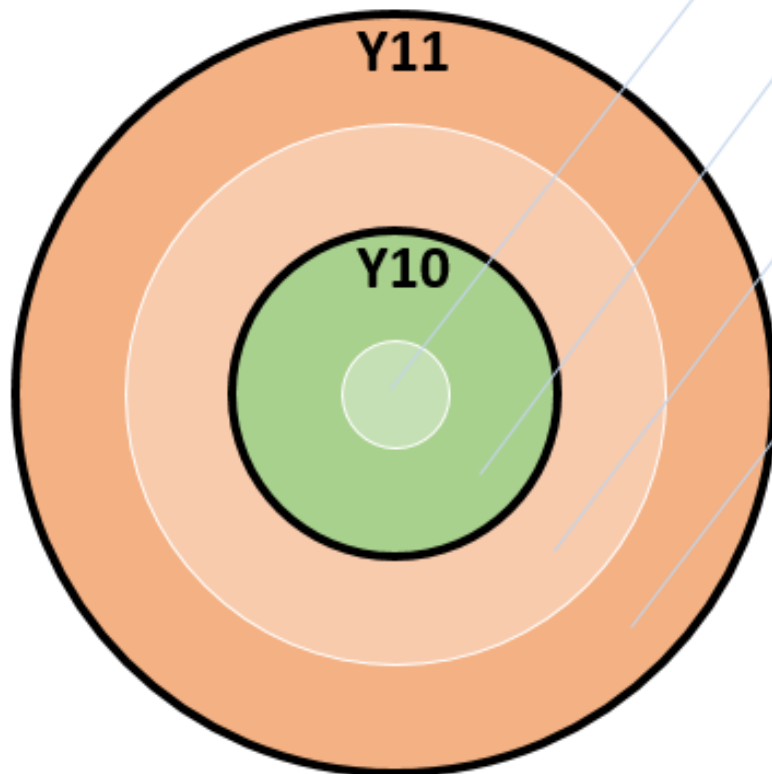


Sociology Curriculum KS4



Functionalist, Marxist and feminist views on **FAMILIES**

Functionalist, Marxist and feminist views on **Families** and **EDUCATION**

Functionalist, Marxist and feminist views on **Families**, **Education** and **CRIME and DEVIANCE**

Functionalist, Marxist and feminist views on **Families**, **Education**, **Crime and Deviance**, and **SOCIAL STRATIFICATION**

How will you be assessed?

- **Identify, Describe, Explain, Compare and Contrast** a variety of sociological perspectives on these issues

Intent	What new knowledge or skills are students taught?			How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?
	Term	Year 10	Year 11	
<p>At the end of the course, students must be able to:</p> <ul style="list-style-type: none"> - apply their sociological knowledge, understanding and skills to develop an understanding of relationships and tension between social structures and individual agency within a UK and global context - critically analyse information and use 	Autumn	<p><u>Introduction topic</u></p> <ul style="list-style-type: none"> • The sociological approach • Social structures, social processes and social issues <p><u>Start of Families topic</u></p>	<p><u>Crime and Deviance topic</u></p> <ul style="list-style-type: none"> • The social construction of crime and deviance • Social control • Criminal and deviant behaviour • Data on crime 	<p>The Chesterton Sociology curriculum is mapped around the National Curriculum, and goes beyond with 4 main challenges:</p> <p>Become a Sociologist. Students at Chesterton create their own study around the topic of household chores. Students go beyond the expectation of being critical thinker: they create their hypothesis, design their research methods (identifying pros and cons), create their survey, sample and distribute to target population, reach conclusion.</p> <p>Apply knowledge to the real world. Beyond thinking about the social work around them, students at Chesterton go out and confront it by visiting the</p>
	Spring	<p><u>Families and Methods topic</u></p> <ul style="list-style-type: none"> • Functions of families • Family forms • Conjugal role relationships • Changing relationships within families • Criticisms of families • Divorce <p>For all methods students need to understand the different types of each</p>	<p><u>Social Stratification topic</u></p> <ul style="list-style-type: none"> • Functionalist theory of stratification • Socio-economic class • Life chances • Poverty as a social issue • Power and authority • Power relationships 	

<p>evidence in order to make informed arguments, reach substantiated judgements and draw conclusions</p> <p>- use and apply their knowledge and understanding of how social structures and processes influence social control, power and inequality</p> <p>- use sociological theories to understand social issues, debates, social changes and continuities over time</p>		<p>method, the design process, practical, ethical and theoretical issues, strengths and weaknesses of using the method in sociological research and examples of studies (using each method).</p> <ul style="list-style-type: none"> • Experiments • Questionnaires & surveys • Interviews • Participant Observation • Statistics • Other smaller methods such as documents, life histories and case studies. <p>Students also need to be able to apply these methods to the context of educational research in a school environment.</p>		<p>Cambridge Crown Court and meeting a judge.</p> <p>Extra Reading. The contemporary issues mentioned in the national curriculum could be seen in relative terms. At Chesterton, students are regularly applying their skills to literal contemporary issues with news articles from the current year.</p> <p>Link to A-Level: From a list of books, films and podcasts, students are offered ideas to go beyond.</p>
<p>- understand and evaluate sociological methodology and a range of research methods</p> <p>- use sociological terminology appropriately and make connections between the key</p>	<p>Summer</p>	<p><u>Education topic</u></p> <ul style="list-style-type: none"> • Roles and functions of education • The relationship between education and capitalism • Educational achievement (Class, Gender, Ethnicity) • Processes within schools 	<p><u>GCSE</u></p> <ul style="list-style-type: none"> • Revisions skills • Exam practice 	
<p>- use sociological terminology appropriately and make connections between the key</p>	<p>Rationale for this sequencing</p>	<p>The family topic is taught first as it covers foundation knowledge regarding the key sociological theories that we later build on in the Education, Crime and Social Stratification topics. The family topic is a good place to begin studying sociology as most students feel familiar and comfortable with the concept. This topic is taught first as students will have experiences of family life which they can draw upon and use to evaluate the key theories.</p>	<p>The crime topic is taught in Y11 as students feel more comfortable to discuss sensitive issues such as crime and deviance. Students also build on knowledge of sociological theories (this topic is best taught after students have covered the families/ education topics and are secure in their knowledge of the key theories).</p> <p>Links are made between the education, family and crime topics.</p>	

<p>areas of subject content</p>		<p>Methods is taught parallel but slightly after the family topic as students need to be able to apply each method to the context of the topic. This makes the methods topic more relatable and also has the benefit to reinforce knowledge seen in the family topic.</p> <p>The Education topic is also taught in Y10 as students are more familiar with school processes and changes to the education system. They have experiences of school life which they can draw upon and apply to classroom discussions.</p> <p>Methods is still taught in Education to reinforce and apply research skills.</p>	<p>Methods is still taught in Crime and Deviance to reinforce and apply research skills.</p> <p>Finally, the social stratification topic comes last as it is the one that requires students to have an overview of all previous topics to fully comprehend. When talking about inequalities, students draw back from previous discussions on educational achievements, crime rates among different groups of the population, etc. This topic also covers many policies, which are relevant to all other topics and therefore a good revision in anticipation of their GCSE.</p>	
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KS4 SOCIOLOGY Curriculum intent

Curriculum Intent

To examine sociological views on the nature and role of the education system and the family. To explore the views of sociological theories on the relationship between crime & deviance and social groups. To examine the impact of state policies on the education system, families and crime reduction. Core sociological skills include; explanation of key theories, accurate use of specialist terminology, application of relevant studies, examples and sociologists views. Evaluation of key theories and ideas. Ability to make reasoned and justified conclusions.

“Students will develop a critical understanding and explore and debate contemporary social issues so that they are able to challenge everyday understandings of social phenomena from a sociological perspective. Specifications will develop students’ ability to think sociologically in relation to their experience of the social world around them, so that they are better able to play a positive, active and informed role within society.”

What do students *do* with this knowledge or these skills?

Students will complete two sociology papers each worth 100 marks (1.45hrs long). Paper 1 assesses students understanding of the Families and Education topics. It also includes application of Research Methods. Paper 2 covers Crime & Deviance and Social Stratification. Upon completion of their GCSE students can go onto study at A Levels for a number of disciplines such as; Sociology, Criminology, Law, Politics, Psychology, History, etc. Sociology can lead to a diverse range of careers. Later, students could study in a range of areas at University. There are specific occupations involving sociology such as working in sociological institutions such as British Social Attitudes, British Sociological Association or Office for national statistics. Or Government 'think tanks' conducting sociological research, and sociological research for charitable organisations such as Joseph Rowntree Foundation or ESRC (economic social research council). Sociology enables students to have a greater understanding of society and can lead to careers in other areas such as social work, politics, journalism, police, research and teaching.

How will the KS5 curriculum build on that from KS4?

Not all students will have had GCSE Sociology before starting at KS5. However, further areas of sociology are explored (post modernism, etc.), including subdivision of the key areas (functionalism, Marxism, interactionism, feminism).

Sociology builds on KS4 literacy skills. It also builds on students' humanities knowledge such as; globalisation, the enlightenment, industrial revolution, protestant reformation, the global spread of religion and basic differences between religions. Students will have different understandings of these issues based on their KS4 curriculum choices therefore this knowledge is also covered prior to the crime and beliefs topics.

How is *challenge* embedded into the curriculum?

Subject aim: "Students will develop a critical understanding and explore and debate contemporary social issues so that they are able to challenge everyday understandings of social phenomena from a sociological perspective. Specifications will develop students' ability to think sociologically in relation to their experience of the social world around them, so that they are better able to play a positive, active and informed role within society."

All students are expected to achieve the same curriculum intent, regardless of SEN/PP and any other factor. Lessons set high expectations and are organised to help students take ownership of their learning through clear breakdown of the course, regularly shared with the students. Students are shown how to make notes; how to distinguish between personal notes and key aspect of the course/exam; how to organise short and long answer; how to present opinion and evaluate arguments. When necessary, and based on individual needs, the teacher provides support or adapted delivery. Examples of adapted support: writing templates, Cornell notes, revision lesson on learning styles (kinaesthetic, visual, writing, etc.).

All students are also consistently encouraged to discuss the topics and make links with their personal experience, which contributes to both key elements: the challenge of the curriculum and the expectations for all to access it.

