

# Sociology Curriculum Intent



Our Sociology curriculum is designed to help students develop a deep understanding of the social world and the forces that shape it. We believe that Sociology equips students with the knowledge and skills to be critical thinkers and social analysts, so that they can make a difference in the world.

# What Students Should Know and Be Able To Do

## Entitled to powerful knowledge

 Our Sociology curriculum delivers thematic powerful knowledge and gives students the opportunity to engage with a range of sociological theories and perspectives. For example, students explore key theoretical frameworks such as Functionalism, Marxism, Feminism, and Interactionism. We take a thematic approach to this, allowing students to develop flexible knowledge. This enables students to analyse societal structures and issues from multiple viewpoints, developing a nuanced understanding of the world. Students develop powerful transferrable academic skills, improving their numeracy skills through analysing data and their literacy skills by crafting essays. By engaging with seminal works and contemporary studies, students learn to question assumptions, evaluate evidence, and construct well-informed arguments. Once the WJEC GCSE is achieved, students are encouraged take their journey further and begin their KS5 Sociology journey.

## Knowledge is Diverse, Inclusive and Representative

The Sociology curriculum does not shy away from controversial topics, explicitly challenges unhelpful and harmful stereotypes. We explore issues such as gender and sexuality, race and ethnicity, disability, and social class. For instance, when discussing family structures, we examine diverse family forms across different cultures and communities. When studying social movements, we highlight the contributions of marginalised groups, including civil rights movements, LGBTQ+ activism, and disability enabling campaigns.  This ensures that students see their own identities and experiences reflected in the curriculum, nurturing a sense of belonging and relevance, and are taken beyond their immediate experiences. Students will also be introduced to the diversity of society on a global level. Students will compare the cultures of those in the UK to other contexts, whether that be the Polyandrous families in Nepal in which women will marry all the brothers of the man she has married, Mormon communities where in one man will share multiple wives, or the famous One Child Policy in China. Students will develop their tolerance of alternate ideas and learn how to articulate contextualised opinions, that are rooted in fact and evidence.

## Education With Character

Our Sociology curriculum intends to spark curiosity and  equip students with the skills and knowledge necessary for being a responsible and active citizen. By studying the functioning of social institutions, the dynamics of power, and the processes of social change, students learn how to effectively participate in democratic processes and advocate for social justice. We provide opportunities for students to engage in activities such as mock elections, policy debates, and collaborative projects that address real-world issues. These experiences empower students to become informed and active participants in their communities and beyond.

## How Students Acquire This Knowledge

*"The ultimate aim of curriculum must be to a structured path, a movement through knowledge in time, where travel leads to acquisition and understanding, to seeing the world in a new way."*

### Coherent Whole

Our curriculum takes a thematic approach, where knowledge is acquired, developed over time, and finally applied to social groups and institutions through the medium of in-depth case studies. This hierarchical and cumulative progression allows for a deep and thorough understanding of sociological concepts.

### Acquire and apply

We benefit from a spiralling curriculum in Sociology, meaning that prior knowledge is regularly revisited and built on throughout the curriculum. Knowledge is expanded upon and applied in new and diverse contexts. The curriculum has been mapped carefully to ensure the placement of each lesson is beneficial to the overarching curriculum and development of hierarchical knowledge. For instance, students are required to master the definition of social institutions before exploring their impact on societal dynamics.

### Adapt and improve

**Adapt what is taught:** Powerful knowledge drives what is taught, with resources being updated regularly to reflect our ever-changing society and local context. Resources are updated regularly to ensure they are reflective of our ever-changing society. We ensure students are provided with the most up to date and relevant examples.

**Adapt when it is taught:** The Sociology curriculum is reflective and ever-developing, allowing us to adjust the sequencing of lessons when beneficial. For example, students may benefit from being taught an element of the course earlier, if it is in line with current world events. For example, an introduction to political parties may be brought forward if a General Election is announced. Additionally, theoretical concepts are taught early in the course, to allow students to apply their understanding to different themes and topics. For example, students are primarily taught the Marxist understanding of society, and apply this to different themes such as the Education and Criminal Justice system.

**Adapt how it is taught:** Teachers of Sociology are agentic in implementing the latest pedagogical research and using this to implement our curriculum. We use the school-wide evidence-informed principles, techniques, strategies and routines to ensure all students receive the best lessons.

**Improve:** Teachers amend and change curriculum resources, case studies etc. to meet the needs of their own classes, and to ensure that current Sociological issues are considered. For example, in our ever-changing society we see new problems and injustices arising regularly. Being responsive to emerging global conflicts and inequalities is important to ensure a responsive curriculum. Teachers are responsive to students' learning and will revisit learning not yet mastered.