



Curriculum Intent

Sociology
Ms H. Colley

Curriculum Vision and Aims

The curriculum at Q3 Academy Great Barr is underpinned by the values that we hold as an institution. The curriculum will challenge, support and inspire all students in order to achieve appropriate and individualised progression beyond the Academy, preparing them for their future lives. We understand the importance of engaging parents/carers with their children's learning and therefore opportunities for home/Academy interaction will be integrated to build relationships, particularly at Key Stage 3.

The curriculum will be well-sequenced and challenging to ensure that all students, regardless of any previous or current disadvantage, are given every opportunity to be successful, following our Trust ethos: life to the full in pursuit of what is good, right, and true.

The curriculum should support students to:

- ✓ Achieve excellence, making excellent progress from their starting points
- ✓ Explore a range of subject areas and apply these in challenging situations
- ✓ Accept challenge and develop strategies to be successful in challenge
- ✓ Develop a life-long love of literacy and reading
- ✓ Use cross-curricular literacy, numeracy and computing skills fluently
- ✓ Understand their contribution to the wider World and how the World around them is changing
- ✓ Understand how to maintain their own, and others', physical and mental wellbeing
- ✓ Be creative and develop their own ideas and thinking
- ✓ Understand their responsibility within the Fundamental British Values and how to be good citizens, particularly demonstrating mutual respect and tolerance for others
- ✓ Understand and value history, heritage and traditions of communities
- ✓ Have access to appropriate careers and progression advice to ensure that they continue to be successful after they leave Q3 Academy Great Barr

Be Ready, Respectful and Responsible for themselves and others around them.

Department Vision

The Sociology department encourages students to take a critical perspective on society and to develop the skills to think independently about diversity, structural inequalities and social interaction. Students will develop an informed understanding of our rapidly changing world and are encouraged to think outside of the textbook and how key variables including class, gender, and ethnicity shape identity and an individual's chances and opportunities in life and sociological perspectives on how to ameliorate the effects of this.

Curriculum Specification

Academic GSCE:

[AQA Sociology \(Not currently offered\)](#)

Academic A Level:

[AQA Sociology](#)

Wider Curriculum Contribution.	
Our approach to supporting learning	Our approach and opportunities to stretch and challenge students
<p>Scaffolding in the form of model answers, 'I do, we do, you do' tasks and clear success criteria of how to achieve and complete a key skill or type of exam question are included in every lesson. Students repeat and complete deliberate practice of key skills or types of exam questions repeatedly with scaffolding. In Year 13 scaffolding, like repeated references to success criteria, is removed for majority of students but would still be provided for students not achieving their potential grade within Sociology. Students not reaching their individual potential in Sociology are given exam criteria on a separate resource to help build confidence and skills</p> <p>Tick sheets have been produced with the success criteria of each type of question for exam groups for students to ensure they are meeting the criteria the exam board requires for a good, well -written answer. Students use as a reminder and form of support whilst writing exam questions.</p> <p>Marking sheets have been created which uses the wording of the mark scheme but written in student friendly language. Essays are marked using the marking sheet to ensure students are competent and confident in explaining how they achieved the mark given. and which specific skill they needed to improve.</p>	<p>Students are taught the skills to critically analyse social interaction, structural theories and inequalities through the lens of sociological theory. Every lesson includes Challenge Tasks on most slides in each lesson. Students are encouraged through the use of Q-Points, praise and links to exam criteria to finish the tasks and then complete the Challenge Tasks. Each Challenge Task asks students to make a judgement, consider strengths/weaknesses or assess why another sociological view or theorist may disagree. For example, students will be asked to use prior knowledge about theories or sociologists to disagree with current theories being taught.</p> <p>Verbal challenge questions are included at the beginning of lessons to help guide and target challenging questions.</p> <p>Tasks also include opportunities for students to teach assigned groups content. Lead learner tasks make students accountable for others learning and challenge both their understanding and ability to explain content.</p>
Our contribution to Careers Education, Information and Guidance	Our contribution to Literacy and Reading Development
<p>Sociology enables students to develop their thinking skills - analysis, critique and synthesis - along with tangible skills such as research, presentation, communication and writing skills students of sociology are prepared to undertake further study in sociology or related subjects such as politics, geography, philosophy, economics, criminology and law, if they don't choose the university route then they should do well in the job market where such skills are required.</p>	<p>Each topic covered includes a disciplinary reading task that develops student's skills in inferring meaning of tier 2 and 3 words, using key words in sentences and developing knowledge of topics further through reading. Students are able to summarise, break down and answer questions on whole texts.</p> <p>Students produce glossaries of tier 2 and 3 words as an activity to help with literacy and inclusion of key words in exam questions.</p> <p>Tier 2 and 3 words are pre-taught in all lessons with literacy activities, for example, matching key words to the correct definition or given examples to help infer key words.</p>
Our contribution to Environment and Sustainability	Our contribution to Safeguarding and Prevent
<p>Students learn and make judgements about the impact of the actions of the 0.1% and how such companies drive excessive carbon emissions in the pursuit of profit. Victims of climate change can be identified through class differences.</p>	<p>Much of what we know about issues of equal treatment, safeguarding and the cause and impact of extremist views comes from research carried out by sociologists. These issues are embedded into teaching and learning tasks where students are asked, and must be prepared to discuss some long held views as they relate to equality of opportunity. The classroom is a controlled but safe place in which ideas can be exchanged, challenged or refuted.</p>

Our contribution to Social, Moral, Spiritual and Cultural development	Our contribution to Character Education (Citizenship)
Sociology is the study of society, social interaction and power structures. It provides the skills needed to take a critical understanding of social, moral, spiritual and cultural issues.	Sociology gives students the ability to understand social inequalities, group dynamics, and diverse perspectives, developing an awareness of traditional stereotypes. Students will be able to identify causes and factors which contribute to social problems and will be able to take this into account when considering decisions in their own life and aid in their character education.
Our Contribution to Digital Literacy Development	Our contribution to Numeracy Development
Students have opportunities to research key topics for homework developing digital literacy skills. Project work will be researched in class and students have opportunities to produce work using digital literacy skills.	Students look at and analyse quantitative data throughout the course. For example, GCSE results, prison populations and statistics around those living in relative poverty in the UK. Students use various methods to assess qualitative data and what this type of data can tell us about society and social interaction.