

<b>Subject</b>	<b>Sociology</b>
<b>Curriculum Intent</b>	
<p>The intent of the Sociology curriculum is to enable students to participate in our interconnected world with understanding and humanity while gaining the higher-level skills needed for the knowledge-based economy. Sociology 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. The aim of the Sociology curriculum is to equip students with appropriate knowledge and the skills needed to understand and explain the causes of global human interaction whilst opening up fascinating discussions, for example 'free will versus determined behaviour?' Pupils 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 pupils 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 pupils are inspired and motivated to fulfil their full potential whilst studying at HHA and beyond in the world of work or higher education.</p> <p>The curriculum provides opportunities to inspire a curiosity and fascination about the world that we live in. To ensure the curriculum is broad and balanced we have carefully researched different exam boards and have chosen AQA for both the GCSE and A level Sociology as it offers a wide range of sociological topics. For example, GCSE Sociology provides our pupils with the necessary foundation on the major sociological topics such as crime and deviance, research methods, families and social stratification. The A level Sociology offers a variety of other topics which will enrich and support their sociological learning even further. In addition, Sociology links well with our Heron Hall Academy STRIVE values. The study of other cultures helps to provide a depth of study along with an appreciation of the society we all live in.</p>	
<b>Curriculum Implementation</b>	
<p>The curriculum at GCSE and A Level (from September 2023) is sequenced logically from building on sociological vocabulary:</p> <ul style="list-style-type: none"> <li>• An introduction to how sociologists study society and sociological theory</li> <li>• The relative values of different theoretical perspectives and how sociology can be applied to enable social change.</li> <li>• Perspectives on 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.</li> </ul> <p>The course is designed and delivered to nurture thoughtful and motivated young people, who can act responsibly as active citizens, believe in their ability to change their community for the better and challenges pupils to look beyond appearances and set aside their own personal beliefs. It empowers pupils with intellectually challenging ideas and concepts and essential skills of critical thinking. We encourage learners 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</p>	

and reviewed within the context of relevant practice questions with regular constructive quality feedback to support student progress.

Lessons have individual PowerPoints to support classroom teachers along with video clips, photographs and other resources (student workbooks) to support learning. Resources and quizzes are also uploaded onto google classroom for Sociology at KS4 and KS5 (for September 2023) which support pupils' consolidation of learning. There is standardised assessment across the Department to ensure that students assess knowledge within the assessment cycle.

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 with a core focus on the development of subject specific understanding of:

- Understanding methodological evaluations using PET/PEELE analysis
- classifying and describing theory and methods
- key terms and contemporary examples
- extending through reading additional activities

## Curriculum Impact

We hope to make students more aware about the world around them and to gain a greater empathy for the environment and people living in different locations while beginning to ask questions about the world in which they live at a local, national, international and global scales. We expect our students to have an increasing depth of knowledge about the society we live in to be able to identify patterns and interpret, analyse and ask questions about the information presented to them. We want students to start to draw conclusions, evaluate the information presented to them. We hope that students can use this information and make decisions for the future. Students are shown how sociology links to the community and that opportunities exist for using sociological skills in study or at work. Sociology students develop a range of team working, analytical skills and are able to transfer knowledge and skills to new scenarios. The Sociology Department has a range of resources to communicate ideas and information to students. Lessons are prepared to a high standard using a range of resources. Assessments are in line with school expectations. Students complete DIRT activities to improve their understanding, skills and knowledge. Students are aware of their target grades by teachers and there are high expectations in class. Target grades are aspirational and students are encouraged to complete work outside of the classroom.