



Sociology Curriculum Overview

What are the aims of the Sociology curriculum?

Our sociology curriculum provides learners with knowledge and understanding of key social structures and processes through the study of families, education, health, the media, crime and deviance, social stratification and theory and methods. At Key Stage 4 our students will develop their analytical and communication skills by comparing and contrasting perspectives on a variety of social issues and will be able to make judgements on the key ideas of sociologists, including Durkheim, Marx and Weber. By Key Stage 5 our students of sociology should foster a critical awareness of contemporary social processes and institutions; the sociology curriculum will enable students to conduct and become confident in both quantitative and qualitative methods of research. Our sociology curriculum enables our learners to question, with evidence to support, the structures in society and to what extent they function well for various social groups.

How does the Sociology curriculum support the Seaton Valley Federation's curriculum vision and intent?

Our sociology curriculum provides students with a challenging and engaging overview of society and social structures. Students use their literacy skills to discuss, both in their writing and orally, sociological concepts concerned with social structures, processes and social issues, whilst at all times independently being asked to question and investigate facts and make deductions to better understand the social world and the challenges various social groups face. Our sociology curriculum is constantly evolving and changing alongside popular culture and global culture. The very nature of the sociology curriculum demands that students keep up to date with sociological research and data analysis; evaluating how changes in society affect individuals and their lives as our global landscape shifts. This means students are very aware of what is happening within their country and beyond due to the continual links with topical issues and newsworthy events.

How is the Sociology curriculum sequenced to support pupils to make effective progress.

In Year 10 students are introduced to the key concepts behind sociological study, including social structures, processes and issues which sociologists seek to understand. Students are introduced to sociological research methods so that they have the skills to interpret data and statistics. In Year 10 and into Year 11 students study substantive sociological topics including families, education, crime and deviance and social stratification, using the theoretical study they have gained in Year 10 to evaluate the functioning of vital institutions. The Key Stage 5 curriculum builds upon the skills and topics taught at Key Stage 4, with students focusing on the core themes of: socialisation, culture and identity and social differentiation, power and stratification. Substantive areas of sociology are covered over the two year course, with a greater focus on the use of data and research methods. Year 12 is an opportunity for students to assess the education system, before considering how sociologists can investigate issues within education and other institutions. Students also spend the year assessing the health care system and its ability to meet the needs of various groups as well as the impact of the media on society. Year 13 is an opportunity for students to then further apply their fundamental understanding of key sociological theories and methods and crime and deviance, and gain an in depth understanding of which social groups are treated and represented less favourably within these institutions, whilst considering the impact the media can have on criminal behaviour in contemporary society.



How is assessment and feedback used to aid progress? How is moderation and standardisation achieved within Sociology?

Students in both Key Stage 4 and 5 are assessed orally within lessons as many of the topics are discussion based, requiring developed thoughts and opinions from the students. At Key Stage 4, over the two year GCSE curriculum and within each unit of the course, students are formally assessed on a topic by topic basis using past examination questions with targets and written teacher feedback. Students sit trial exams in line with SVHS exams timetable for the academic year. At Key Stage 5 at the end of Year 12, students complete a mock examination as a progress check for students before moving into Year 13 and the remainder of the full A Level course. Students sit trial exams in line with the ACHS exams timetable for the academic year in both year 12 and year 13. Throughout Key Stage 5 students are formally assessed every half term using past examination questions with targets and written teacher feedback provided to track progress through the various topics studied.

How is staffing organised within the sociology curriculum?

GCSE Sociology:

Victoria Brown and Hollie Hudson (Year 10)

Victoria Brown (Year 11)

A Level Sociology:

Victoria Brown and Hollie Hudson (Year 12 and Year 13)

Examined courses – exam board and course code (exams and controlled assessment elements)

AQA GCSE Sociology (8192)

Paper 1: The Sociology of Families and Education (including Social Theory and Methodology)

Paper 2: The Sociology of Crime and Deviance and Social Stratification (including Social Theory and Methodology)

AQA A Level Sociology (7192)

Paper 1: Education with Theory and Methods (including Methods in the Context of Education)

Paper 2: Topics in Sociology (Health and the Media)

Paper 3: Crime and Deviance with Theory and Methods