

<p><b>Cultural capital and local context</b></p>	<p>Instilling a sense of enthusiasm surrounding Sociology and an encouragement to research and think independently. Students will gain confidence in their approach to gathering and presenting knowledge and a deeper understanding of the society in which they live in.</p> <p><b>Example:</b> Students learn about the historical background of classical sociologists, such as Karl Marx and Talcott Parsons. This gives students a deeper understanding of why each sociologist thought the way they did and why they analysed society from a particular perspective. Students are encouraged to take an interest in current affairs and events via research projects and apply them to key themes in Sociology.</p>
<p><b>Ambitious</b></p>	<p>All Sociology lessons are designed to contain challenging tasks, which offer the chance to consider high order thinking skills and Bloom’s taxonomy. A level terminology is built into the GCSE Sociology curriculum to encourage students to excel beyond what is required within the specification.</p> <p><b>Example:</b> Students are provided with opportunities to think independently through research projects, planning and gathering information, before attempting essay questions at KS4 and KS5. Students are also encouraged to continuously make synoptic links and connections between topics rather than solely being able to recall and regurgitate knowledge.</p>
<p><b>Logically structured</b></p>	<p>At KS4 we teach the topics in a chronological order to build on students’ skills and to enable students to make synoptic links between different topics and themes throughout the course. Students are given a sound grasp of both sociological theory and research methods early in the course. This allows students to build upon more challenging aspects of the course throughout the year.</p> <p><b>Example:</b> In year 10 students are taught the theoretical/ sociological perspectives of Marxism, Functionalism, Newright and Feminism at the beginning of the course. By the end of year 10 and the beginning of year 11 students have to apply their prior knowledge on theory to various different units such as crime &amp; deviance, social stratification and families &amp; households. This provides the platform for students to develop a more holistic understanding of how theoretical perspectives analyse these different institutions.</p>
<p><b>Intelligent assessment</b></p>	<p>The department has embedded specialist language and exam command words into all KS4 and KS5 lessons. This allows students to practice assessment skills throughout the course.</p> <p><b>Example:</b> Currently, we have 2 mock exams for Year 10 &amp; 11 and 16 end of unit tests.</p> <ol style="list-style-type: none"> <li>1) The end of unit tests include 1-4 marker questions, which are central to the exam.</li> <li>2) They also include 12 marker essay questions, which give learners an early opportunity to practice the 3 sociological skills (knowledge, application and evaluation) in an extended piece of writing.</li> <li>3) The 2 full mock exams allows students to practice their time management skills and improve their essay skills, which makes up a majority of the assessment.</li> </ol>
<p><b>Breadth and Depth</b></p>	<p>The Sociology department believes it is important to allow students to develop their understanding of key sociological concepts and studies. Students are taught over 10 research methods, 5 sociological perspectives and 40 + sociological studies.</p> <p><b>Example:</b> Homework at KS4 and KS5 requires students to create revision cards on sociological studies and carry out research projects that builds upon knowledge taught.</p>
<p><b>Retention</b></p>	<p>At KS4 students are encouraged to keep a list of key words which are referred to constantly in a key words book. Students are also given a list of key words at the beginning of the course, which they reflect on to create revision cards weekly. Lessons are designed to incorporate revision activities to ensure students are able to recall and retrieve key information.</p> <p><b>Example:</b> All Sociology lessons have starter activities which refer to prior learning e.g <i>From last lesson explain the functionalist view on crime and deviance.</i> Year 11 lessons are designed to incorporate exam questions from year 10. Memory games and activities are incorporated within the curriculum.</p>
<p><b>Equality</b></p>	<p>We provide an opportunity for all students to succeed in Sociology. Universalistic standards apply in the department. All students are expected to achieve at least 4+ at KS4 and an A-C policy is embedded at KS5.</p> <p><b>Example:</b> All students are provided with booklets, revision material, model answers, differentiated worksheets, essay writing frames etc to enable them to make progress. There are literacy mats in classrooms with sentence starters to aid oracy. There is planned and targeted intervention for GCSE at multiple times of the year.</p>