

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
T1	<p>Theory & Methods Consensus and conflict theories including Functionalism, the New Right, Marxism, neo-Marxism and different Feminist views</p> <p>Education: The role and functions of the education system, including its relationship to the economy and to class structure</p>	<p>Spaced repetition testing will focus mainly on new terminology.</p> <p>4, 6, 10, 20 and 30 mark exam questions will be used in lessons and as part of independent study</p> <p>Exam questions will be completed in class under timed conditions</p>	<p>We start the year with sociological theory, as this underpins the other substantive topics (Families, Education, Beliefs and Crime & Deviance). It introduces students to the 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 subsequent topics. Consensus and conflict theories are slightly easier for students to understand before moving on to the more abstract action theories and postmodernism. In this topic, students are exposed to 10 and 20 mark questions which are the most used questions across the course. Students learn the skills of evaluation, analysis and application which are essential throughout this course.</p> <p>PS/CV's: Learning various sociological perspectives teaches the students tolerance for others' views and compassion for social groups who may be less fortunate than themselves. Wisdom is promoted by exploring conflict theories and the way in which powerful groups may manipulate them, this should encourage them to think more critically about the information to which they are exposed.</p> <p>Education follows on from Theory as students will be able to apply their knowledge to a context they are familiar with. The paper contains both of the 10 mark questions students have studied previously. The topic also contains 4,6, 10 mark questions and a 30 mark questions which build on students' skills that they have developed from the 20 mark essays.</p>
T2	<p>Theory and methods Action Theories. The concepts of modernity and post-modernity in relation to sociological theory.</p> <p>Education: Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</p>	<p>Spaced repetition testing will focus mainly on new terminology but also the claims of specific sociologists</p> <p>4, 6, 10, 20 and 30 mark exam questions will be used in lessons and as part of independent study</p>	<p>These are more abstract sociological theories that students struggle with. By having already studied structural theories of modernity they are able to more easily understand how these theories present a different perspective on society. This enables students to build on their evaluative skills.</p> <p>PS/CV's: We make links to recent movements for social change, for example - making links to the current climate change movement for reducing fossil fuels. This demonstrates our civic duty of temperance to reduce our emissions and help to reduce the speed of climate change.</p> <p>This topic builds on students' knowledge of relationships and processes within schools and they can make links to the role and functions of education e.g. in terms of meritocracy.</p> <p>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.</p>
T3	<p>Families & Households: The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies</p> <p>Families & Households: Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life</p>	<p>Spaced repetition testing will focus mainly on new terminology but also the claims of specific sociologists</p>	<p>Families and households allows students to use their knowledge of theory and apply it to families, and it can also draw on students' experiences of family life. The topic contains 10 and 20 mark questions to enable students to embed these skills. This topic introduces students to the 'analyse' 10 mark questions which require them to use an item. The items will be familiar to students from the study of 20 mark questions in theories.</p> <p>CEIAG: Reference will be made to the role of Health Visitors when discussing state surveillance.</p> <p>This topic enables students to apply their knowledge of theories to add analysis to their discussion of changing patterns. It introduces students to ideas that they will explore in more depth in Education and Beliefs but in an accessible way e.g. women's educational success and involvement in the workplace and secularisation.</p> <p>PS/CV's A range of sensitive issues are covered, including LGBT rights (marriage, civil partnership – attitudes towards same sex couples throughout history), death, divorce, love, domestic violence and religion. Covering these sensitive subjects creates a deeper understanding of society, develops mutual respect, justice and tolerance.</p>

	<p>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.</p> <p>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.</p>	<p>4, 6, 10, 20 and 30 mark exam questions will be used in lessons and as part of independent study</p>	<p>This topic builds on students' previous knowledge of differential achievement as they explore whether or not educational policies have led to greater equality of opportunity. Students are also able to apply their knowledge of the role of education, particularly in regards to the views of the New Right.</p> <p>PS/CV's: Students gain an understanding of the political parties in terms of the policies they have introduced. This helps them to appreciate the impact that politics has on their day-to-day lives which in turn will hopefully encourage them to exert their civic duty by voting once they turn 18.</p> <p>These topics introduce students to the overarching approaches to research; positivism and interpretivism and the range of practical, ethical and theoretical issues that they need to understand in order to evaluate the use of specific methods.</p> <p>CEIAG:When discussing education as a research context, reference is made to the range of roles in education from governors, to teaching assistants, SENCos to caretakers.</p>
T4	<p>Families & Households: The diversity of contemporary family and household structures. Gender roles, domestic labour and power relationships within the family in contemporary society</p> <p>Families & Households: The nature of childhood, and changes in the status of children in the family and society.</p> <p>Theory and methods</p> <ul style="list-style-type: none"> Different sociological methods applied to the context of education 	<p>Spaced repetition testing will focus mainly on new terminology but also the claims of specific sociologists</p> <p>10 and 20 mark exam questions will be used in lessons and as part of independent study</p> <p>Exam questions will be completed in class under timed conditions</p>	<p>This is potentially a sensitive topic therefore it's helpful to cover this once students feel comfortable with their peers and teacher. Students will also have developed a good understanding of feminism and the personal life perspective by this point and so be able to offer deeper analysis of these issues.</p> <p>Again, exploring the nature of childhood can be sensitive and therefore it's beneficial to study this later in the course. Students should also be familiar generally with the nature of Sociology and therefore ideally more able to appreciate that the content is being covered from an objective / academic point of view.</p> <p>PS/CV's:Studying the changing nature of childhood helps to develop compassion as concepts such as toxic childhood and child abuse are covered.</p> <p>These methods become gradually harder to understand and more abstract. Students are able to gradually gain confidence in their use of methodological concepts and terminology. Continuing to approach MIC questions throughout the topic encourages spaced repetition and interleaving.</p> <p>CEIAG:Reference to the importance of understanding research methods and their relative advantages and disadvantages in a range of careers including, research, business, journalism etc.</p>
T5	<p>Families & Households</p> <ul style="list-style-type: none"> Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation. <p>Theory and methods</p> <ul style="list-style-type: none"> Different sociological methods applied to the context of education 	<p>Spaced repetition testing will focus mainly on new terminology.</p> <p>10 and 20 mark exam questions will be used in lessons and as part of independent study</p> <p>Exam questions will be completed in class under timed conditions</p>	<p>We compare life expectancy here to other countries. However, it also demonstrates to students differences in poverty, class and life expectancy in the UK, and they learn that nationally people who live in the North of England have a lower life expectancy, and we analyse the reasons why.</p> <p>CEIAG:Reference to policy makers when exploring demography e.g. planning for housing needs, schools places, pensions etc.</p>
T6	<p>Theory and methods</p> <p>The nature of science and the extent to which Sociology can be regarded as scientific</p> <p>The relationship between theory and methods. Debates about subjectivity, objectivity and value freedom</p> <p>The relationship between Sociology and social policy.</p>	<p>Spaced repetition testing will focus mainly on new terminology but also the claims of specific sociologists</p> <p>10 and 20 mark exam questions will be used in lessons and as part of independent study</p>	<p>These are the most synoptic aspects of the Theories & Methods topic therefore they require quite a lot of background knowledge in order for students to be able to properly engage with them. It enables us to pull together their learning from the start of the year, knowledge of research methods as well as reference to examples of research from Education and Families where relevant</p> <p>PS/CV's: By considering the nature of what science is, this topic promotes wisdom by encouraging students to think beyond Sociology and consider the role of science in society more widely. Temperance is promoted by discussing some of the negative impacts of science e.g. climate change, antibiotic resistance drugs etc.</p>

Subject Area: Sociology Y13

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

			CEIAG: The role of the media and journalists in the way in which they report crime. Discussion around industry, transnational corporations, environmental lawyers, charities and environmental campaigners.
T4	<p>Beliefs in Society:</p> <p>The relationship between social change and social stability, and religious beliefs, practices and organisations.</p> <p>Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice</p> <p>The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.</p>	<p>Spaced repetition testing will focus mainly on new terminology but also the claims of specific sociologists</p> <p>10 and 20 mark exam questions will be used in lessons and as part of independent study</p> <p>Exam questions will be completed in class under timed conditions</p>	<p>Students are introduced to the different types of religious organisations. Having understood the sociological perspectives and the types of religious organisations, students are in a position to be able to apply this knowledge to the study of social groups. Understanding the religiosity of different social groups enables students to appreciate the nuances of a discussion around secularisation. Students gain an understanding of how religion varies across local, national and international contexts and evaluate the impact of religious fundamentalism and terrorism. Students are able to see the impact that globalisation has had upon religion and they are able to gain an understanding of why religion is still important for many individuals in a postmodern world.</p> <p>PS/C.V's: This topic develops tolerance and understanding of various religious groups. We discuss issues that are prevalent in today's society such as discrimination, including Islamaphobia, and why this is increasing.</p>
T5	<p>Beliefs in Society:</p> <p>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.</p> <p>General revision and exam practice</p>	<p>Spaced repetition testing will focus mainly on new terminology but also the claims of specific sociologists</p> <p>10 and 20 mark exam questions will be used in lessons and as part of independent study</p> <p>Exam questions will be completed in class under timed conditions</p>	<p>The debate around secularisation is quite complex with lots of intertwining arguments and counter-arguments. It also draws on the knowledge acquired throughout the topic e.g. about different types of organisations and different groups which is why it is studied after the organisations, movements and member topic.</p> <p>PS/C.V's: Students develop tolerance and respect for each other's beliefs and those of others in society.</p>