Intent:

The intent of the Sociology curriculum is to enable students to participate in our interconnected world with understanding and humanity, and the higher-level skills needed for the knowledge-based economy. Sociology is exciting, interesting and relevant to students' lives. It helps students develop a wide range of knowledge and understanding about society at a local and global level and how sociologists' study and understand its structures, processes and issues. Our aim at Altrincham College is a partnership between staff and students within the social science sociology team that is professional, educational, and supportive - at a time when our world, decisions and accountability is every changing. The aim of the Sociology curriculum is to equip students with appropriate knowledge and skills needed to understand and explain the causes of global human interaction and the impact this has on local community involvement to wider society in terms of all facets – political, legal, educational, cultural, – amongst others. Sociology provides students with the exciting opportunity to gain a deeper understanding of the world around them and reflect on social issues that are often relevant to their own social experiences. It opens up fascinating discussions, for example 'free will versus determined behaviour?', 'how do sociologists investigate inequality in society?' and 'what is the purpose of criminal justice?'. Students not only acquire worldly knowledge but a critical understanding of contemporary society and social changes that impact their own and the lives of millions like them. We want learners to be able to think analytically, establishing connections in their learning to ensure logical conclusions are reached in all applied and non-applied contexts. This embeds itself within our life-long learning goal to ensure our learners are inspired and motivated to fulfil their potential no matter what.

Learners will understand how culture shapes the identity they become and that much of what shapes them is socially constructed by the external forces they experience around them. This can be liberating for our learners who begin to observe in their own lives how there are processes and forces at play in shaping their environment. Learners will embrace the theories of many key thinkers – Karl Marx; Talcott Parsons; Emile Durkheim; Karl Popper; Max Weber, and Aguste Comte and their impact on our society in terms of the past, present and future. Learners comprehension of methodological research, debates about the scientific credibility of sociology and its impressive impact on political policy decisions will be ventured into later in their courses. Being able to study society, its patterns, relationships, culture and surroundings will help build their understanding of the various methods of empirical investigation and critical analysis that is used to develop a body of knowledge about social order and social change in all their applications. Students will embrace local political debates about the underfunding of education, restraints on our NHS to more global challenges with technological deprivation, pollution, global crime and political instability across the world.

Implementation:

The curriculum at A Level is sequenced logically from building on sociological vocabulary, via an introduction to how sociologists study society and sociological theory, through to A Level topic where students are challenged to debate the relative values of different theoretical perspectives and how sociology can be applied to enable social change. Learners will apply perspectives to inequality and build a conceptual understanding of how and why inequality formulates, for example poverty and the living wage being entwined with issues of moral responsibility and economic limitation. The course is designed and delivered to nurture thoughtful and motivated young people, who can act responsibly as active citizens, and who believe in their ability to change their community for the better. Sociology challenges pupils to look beyond appearances and set aside their own personal beliefs to enable them to grow in compassion and kindness. It empowers pupils with intellectually challenging ideas and concepts and essential skills of critical thinking. We encourage student to make mistakes, and learn from them, so they succeed in being resilient and courageous especially when learning about sensitive and often challenging topical material. Key to our success in delivering content to students is our forward planning to ensure knowledge is revisited, reviewed within the context of relevant practice questions with regular constructive quality feedback to support student progress. The optional topic choices are designed logically with the ability to revisit and build on existing knowledge with the flexibility to challenge our most able learners yet at the same time providing the scaffolding to those students who need it most.

Our inclusive curriculum in sociology supports the ethos statement of the school constantly challenging students to work collaboratively and think independently when engaging in all lessons and respect in class debates. Having confidence in their own ability to step out of their comfort zones with the ultimate goal of a successful outcome through personal development is important in all that we teach. Our intertwined curriculum delivery is tailored towards the creation of a successful outcome in which staff and learners work as a team providing an environment that nurtures, scaffolds and develops talents from all walks of life being central to our overall goal of success. Our topical material not only allows our learners to challenge themselves in a life context but enables them to apply their understanding within their own community involvement and environment. It is our ultimate hope that learners embrace one of the most eye opening and challenging subjects at each academic level and go out into the world and make a positive difference in the lives of others both at a community and global level.

Knowledge and skills assessments are undertaken on a regular basis with exam style questioning in chunked retrieval mini-assessments to develop and cement the skills of examination style responses and content. Independent learning and research tasks are built into homework and research projects that are designed to map across curriculum topic areas to enable students to develop the skills of independent learning where tasks take steps from scaffolded note taking to the development of broader understanding and developed note taking to synthesise their own knowledge with extension materials to ensure understanding of the synoptic elements of the course and make cognitive links between content to extend evaluative and analytical thinking.

Progress through the course is tracked through regular folder checks and assessment tracking. Taxonomy and command words along with assessment objective skills requirements are embedded in teaching and learning with students drawing from scaffolded exemplar responses and upgrading their own work to ensure high expectations for all students. Students monitor and track their progress using the personal assessment tracker. Student manage their folders and folder content, supporting them to achieve independence in their organisation and management of information, notes, wider reading, skills and revision planning.

Literacy within Sociology as a discipline

Students express themselves in verbal and written form. They take part in group discussions and presentations. They develop their literacy skills through differentiated tasks and activities structured from the literacy plan with a core focus on the development of subject specific understanding of:
- Understanding methodological evaluations using PET analysis
- classifying and describing theory and methods
- command word taxonomy comprehension
- key terms and contemporary examples

Literacy is further developed through the extension reading activities, for example using Sociology Review articles and News Articles to develop comprehension of the nature of sociology in relation to contemporary society and the current social issues across the globe.

Long Term Departmental Planning Overview			Subject:	**Sociology**	
Year	HT1 topics	HT2 topics	HT3 topics	HT4 topics	HT5 topics	HT6 topics

12	**Induction**
	• Theories and concepts
	• Functionalism
	• Feminism
	• Marxism
	• Interactionism
	• Postmodernism
	
	Socialisation, Culture and Identity
	• Culture, norms, and values
	• Different types of culture
	• Primary socialisation
	• Secondary socialisation
	• Agents of socialisation
	• Nature/nurture debate
	• Formal agencies of social control
	• Informal agencies of social control
	
	Synoptic understanding
	• Taxonomy words and command verbs
	• Sociological debates and the influence in society
		Socialisation, Culture and Identity
		• The concept of identity
		• Theoretical views of identity
		• Types of identity
		• Disability and identity
		• Sexuality and identity
		• Gender and identity
		• Class and identity.
		• Age identity
		• Ethnicity and identity
		• Nationality and identity
		• Hybrid identities
		• Cultural characteristics of minority ethnic groups
		• Englishness/Britishness
		• Intersection of identities
		
		Synoptic understanding
		• Taxonomy words and command verbs
		• Sociological debates and the influence in society
			Youth Subculture
			• Introducing youth culture
			• Patterns and trends
			• Youth and social class
			• Youth and gender
			• Youth and ethnicity
			• Trends by age
			• Theoretical explanations
			• Functionalism
			• Marxism/Neo-Marxism
			• Feminism
			• Interactionism
			• Postmodernism
			
			Research methods
			• Introduction
			• Positivism
			• Interpretivism
			• Access and gatekeeping
			• Ethics
			
			Synoptic understanding
			• Taxonomy words and command verbs
			• Sociological debates and the
				Youth Subculture
				• Spectacular youth subcultures
				• Delinquent subcultures
				• Criminal subcultures
				• Gangs
				• Anti-school subcultures
				• The media and deviance
				• Hybridity and identity
				
				Research methods
				• Key research concepts
				• Research process
				• Data collection
				• Respondent validation
				• Statistical data
				• Interpretation of data
				• Social policy
				• Sampling techniques
				
				Synoptic understanding
				• Taxonomy words and command verbs
					Research methods
					• Longitudinal studies
					• Questionnaires
					• Interviews
					• Content analysis
					• Observations
					• Ethnography
					
					Social Inequality
					• Social class
					  • functionalism
					  • Marxism
					  • Weberian
					  • feminism
					  • New Right
					• Gender
					  • functionalism
					  • Marxism
					  • Weberian
					  • feminism
					  • New Right
					
					Synoptic understanding
					• Taxonomy words and command verbs
					• Sociological debates and the influence in society
						Social Inequality
						• Ethnicity
						  • functionalism
						  • Marxism
						  • Weberian
						  • feminism
						  • New Right
						• Age
						  • functionalism
						  • Marxism
						  • Weberian
						  • feminism
						  • New Right
						
						Globalisation
						• Defining globalisation
						• Developments in digital communication
						• Theories of global digital communication
						
						Synoptic understanding
						• Taxonomy words and command verbs
						• Sociological debates and the influence in society

			influence in society	• Sociological debates and the influence in society		
13	**Globalisation** • Theories of global digital communication: • Impacts on identity; relationships; inequality; conflict and change; cultural homogenisation; cultural defence'; glocalization'. **Synoptic understanding** • Taxonomy words and command verbs • Sociological debates and the influence in society	**Crime and Deviance** • Definitions • Measuring Crime • Functionalism **Synoptic understanding** • Taxonomy words and command verbs • Sociological debates and the influence in society	**Crime and Deviance** • Marxism • Neo-Marxism • Interactionism • Realism • Feminism • Postmodernism **Synoptic understanding** • Taxonomy words and command verbs • Sociological debates and the influence in society	**Crime and Deviance** • Distributions of crime by ethnicity, age, class and gender. **Synoptic understanding** • Taxonomy words and command verbs • Sociological debates and the influence in society	**Crime and Deviance** • Global crime • Social policy and crime **Synoptic understanding** • Taxonomy words and command verbs • Sociological debates and the influence in society	**Revision** • H580/01 exam • H580/02 exam • H580/03 exam

British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of Different Faiths & Beliefs
Students will understand the role and influence of social policy and political preferences in the ways in which society is structured. The role of the media, political influence, decision making and weighing up different contexts will enable students to fully understand their role in a democratic society.	Students study criminal and anti-social behaviour and consider their importance for policy and society. Students critically examine whether the rule of law is applied fairly in light of police priorities, moral panics, institutionalised racism and social deprivation. Assumptions for the reasons for	Students adhere to British Sociological Association ethical guidelines when carrying out practical research. Students study behaviours that break the Law and how research can be used to prevent this and improve society. The political and economic context of research and the implications for	Students listen to, and respect, the views and opinions of others. Students are encouraged to respond appropriately to the views and opinions of others. Understanding the socially sensitive nature of issues such as alienation, bias, racism, sexism and poverty and the	There is a direct focus on the cultural relativity of sociology and the implications of ethnocentrism and cultural bias in sociological research, understanding and treatments. Students consider historical treatment of individuals such as the construction of childhood, criminality, subculture. Cultural differences in the

	crime are challenged and the role of justice is considered.	the control of groups, for example discrimination, vulnerable groups and implications for society.	implications of stigmatisation and labelling, for example gender identity and change.	understanding of deviance, poverty and inequality, globalisation considers these on a global scale.

Contribution to students social, moral, spiritual, cultural, personal development & wellbeing

Students are encouraged to explore a range of beliefs, theories, and cultures, which offer explanations for human behaviour. Pupils also are encouraged to reflect on their own beliefs on moral and ethical issues during discussion and structured debates. Students discuss these issues in a safe and sensitive environment. British values are reinforced through the use of a range of activities which foster active participation, mutual respect, healthy competition and effective teamwork. Students' achievements and adherence to the British values are rewarded to further reinforce these values. Examples include addressing misconceptions of poverty; inequality; unemployment; welfare state; criminality; youth culture; deviance; causes and ways to explain inequality and discrimination; promoting tolerance, diversity and equality; challenging sexism, racism, homophobia; moral and ethical debates about reasons for core social issues of concern and the policy and process for tackling issues, for example poverty, institutional racism; sexual and gender identity; the glass ceiling; fake news; equal rights such as disability, gender or age.

Careers / Gatsby benchmark links

Links to careers / jobs	Careers talk (possible contacts)	Career & labour market information	Workplace visit	Encounter with further / higher education
University noticeboard in the LRC and classroom, current courses highlighted and discussed with students. Personal statement guides in the LRC https://university.which.co.uk/ Careers and detailed job roles for post-18 psychology can be found at: https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/sociology	Psychology is a broad academic degree. Graduates go on to work across a wide range of jobs and industries. Guest speakers from related career paths, e.g. police, social work, nursing, teaching, human resources.	Careers notice boards in LRC and classrooms. Studying sociology opens up a range of careers in areas such as welfare, education, social research, and local and central government: Community development Marketing executive Police officer Policy officer Social researcher Youth worker Charity officer Family support worker International aid Newspaper journalist Probation officer Social worker	Students have the opportunity to arrange work experience placement. Careers contacts held in the LRC.	Encouragement to attend open days at University and to visit subject specific taster days at universities when available. UCAS convention days and university visits to the college for broader understanding od University life to promote and inspire students to achieve.