








A summary of our principles: ALNS GCSE Sociology Curriculum

<p>ALNS Sociology Curriculum Our curriculum is designed to give students a broad understanding of the world that we live in through exploring key aspects of British society, developing an understanding of the relationships between different social structures and processes that impact on society, and by critically assessing a variety of sociological debates and research. These skills are scaffolded through the 2-year course so that both students are well prepared for both Sociology exams and transition into life beyond school.</p>	<p>Balanced Our curriculum explores a range of different cultural, social, political, economic and moral contexts to understand and celebrate diversity. Through studying Sociology, students develop a range of skills including knowledge retrieval, explanation, critical evaluation. Students also continue to develop skills of numeracy (through chart and graph analysis), literacy (through written arguments) and oracy (through paired and group discussions).</p>	<p>Rigorous Our choice of the EDUQAS curriculum was specifically made to ensure that our students could be challenged, engaged and confident in their learning of Sociology. Through consistent interleaving of key themes and concepts, students can draw on their wider sociological knowledge as they progress through the course.</p>	<p>Coherent Our curriculum has been designed to work explicitly in harmony with a range of other subjects (English, History, Science, Geography and Psychology), encouraging students to make connections and links between subjects and topics/themes covered across both KS3 & KS4.</p>
<p>Vertically integrated The curriculum has been developed to allow students to recall and re-evaluate concepts, themes and arguments from Year 10 to broaden their understanding throughout Year 11. This is achieved through studying the Key Concepts Unit to first (to give a broad understanding of key terminology), followed by the Family Unit which builds on this understanding. Studying Social Stratification and Research Methods in Year 11 encourages recall and spaced learning of key concepts from previous years.</p>	<p>Appropriate We ensure that tasks build students' confidence by being age-appropriate and accessible as well as engaging, whilst ensuring that all students are challenged, modelling excellence to all. Yet we include challenging concepts and a broad range of topics as well as choice. All pupils are entitled to a broad Sociology curriculum. Any adaptations made to support pupils' learning in Sociology should not be to the overall curriculum content but rather to how the content is taught.</p>	<p>Focused Each unit in Sociology is explored thematically (see curriculum map), but includes similar concepts and ideas throughout each. This has been done to show students explicit links between topics.</p>	<p>Relevant Our curriculum and course has been developed to incorporate links to current affairs and events that have a strong sociological meaning behind them (e.g the impact of gender roles on COVID and discussions over benefits and universal credit). Students are able to connect their understanding of Sociology as a school subject and apply this to contentious topics that affect society today. This skill of application is made explicit throughout the curriculum plan. Through analysis and evaluation of research methods, students are able to become sociologists, conducting and assessing their own forms of research.</p>

How does our Sociology Department incorporate ALNS Teaching Principles?

<p>Fostering a love of learning </p> <p>Our curriculum is designed to give students a purposeful and meaningful understanding of how the world we live in shapes our behaviour and actions.</p> <p>The course is taught by passionate teachers who make use of positive relationships with students to create a secure environment which allows students to thrive.</p>	<p>Challenge for All </p> <p>We have high expectations for our students and take a ‘teach to the top’ approach in mixed ability classes so that all students are challenged yet supported through scaffolding of skills required to reach ‘the top’. Our choices of tasks have been very carefully chosen and developed to ensure challenge, engagement, and support for students of differing abilities & starting points across key stage 4 allowing very clearly for progression in key skills.</p>	<p>Feedback for Learning </p> <p>Our students receive regular verbal and written feedback which focuses clearly on the knowledge and skills required to ensure progress and success.</p> <p>We build students’ confidence and skills in giving feedback to each other and to be self-reflective, building their metacognitive skills in relation to their own learning.</p> <p>Quick sixes, marked reviews and formal assessments allow pupils to develop an understanding of how they are progressing.</p>	<p>Literacy for Life </p> <p>We explicitly share a wide range of sociological concepts and terms throughout the course and encourage the use of these within verbal and written discussions. We create practical glossaries and build in habits of utilising these throughout lessons.</p> <p>Reading is integral to students’ learning and guided reading tasks are a regular feature in lessons. This develops students’ comprehension & metacognition as well as their oracy skills.</p> <p>Oracy skills are embedded throughout all units of Sociology and form a large part of the course. Through our paired and class discussions of key debates, students can add, build and challenge each other in an appropriate and constructive way.</p>
<p>Our curriculum makes use of a variety of teaching pedagogies to build engagement and enthusiasm. Our links to current affairs builds confidence and an awareness of wider British values.</p>	<p>Modelling </p> <p>We ensure that tasks build students’ confidence by being age-appropriate and accessible as well as engaging, whilst ensuring that all students are challenged, modelling excellence to all.</p> <p>We take an ‘I do – we do – you do’ approach to the modelling and learning process to build confidence & resilience.</p> <p>Additionally, the use of exemplar answers and student marking builds confidence in understanding the nature of Sociology exams.</p>	<p>Responsive teaching </p> <p>We take a responsive approach to teaching, incorporating lessons which respond to common misconceptions identified through ‘Assessment for Learning’ strategies which include questioning, whole class marking for specific skills at the formative stages and peer/self-assessment using clear success criteria. Interventions are swiftly incorporated to ensure that progress is maximised.</p>	<p>Stickability </p> <p>Our Schemes of Learning incorporate a range of strategies, such as interleaving, spaced learning, IT based quizzes and quick 6’s to ensure the ‘stickability’ of students’ learning.</p> <p>Our curriculum is enhanced by several linked topics on the other subject curricula to encourage students to make links and to embed information and ideas more deeply into their long-term memory.</p>

Curriculum Implementation

Sociology aims to empower students with the skills and ability to critically analyse and explain important matters in our personal lives, our communities, and the world. Furthermore, Sociology requires students to assess and evaluate why ideas and social issues arise, establishing an understanding of political and social ideologies which help determine our everyday lives. As Pierre Bourdieu argued, 'the functional of Sociology, as of every science, is to reveal that which is hidden'. Through our curriculum and lessons, students can make sense of our ever-changing society and lifestyles.

The study of Sociology explicitly encourages students to learn the ways of sociological research. Through our unit on sociological research methods, and through understanding a variety of different studies, students can grasp the evaluative skills that can support students in their own research, and in their own understanding of our world. This is even more applicable as we live in the information age. Through the critical skills learned in Sociology, students can decipher the 'fact' from the 'fiction' and the 'objective' from the 'subjective' in our world.

Sociology also establishes a deep-rooted understanding of cultural, political, and economic diversity. Through studying different cultural approaches to our world, students can develop tolerance and acceptance which, in our current social climate, is often disregarded. As such, Sociology creates well-rounded and open-minded thinkers that can actively and clearly explain their individual opinions. As C. Wright Mills explained 'you can never really understand an individual unless you also understand the society, historical time period in which they live, and their personal and social issues'.

Our principles behind our approach to Sociology lessons:

We aim to help students to understand the unique value of Sociology by providing opportunities for students to:

- Develop a range of skills to encourage critical thinking by making links between lesson content and current affairs.
- Explore and evaluate a range of sociological theories, focusing on their contextual relevance in comparison to today.
- Enter into seminar-like debate to develop skills of oracy and critical evaluation.
- Construct logical arguments (written and verbal) to communicate about social issues using sociological language appropriately.
- Gain an understanding of how different cultures form, and how subcultures develop in our ever-changing world.
- Explore social debates on classism, racism, ageism, sexism, homophobia and disablism.
- Embed open-mindedness and patience into students, and where students clash in ideas, develop progressive and restorative ways to reconnect and rebuild relationships.
- Create an understanding of the research process.
- Through working in groups, students learn to share leadership and responsibility, working co-operatively to achieve success.
- Further literacy and numeracy skills in a wider educational context, applying said skills to various social issues.
- Develop more computer literacy through accessing news articles and interactive resources.

How is the Curriculum planned?

In Sociology, students will acquire knowledge and understanding of issues within society. Students study various aspects of everyday life, such as the family, education, and crime, as well as the social systems and issues that surround everyday interaction. Within each of these areas, students will develop a broad understanding of how individuals are influenced by these topics, but also how individuals and groups also affects these areas. Furthermore, the study of Sociology allows students to understand the skills needed for research and encourages evaluation of research methods, sociological theories, and individual sociologists' work.

All students will gain these experiences through:

- Schemes of Learning which take a thematic approach and encourage cross-theme concepts that students revisit and re-evaluate throughout the course.
- Development of students' cultural capital and literacy skills to secure both their basic levels of comprehension and deeper understanding of Sociology.
- A progressive approach to the curriculum and the key skills required for GCSE so that students can embed and develop their comprehension and analytical skills as they progress through the different years.

How is the curriculum planned to be linked explicitly to relevant learning in other subjects and to the context of their lives?

Curriculum Links with other subjects

Year Group	Sociology	Other subjects
Year 10	Key Concepts and Processes Key Sociological Theories The Family Education Crime and Deviance	Social Class, Gender, and Feminism (explored in English lessons) Nature vs Nurture debate (explored in English and Psychology lessons) Different forms of Feminism (explored in History lessons) One-Child Policy (explored in Geography lessons) Arranged Marriages (explored in Aspiring Futures lessons) Different Family types (explored in Aspiring Futures lessons) Microcosm (explored in English) Impact of the media on lives (explored in IT, Media and Aspiring Futures) Reasons for criminal behaviour (explored in Psychology)
Year 11	Research Methods Social Stratification	Graph reading skills (explored in Maths and Science) Different types of research methods and their levels of usefulness (explored in History and Psychology) Poverty (explored in English) Racism, Sexism, Homophobia and Disablism (explored in Aspiring Futures lessons) Conducting experiments (explored in Science and Psychology lessons)

How is the curriculum delivered?

The study of Sociology uses a variety of pedagogical approaches that focus on the acquisition of knowledge, application to real-life scenarios and using evidence to make judgements about theories and studies. A range of activities are used within lessons to suit all learners. Learning processes in Sociology include reading, explaining, and analysing individual theories and sociologists, analysing news articles and critically assessing the media's representation of our key topics (the family, education, crime and deviance)

Students are given constructive feedback that allows them to be successful but also focuses on their next steps. The students will then be given time within lessons, following on from assessment feedback to reflect on their feedback and to act upon it. Independent learning is used weekly to further embed skills or knowledge attained in the lessons and so becomes relevant and helps with progression.

The lessons for all the schemes of learning appear on the Google Classroom for each student to be able to access Sociology work remotely when needed. By providing work online in this format, students also have access to a vast amount of revision resources in preparation for Mock exams and GCSE's.

Feedback from teachers, focuses on specific skills from the Key Stage 4 Programmes of Study and GCSE Assessment Objectives, all of which underpin all Schemes of Learning.

The importance of reading and vocabulary acquisition are also at the core of our curriculum. Thus, topics are carefully selected to ensure that students receive a breadth and depth of topics and that they are appropriately challenged, whilst being engaged, building confidence, comprehension skills and strategies. Equally, teachers' model and encourage students to be more specific, academic, and sophisticated with their vocabulary. A range of strategies are incorporated into lessons and Schemes of Learning, such as glossaries as well as the use of dictionaries and thesauruses being integral tools in lessons.

Key Pedagogies

The Sociology Curriculum draws upon pedagogical approaches which support the development of students' learning, comprehension, application and recall of key ideas within the curriculum that they are studying. These include the pedagogical approaches below:

Teachers as the specialist

Teachers of Sociology here at ALNS are passionate and enthusiastic leaders that are able to bring Sociology to life in the classroom through debates, high-level questioning and effective modelling. Teachers of Sociology contribute their own teaching practices to the Sociology schemes of learning to create a dynamic and engaging learning environment. Teachers are aware that memory and recall play a vital part in the learning process, so the curriculum utilises a variety of spaced learning/interleaving across the department through recall starters/quick sixes, low stakes quizzes and recall mind-maps. Furthermore, teachers have embedded 'revision' style lessons throughout the course to rehearse previous concepts and ensure they remain in the students' long-term memory. Teachers are also role models of the language that is expected in Sociology, utilising key terminology in their conversations with students to promote the importance of academic and subject specific language. Furthermore, the use of glossaries and skills sheets to outline the key aspects of the curriculum that they will be tested on builds confidence in students and allows them to identify their own areas of expertise and improvement.

Guided Reading

Built into the schemes of learning throughout Sociology are opportunities to read academically, using higher tier language and subject specific vocabulary. This reading promotes literacy and oracy, and encouraged students to build confidence of new terms. Guided reading activities appear both on an individual level and as group tasks too.

Flipped Learning

There are opportunities in the Sociology curriculum for students to develop their own understanding of key concepts and ideas before they have been learned. This promotes a sense of independence for students and allows them to contribute to the learning process in the classroom. Flipped learning is embedded early in the course and eventually becomes a habit of the students, allowing them to evoke curiosity.

ABC (Add, Build, Challenge and Oracy)

As oracy plays a vital part in the teaching of Sociology, students are encouraged to develop their skills of debate. Throughout the schemes of learning, contentious but appropriate debates and current affairs are put to the students to formulate their own opinions. Before discussions in class, students are given time to formulate their own opinions and using key academic language and are given the opportunity to think of more questions to ask. This allows students to add new ideas to debates, build on fellow students' ideas with more detail and even respectfully challenge each other to create a secure environment to progress their oracy skills. For students that struggle with oracy, individual conversations are preferred with evidence of written arguments showing their understanding of the topics discussed.

Use of Technology

Chromebooks are consistently used in Sociology so students can access all lesson resources and all revision resources in preparation for exams.

Chromebooks are used, when appropriate, for lesson activities, knowledge retrieval and assessments, as well as being used in all lesson to access PowerPoints so students can work at their own pace. Students with an exam access arrangement can use the Chromebooks for assessments.

Chromebooks are also used for guided reading of academic texts, completing interactive quizzes to consolidate learning (such as Blooket and WordWall), for independent learning and research tasks. Students are also able to access their relevant PLCs to self-evaluate their own learning in Sociology and to see what areas need more focus. Teachers are able to use these PLCs to inform their planning for students in the future.

Metacognition

The development of students' cognitive knowledge and regulation:

- Their own knowledge of themselves as a learner and the factors affecting their cognition (person & task knowledge; self-appraisal)
- Their awareness and management of cognition, including knowledge about strategies (procedural & strategy knowledge)
- Their knowledge about why and when to use a given strategy (conditional knowledge)
- Their identification and selection of appropriate strategies and allocation of resources (planning)
- Their awareness of their own comprehension and task performance (monitoring/regulating; cognitive experiences)
- Their assessment of the process and products of their own learning; revisiting and revising goals (evaluating)

Students also rigorously complete their own learning trackers in their books, using teacher feedback and their own self-evaluation to create specific targets to help improve their practice. This self-evaluation is promoted from Year 10 and into Year 11 and places more of the responsibility for learning on to students themselves.

Learning through the media

As part of understanding society, research methods and media representation of society, students also have access to wide variety of relevant and applicable documentaries that act as a tool of consolidating learning, being an element of critical analysis and acting as a method of the research process. Using documentaries, students can evaluate the usefulness of their content and establish more of an understanding of sociological perspectives.

How is the curriculum assessed?

Teachers use a range of assessment strategies within lessons, between lessons, within units in Schemes of Learning and at the end of units.

Assessment Types

- Questioning (written and verbal)
- GCSE style questions
- Marked Reviews
- Accumulative assessments
- Past paper questions
- Mock exams

Assessment is used to identify misconceptions, as well as to identify individual and whole class strengths and areas for further development and focus

Feedback types

- WWW and next steps stickers
- Mark scheme feedback
- Quick self / peer assessment
- Trackers in books

ALNS Sociology Department Assessment:

Teacher Feedback	Students Taking Next Steps	Peer or Self-Assessment	
Mark exercise books as appropriate using purple pens.	Students use pink pen to take their next steps and feed forward, focusing on particular questions/targets outlined by the teacher	Students use green pen to peer and self-assess.	
Focus on one piece of work to mark. For example, a PEEL paragraph or an exam question.	After marking always allow time in next lesson for students to take their next steps.	There should be an opportunity for self or peer assessment in most lessons .	
Use of “Next Step Sticker” when appropriate to outline what went well and how the student can make further progress from their piece of work.	Students answer any questions you have asked them on the content. These questions are specific to skills/knowledge that has been omitted in the assessment	Students use SPAG code to mark each other’s or their own SPAG.	
Feedback on the sticker should be focused on skill development or knowledge – as appropriate.	Students take their next steps outlined in feedback sticker. This can be done by rewriting part of their answer using your advice.	When marking a specific piece of work, students can write a “What went well” comment and an “even better if comment” under their peers or their own work.	
Feedback should allow students to show progress by responding to your feedback.	Students improve on SPAG using code to tell them how to improve	Students WWW and EBI comments should be skill specific and should help the peer/themselves progress.	
Where appropriate use assessment objectives as a guidance for feedback given on marking stickers.	Allow students time to annotate how they have improved in green pen . This is also an opportunity for self or peer assessment following next steps.	As often as possible students use a mark scheme to mark a piece of work and for WWW and EBI comments	
Develop student’s knowledge of content by asking questions within their piece of work (not on sticker). This can be used to clarify a misunderstood point or extend their knowledge. E.g., “How could you extend your answer here?”, “What other example might be better?”	If necessary, give further verbal/written feedback so that answer can progress further.	Allow time for next steps when peer assessment has taken place.	
	Students have access to trackers in books to track their own progress and to develop individual targets following assessments. These targets them form the basis of their next assessment and should be clearly seen in books.		