nature of childhood can be sensitive and therefore it's beneficial to study this later in the course. S of Sociology and therefore ideally more able to appreciate that the content is being covered from an objective / academ PS/CV's:Studying the changing nature as concepts such as toxic childhood ar These methods become gradually harder to understand and more abstract. Students are able to gradually gain confide terminology. Continuing to approach MIC questions throughout the topic encourages spaced repetition and interleaving CEIAG:Reference to the importance of understanding research met advantages and disadvantages in a range of careers including, rese
T5	<ul> <li>Families &amp; Households</li> <li>Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</li> <li>Theory and methods</li> <li>Different sociological methods applied to the context of education</li> </ul>	Spaced repetition testing will focus mainly on new terminology. 10 and 20 mark exam questions will be used in lessons and as part of independent study Exam questions will be completed in class under timed conditions	We compare life expectancy here to other countries. However, it also demonstrates to students differences in poverty, nationally people who live in the North of England have a lower life expectancy, and we analyse the reasons why. CEIAG:Reference to poplanning for housing ne
Тб	Theory and methods The nature of science and the extent to which Sociology can be regarded as scientific The relationship between theory and methods. Debates about subjectivity, objectivity and value freedom The relationship between Sociology and social policy.	Spaced repetition testing will focus mainly on new terminology but also the claims of specific sociologists 10 and 20 mark exam questions will be used in lessons and as part of independent study	These are the most synoptic aspects of the Theories & Methods topic therefore they require quite a lot of background I engage with them. It enables us to pull together their learning from the start of the year, knowledge of research method Education and Families where relevant PS/CV's: By considering the nature of what science is, this topic promobeyond Sociology and consider the role of science in society more wid some of the negative impacts of science e.g. climate change, antibiotic



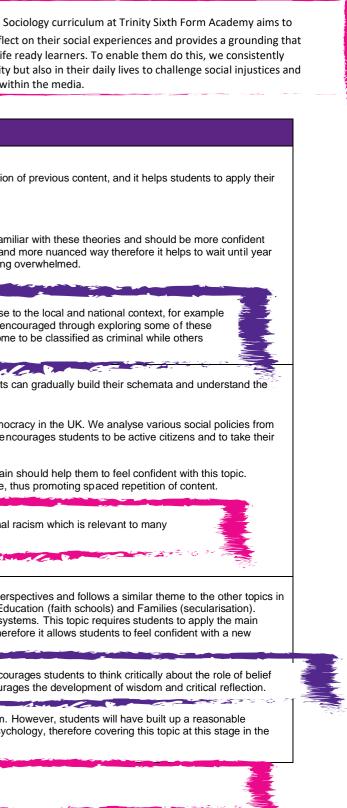
## Subject Area: Sociology Y13

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Dates	Content	Assessment	Rationale
T1	Theory and methods Different sociological methods applied to the context of education Crime & Deviance: Crime, deviance, social order and social control including perspectives of crime and deviance	Spaced repetition testing will focus mainly on recap of terminology. 4, 6, 10 and 30 mark exam questions will be used in lessons and as part of independent study to assess progress. Exam questions will be completed in class under timed conditions	Students will be completing RM topics that were started in Y12. This part of the course is also important as it is revision understanding to the two topics in year 13; Crime and Deviance and Beliefs in Society This topic begins by applying the sociological theories to the study of crime. By this stage students should be quite family when applying the theories to a new topic. Some of the theories, particularly functionalism are explored in a deeper and 13 before starting this topic. Students can therefore develop the schemata they have already created rather than being PS/CV's: We examine reasons for people committing criminal acts, and are able to apply these when studying theft and knife crime we are able to examine possible causes. Compassion is end reasons. Students also develop their critical analysis skills by considering how certain acts come don't.
T2	<ul> <li>Theory and methods</li> <li>Sociology as a science</li> <li>Objectivity and value freedom</li> <li>The relationship between Sociology and social policy.</li> <li>Crime &amp; Deviance:</li> <li>The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</li> </ul>	Spaced repetition testing will focus mainly on new terminology but also the claims of specific sociologists 4, 6, 10, and 30 mark exam questions will be used in lessons and as part of independent study Exam questions will be completed in class under timed conditions	The synoptic and abstract nature of this topic means that it is important to regularly revisit the content so that students core sociological themes of 'socialisation, culture and identity' and 'social differentiation, power and stratification'. Social policy encourages pupils to discuss the impact that social policies have on society, and the importance of demod different political parties and assess their impact, and gain an understanding of the priorities of political parties. This en democratic right to vote. Studying the theories followed by social groups is a pattern students will have become familiar with and therefore again Students are able to draw upon some of the knowledge they gained from education e.g. masculinity and gang culture, to CEIAG: Explicit reference to the police and discussion around institutional industries.
T3	Beliefs in Society:         Ideology, science and religion, including both Christian and non-Christian religious traditions         Crime & Deviance:         Crime and the media         Globalisation and crime in contemporary society green crime; human rights and state crimes         Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.	Spaced repetition testing will focus mainly on new terminology. 10, 20 and 30 mark exam questions will be used in lessons and as part of independent study Exam questions will be completed in class under timed conditions	Beliefs in Society was chosen as an optional topic as it reinforces students' understanding of the main sociological pers terms of understanding the interaction between different social groups and beliefs. There are also connections with Edu This first topic extends students' understanding of what science is and questions the classification of different belief sys sociological theories to the study of Beliefs. At this point in the course, students should be quite familiar with these there context. The sociological theories are also used throughout the topic as a source of analysis and evaluation. PS/CV's:The study of ideology, science and religion as separate belief systems encour systems in society and how powerful groups can manipulate our beliefs. This encoura This is a demanding topic which requires students to understand the impact of globalisation on politics and capitalism. I understanding of these issues from the Theory and Methods and beliefs topics. A number of students also study Psych course enables those students to make cross-curricular links with Forensic Psychology.





			CEIAG:The role of the media and journalists in the way in industry, transnational corporations, environmental lawyer
T4	Beliefs in Society:         The relationship between social change and social stability, and religious beliefs, practices and organisations.         Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice         The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.	Spaced repetition testing will focus mainly on new terminology but also the claims of specific sociologists 10 and 20 mark exam questions will be used in lessons and as part of independent study Exam questions will be completed in class under timed conditions	Students are introduced to the different types of religious organisations. Having understood the sociological perspective in a position to be able to apply this knowledge to the study of social groups. Understanding the religiosity of different s of a discussion around secularisation. Students gain an understanding of how religion varies across local, national and religious fundamentalism and terrorism. Students are able to see the impact that globalisation has had upon religion a is still important for many individuals in a postmodern world. PS/C.V's: This topic develops tolerance and understand discuss issues that are prevalent in today's society sucl Islamaphobia, and why this is increasing.
Τ5	Beliefs in Society:         The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.         General revision and exam practice	Spaced repetition testing will focus mainly on new terminology but also the claims of specific sociologists 10 and 20 mark exam questions will be used in lessons and as part of independent study Exam questions will be completed in class under timed conditions	The debate around secularisation is quite complex with lots of intertwining arguments and counter-arguments. It also d about different types of organisations and different groups which is why it is studied after the organisations, movement PS/C.V's:Students develop tolerance and respect for each other's bel others in society.

