



CURIOSITY

COMPASSION

COURAGE



Curriculum Overview 2023/24

Subject	Sociology	Year group	12
Vision statement:	<p>At Landau Forte, our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence-based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success, we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
Curriculum intent:	<p><i>Must include school values (3Cs)</i></p> <p>Sociology students at Landau Forte will be curious and motivated to learn more about key sociological issues within British society. We take into consideration the experiences of our students and barriers they may face and engage them with a full understanding of how society works. They will develop a greater understanding and awareness of social, political, legal and educational changes in society and their implications. They will develop a greater sense of tolerance and understanding of class, gender and ethnic diversity and of the role and purpose of key institutions. The curriculum challenges our students through a broad, coherent and rigorous course of study.</p> <p>We aim for our students to develop the following core values and attributes:</p> <ul style="list-style-type: none"> • They will have a strong understanding of the key institutions. • They will explore and examine the impact and influence of key institutions in understanding society. • They will be able to identify, critically analyse and evaluate different sociological approaches within Sociology. • They will examine and critically evaluate an array of investigative techniques when carrying out sociological research. • They will be encouraged to think independently, open their minds, question social structures and be aware of contemporary social issues. <p>Students are encouraged to show curiosity by engaging with the lessons and asking in depth, relevant questions in all topic areas, compassion when discussing and debating sensitive topics with peers and courage by going beyond in and outside of lesson to ensure they consistently produce high quality work.</p>		









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	<p>The curriculum is designed to allow students to build synoptic links throughout their learning and build on their knowledge of sociological theory and concepts. Students study Education with Methods in Context; Families and Households; Crime and Deviance; Beliefs in Society and Theory and Methods. Students gain extensive knowledge on a range of theories such as Functionalism, Marxism, Feminism, Social Interactionism and Postmodernity, which they apply to all topics studied. The department develops key skills needed to set our students in good stead for university and employment. Students develop their ability to critically analyse and evaluate in extended pieces and apply research methods and theoretical perspectives.</p>					
Threshold Concepts (TCs):	<ul style="list-style-type: none"> • TC1: To be able to define and apply theoretical concepts within various sociological areas of study. • TC2- To be able to share ideas to formulate a debate when discussing key sociological perspectives. • TC3- To be able to address any misconceptions that exist from the study of sociological issues and debates within society. • TC4- To be able to identify and examine the synoptic links of sociological concepts across the curriculum. • TC5- To be able to evaluate various sociological theories and concepts in order to form arguments, make judgements and draw conclusions. 					
KS4 specification summary:	<p>Links to: English Language – Being able to formulate written arguments in a structured manner. RE and History need to be developed. For example, to build in links to prior knowledge of Social Class, Marxism, Capitalism, the Industrial revolution, values, norms, differentiation in Society etc. Throughout the two-year course, interleaving tasks are embedded within lessons so students are re-capping and consolidating their understanding of the course content. Students are encouraged throughout the course to find the synoptic links between the different units and this is embedded in the lesson content/tasks.</p>					
Learner skills:	<p>Critical thinking</p>  <p>Critical Thinking</p>	<p>Evaluation</p> 	<p>Collaboration</p>  <p>COLLABORATION</p>	<p>Adaptability</p>  <p>ADAPTABILITY</p>	<p>Oracy</p>  <p>ORACY</p>	<p>Self-quizzing</p>  <p>SELF QUIZZING</p>



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	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
Year 12 Sociology						
The Big Question	Explain society from different sociological perspectives.					
Big picture questions:	<p>ED1- What are the roles and functions of the education system?</p> <p>ED2- How do we differentiate educational achievement of social groups?</p>	<p>ED3- What and why are relationships and processes within schools created?</p> <p>ED4- What is the impact of educational policies on educational achievement and how do they differ globally?</p>	<p>RM- How can we distinguish the relationship between positivism, interpretivism and sociological methods?</p> <p>RM- How do the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) effect research?</p> <p>MIC- How can we apply sociological methods to education?</p>	<p>FH1- How can we explain the changing patterns of social structure within the family?</p> <p>FH2- What is the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies?</p>	<p>FH3- How can gender roles differ within families and households?</p> <p>FH4- What is the nature of childhood, and changes in the status of children in the family and society?</p>	<p>FH5-Can you explain the demographic trends in the United Kingdom since 1900?</p> <p>BS1- How can we explain the relationship between social change and social stability, and religious beliefs, practices and organisations?</p>
Content (Linked to TCs):	<p>TC1: To be able to define and apply theoretical concepts within various sociological areas of study.</p> <p>TC2- To be able to share ideas to formulate a debate when discussing key sociological perspectives.</p> <p>TC3- To be able to address any misconceptions that exist from the study of</p>	<p>TC1: To be able to define and apply theoretical concepts within various sociological areas of study.</p> <p>TC2- To be able to share ideas to formulate a debate when discussing key sociological perspectives.</p> <p>TC3- To be able to address any misconceptions that exist from the study of</p>	<p>TC1: To be able to define and apply theoretical concepts within various sociological areas of study.</p> <p>TC2- To be able to share ideas to formulate a debate when discussing key sociological perspectives.</p> <p>TC3- To be able to address any misconceptions that exist from the study of</p>	<p>TC1: To be able to define and apply theoretical concepts within various sociological areas of study.</p> <p>TC2- To be able to share ideas to formulate a debate when discussing key sociological perspectives.</p> <p>TC3- To be able to address any misconceptions that exist from the study of</p>	<p>TC1: To be able to define and apply theoretical concepts within various sociological areas of study.</p> <p>TC2- To be able to share ideas to formulate a debate when discussing key sociological perspectives.</p> <p>TC3- To be able to address any misconceptions that exist from the study of</p>	<p>TC1: To be able to define and apply theoretical concepts within various sociological areas of study.</p> <p>TC2- To be able to share ideas to formulate a debate when discussing key sociological perspectives.</p> <p>TC3- To be able to address any misconceptions that exist from the study of</p>



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Key vocabulary:	<p>Functionalism, Marxism, Neo-Marxism, New Right, Consensus, Conflict, Inequality, Norms and values: Role Allocation, Ruling Class Ideology, Myth of Meritocracy, Hidden Curriculum, Capitalism, Social Mobility.</p>	<p>Hidden Curriculum, Labelling, Self-fulfilling Prophecy, Subcultures, Grammar Tests, Private v Public Schools, Educational Policies, Academies, Globalisation, Independent schools, Marketisation, Parentocracy, Pupil Premium, Faith Schools, Free Schools, Vocationalism.</p>	<p>Interpretivists Methods, Positivist Methods, Methods in Context, Aim, Hypothesis, Pilot study, Sampling, Primary data, Secondary data, Quantitative data, Qualitative data, Validity, Reliability.</p>	<p>Marriage, Arranged marriage, Reconstituted family, Extended family, Household, Lone parent family, Monogamy, Patriarchy, breadwinner, Divorce, Child Bearing, Cohabitation, Life Course, Functionalism, Primary Socialisation, Stabilisation of Adult Personalities, Marxism, Inheritance, Unit of consumption, Family Diversity, Feminism, Welfare Dependent, New Right, Nuclear Family, Instrumental Role, Expressive Role.</p>	<p>Conjugal role, Domestic Violence, Power and Control, Instrumental Role, Expressive Role, March of Progress, Symmetrical Family, Dual Burden, Emotion work, Triple Shift, Social Construction, Childhood in global context, Children as actors, Toxic Childhood.</p>	<p>Births, Deaths, Migration, Ageing Population, Life expectancy, Globalisation, Net Migration, Immigration, Emigration, Functionalist, Religion, Marxists, Conservative Force.</p>
Assessment:	<p>ED1 Assessment ED2 Assessment</p>	<p>ED3 Assessment ED4 Assessment</p>	<p>Summative Assessment 1. RM Assessment & Methods in Context Assessment.</p>	<p>FH1 & FH2 Assessment</p>	<p>Summative Assessment 2. FH3 & FH4 Assessment</p>	<p>FH5 Assessment</p>



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Key/Historical misconceptions in this unit:	Differentiation between the different sociological perspectives	How to apply different sociological policies to education by structure, role and impact.	How to apply a method to a sociological topic within education.	Understanding the different family types and key terminology within the specification.	How to draw in childhood to globalisation.	Understanding Calvinism as it is a new added perspective.
Sequencing:	<p>We have chosen to sequence the year X curriculum like this because...</p> <p>The structure of the 3 examination papers which consist of:</p> <ul style="list-style-type: none"> Paper 1- Education with Theory and Methods (Core unit) Paper 2- Families and Households with Beliefs in Society (Substantive units) Paper 3- Crime and Deviance with Theory and Methods (Core Unit) <p>The two elective substantive units chosen are:</p> <ul style="list-style-type: none"> Beliefs in Society- We elect to study this unit as it allows us to broaden the cultural horizons and understanding of students in Tamworth, the vast majority of whom are White British (95% of Tamworth residents in the 2011 Census) and may have little or no direct experience or understanding of religious beliefs, practices or institutions apart from Christianity. Families and Households- we elect to study this unit as it covers many areas relevant to the lives of young people in Tamworth, specifically: <ul style="list-style-type: none"> The changing nature of women's aspirations and the impact this has on birth rates and other demographic trends. The different types of family in contemporary society. Changes to marriage and divorce rates, and the causes and consequences of this. Domestic violence and the 'dark side' of family life. 					
National Curriculum plus:	In addition to teaching the statutory elements of the national curriculum, we also include...arrange visits to the National Galleries Museum, The Old Bailey and a trip to various European cities to enhance our knowledge of Crime and Deviance.					