



The Royal School

Wolverhampton

Curriculum 2024

Sociology

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Sociology curriculum intent

Whilst following the guidelines of the National Curriculum we aim to offer a broad based curriculum which will result in acquisition of knowledge, develop enjoyment of learning and will equip our pupils for work and leisure as active, confident and responsible members of society.

In particular we aim to:

- Enable students to apply their sociological knowledge, understanding and skills to develop an understanding of relationships and tension between social structures and individual agency within a UK and global context.
- Critically analyse information and use evidence in order to make informed arguments, reach substantiated judgements and draw conclusions
- Use and apply their knowledge and understanding of how social structures and processes influence social control, power and inequality.
- Use sociological theories to understand social issues, debates, social changes and continuities over time.
- Understand and evaluate sociological methodology and a range of research methods.
- Use sociological terminology appropriately and make connections between the key areas of subject content.

Sociology curriculum implementation

In Sociology we teach 2 lessons per week at KS4 and 5 lessons per week at KS5. Our curriculum is structured in learning cycles. Each cycle lasts for 8 weeks and includes at least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. There are 5 learning cycles per year.

Each lesson follows The Royal lesson structure below:

- Date and learning question.
- Review questions as bell work and answers to be self-assessed or peer assessed.
- Homework set at start of lesson.
- The learning journey shared including lesson objectives and success criteria.
- Challenge tasks set every lesson.
- Review learning objectives at end of lesson.

Our curriculum is implemented in many ways including taught lessons and out of class experiences such as visits to Wolverhampton Combined Courts in Yr 11 and Prison and rehabilitation institutions in yr 13.

Sociology curriculum impact

The impact of our curriculum can be evaluated in many ways using both quantitative and qualitative information indicating how ready pupils are for the next stage in their learning whether that be transition between key stages or leaving for universities, apprenticeships or work at the end of year 13.

This includes an assessment of

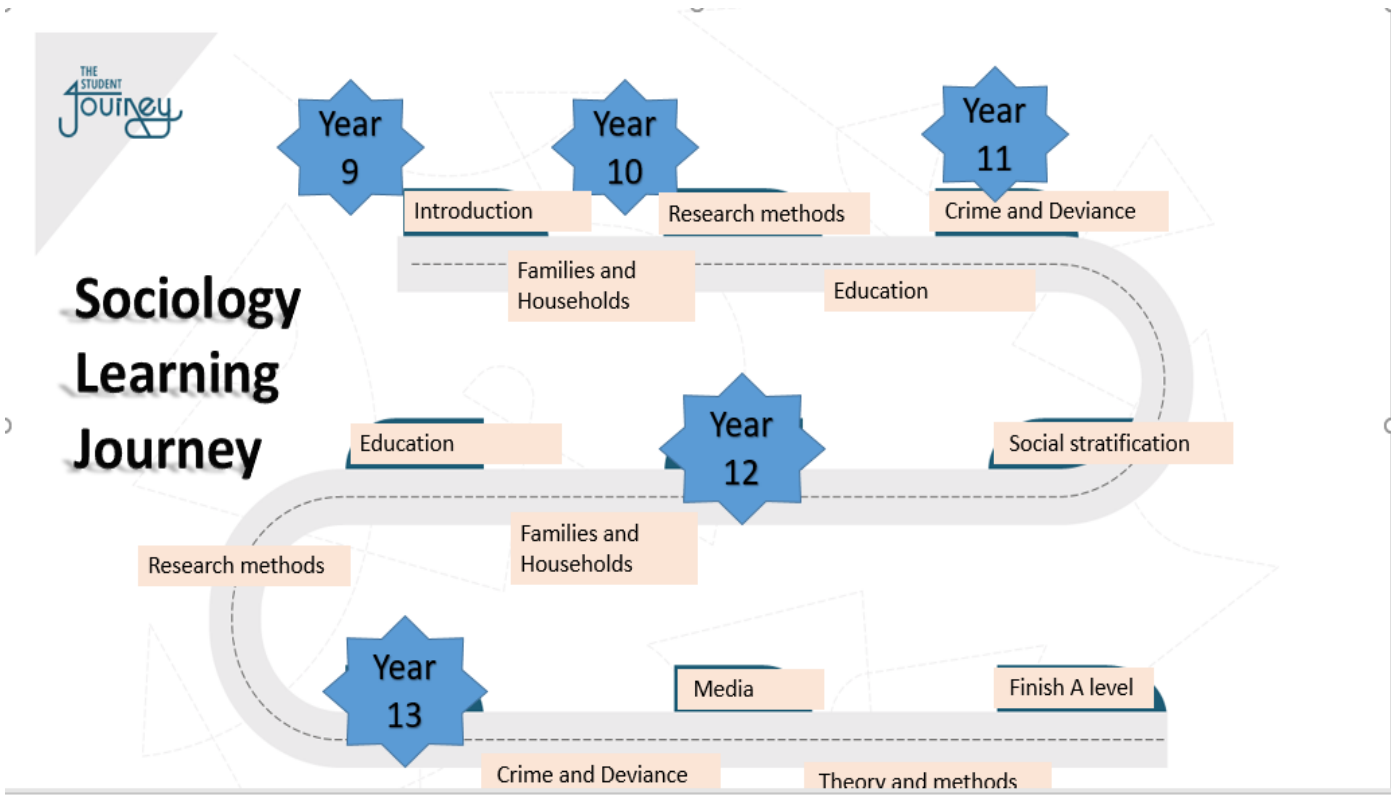
- The number of pupils achieving the national average (and often higher!) at the end of their key stage indicating their readiness to move forward with the next stage of their learning journey.
- The number of pupils opting for the subject at GCSE and A level
- The number of pupils opting to continue to study the subject in post 18 further education

Further information that can be used to assess the impact of the curriculum includes:

- The number of pupils gaining places at their first choice universities.
- The number of pupils gaining entry into their chosen career route including apprenticeships and employment.

Sociology Learning Journey

A graphic should be presented here showing how a pupil progresses in your subject through the primary and then secondary key stages.



Sociology Curriculum Map 2024

	Year 9	Year 10	Year 11	Year 12	Year 13
Learning Cycle 1	Introduction LHI Family AN	10B Research Methods AN x3 10D Research methods LHI x2 10D Crime CM x1	Crime and Deviance CM	Education – LHI Family and Households – AN	Crime and Deviance – CM
Learning Cycle 2	Introduction LHI Family AN	10B Research methods AN x 3 10D Research methods LHI x 2 10D Crime CM x 1	Social Stratification CM	Education – LHI Family and Households – AN	Theory and Methods – CM
Learning Cycle 3	Introduction LHI Family AN	10B Education AN x3 10D Education LHI x 2 10D Crime CM x1	Social Stratification CM	Education – LHI Family and Households – AN	Mass Media – CM
Learning Cycle 4	Research Methods LHI Family AN	10B Education AN x 3 10D Education LHI x 2 10D Crime CM x 1	Revision CM	Research Methods LHI Research Methods CM	Revision – CM
Learning Cycle 5	Research Methods LHI Family AN	10B Crime and Deviance AN x 3 10D Education LHI x 2 10D Crime CM x 1	GCSE/BTEC exams followed by A level bridging work	Research Methods LHI Research Methods CM	A level/BTEC exams followed by University bridging work

NB. The detailed SOW, assessments and lessons for each learning cycle should be placed in the correct folder in the subject team.

Sociology Assessment Calendar 2024

	Year 9	Year 10	Year 11	Year 12	Year 13
Learning Cycle 1	Approaches key terms & Discuss how far sociologists agree primary socialisation is more influential than secondary socialisation	Research methods questions and family key terms & 12 markers	AQA Paper 1 2019 Education only	Exampro: Education / or questions 4 & 6 markers from AS papers – week 6	Pre-Mock: AQA Paper 1 2020 – 20m methods in context – non-participant obs & 10 mark on primary qualitative data 2017 – 30 marker 2022 – 10 marker
Learning Cycle 2	Families: diversity - key terms & 4 markers and 12 marker on whether family has lost its importance Specimen ½	AQA Paper 1 2020 Family + methods only	Mock Week: AQA Paper 1 Specimen 2 Education only AQA Paper 2 Specimen 2 Crime only	Exampro: Families 10 markers from AS papers – week 6 (might need to swap round LC1 and LC2 assessments this year)	Mock Week – AQA Paper 1 Specimen 2 – full paper 30 marker on role (paper 1 specimen 1 with 10 marker on documents)
Learning Cycle 3	Families: perspectives - key terms, 4 markers and 12 marker on feminism Specimen 1 /2	Education questions key terms, studies and 12 markers.	Mock week: AQA Paper 2 2019	Mock week: AQA Paper 1 2019 Education selected questions only - class 30 marker, identity 10 marker AQA Paper 2 Specimen Family only 1hr 45 lose 10M (2024 paper 2 specimen 2 examined – do not repeat next year!!)	Mock week: AQA (Paper 3 Specimen) OR 2017 full paper 30 marker on functionalism - used in 2024 AND/OR prevention AQA Paper 2 Specimen 2 OR 2021
Learning Cycle 4	Family: conjugal roles questions with/without methods and 2 12 markers Specimen 1/2	AQA Paper 1 2020 Education + methods only	AQA Paper 1 2019 Family only	Exampro: Families & Education 20 & 30 markers from AS papers	Paper 2 2019?
Learning Cycle 5	Family full section adapted with methods covered 2022	Mock week: AQA Paper 1 2021 (Q22 from 2019)	GCSE/BTEC exams	Mock week: AQA Paper 1 2020 Education class 4 marker, functions 6 marker, 30 gender AQA Paper 2 2020 Family only	A level/BTEC exams

NB. The assessments and mark scheme for each learning cycle should be placed in the correct folder in the subject team.

KS3 Assessment Criteria 2024

Skills	Knowledge and Understanding (A01)	Application and Interpretation (A02)	Analysis and Evaluation (A03)
Grade 9	Demonstrates vast, relevant and comprehensive knowledge and understanding of all sociological theories including action theories. Uses a range of complex concepts effectively and has a deep understanding of key studies.	Apply relevant sociological theories, concepts and evidence accurately to UK contexts. Has the ability to measure this against a range of global examples understanding social constructionism.	Critically analyses and evaluate a comprehensive range of information and evidence, constructing a sustained line of reasoning that leads to informed arguments, substantiated judgements and well evidenced conclusions about contemporary social life based on valid evidence.
Grade 8	Demonstrate relevant and comprehensive knowledge and understanding of a wide range of sociological theories and concepts, different sociological perspectives, evidence, and methods.	Apply relevant sociological theories, concepts, evidence and methods accurately to UK contexts and some global contexts using a wide range of subject specific terminology.	Critically analyses and evaluate a range of information and evidence, constructing a sustained line of reasoning that leads to informed arguments, substantiated judgements and well-evidenced conclusions about contemporary social life
Grade 7	Demonstrate relevant and accurate knowledge and understanding of a good range of sociological theories and concepts, different sociological perspectives evidence and methods.	Apply relevant sociological theories, concepts, evidence and methods mostly accurately to UK contexts and a range of global contexts using a range of subject specific terminology.	Critically analyse and evaluate a range of information and evidence, constructing a good line of reasoning that can lead to informed arguments, judgements and evidenced conclusions about contemporary social life
Grade 6	Demonstrates relevant and mostly accurate knowledge and understanding of a range of sociological theories and concepts, different sociological perspectives, evidence and methods.	Apply appropriate sociological theories, concepts, evidence and methods to UK contexts some global contexts using mostly appropriate subject specific terminology.	Analyses and carry out good evaluation on some information and evidence, constructing a line of reasoning that can lead to plausible arguments, judgements and conclusion which are supported by evidence, about contemporary social life.
Grade 5 Working Above (yr 9)	Demonstrate mostly accurate and appropriate knowledge and understanding of a range of sociological theories and concepts, different sociological perspectives, evidence and methods.	Apply mostly appropriate sociological theories, concepts, evidence, and methods to UK contexts and some global contexts using some appropriate subject specific terminology.	Analyses and carry out some evaluation of information and evidence, constructing an appropriate line of reasoning that leads to plausible arguments, judgements and conclusions, which are supported by some evidence, about contemporary social life
Grade 4 Working At	Demonstrate some accurate and appropriate knowledge and understanding of some sociological theories and	Apply some appropriate sociological theories, concept, evidence and methods to UK contexts and	Carries out some analysis and evaluation of information and evidence. Can give some

(yr 9)	concepts, different sociological perspectives, evidence and methods.	some global contexts using everyday language with some use of key terms.	strengths and weaknesses which can lead to a conclusion.
Grade 3	Demonstrate some knowledge and understanding of some sociological theories and concepts, different sociological perspectives, evidence, and methods.	Apply basic sociological theories and concepts, evidence, and methods to familiar UK contexts using everyday language.	Describe information and make some evaluative comments and judgements about contemporary social life creating some conclusions.
Grade 2 Working Below (yr 9)	Demonstrate basic knowledge and understanding of some sociological theories and concepts, different sociological perspectives, evidence, and methods	Apply, in a limited way, basic sociological theories and concepts, evidence, and methods to familiar UK contexts using everyday language.	Describe information and make generalised arguments and simple judgements about contemporary social life.
Grade 1	Demonstrates limited sociological knowledge a very basic knowledge of sociology.	Apply in a very limited way some basic sociology – including key terms and theories	Starts to make judgements about theories which leads to a concluding statement.