



# CURIOSITY

# COMPASSION

# COURAGE



## Curriculum Overview 2023/24

Subject	Sociology	Year group	13
<b>Vision statement:</b>	<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>		
<b>Curriculum intent:</b>	<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"><li>• They will have a strong understanding of the key institutions.</li><li>• They will explore and examine the impact and influence of key institutions in understanding society.</li><li>• They will be able to identify, critically analyse and evaluate different sociological approaches within Sociology.</li><li>• They will examine and critically evaluate an array of investigative techniques when carrying out sociological research.</li><li>• They will be encouraged to think independently, open their minds, question social structures and be aware of contemporary social issues.</li></ul>		









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	<p>Students are encouraged to show <b>curiosity</b> by engaging with the lessons and asking in depth, relevant questions in all topic areas, <b>compassion</b> when discussing and debating sensitive topics with peers and <b>courage</b> by going beyond in and outside of lesson to ensure they consistently produce high quality work.</p> <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>					
<b>Threshold Concepts (TCs):</b>	<p>TC1: To be able to <b>define and apply theoretical concepts</b> within various sociological areas of study.</p> <p>TC2- To be able to <b>share ideas</b> to formulate a debate when discussing key sociological perspectives.</p> <p>TC3- To be able to <b>address any misconceptions</b> that exist from the study of sociological issues and debates within society.</p> <p>TC4- To be able to <b>identify and examine</b> the synoptic links of sociological concepts across the curriculum.</p> <p>TC5- To be able to <b>evaluate</b> various sociological theories and concepts in order to form arguments, make judgements and draw conclusions.</p>					
<b>KS4 specification summary:</b>	<p>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>					
<b>Learner skills:</b>	<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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Year 13 Sociology	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
<b>The Big Question</b>	Why do people interact from different social groups within various institutions in society?					
<b>Big picture questions:</b>	<p>BS1- How can we explain the relationship between social change and social stability, and religious beliefs, practices and organisations?</p> <p>BS2- How can we define religious organisations.</p>	<p>BS3-Relationship to religious and spiritual beliefs and practices.</p> <p>BS4- How can we explain the secularisation debate in the UK?</p> <p>BS5- Is Science a Belief System integrated into a set of ideas, which influences the way people see the world?</p>	CD1-How does Crime, deviance, social order and social control effects society?	<p>CD2- Can you explain the patterns of social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime?</p> <p>CD3- What and how can we explain the patterns of victimology?</p> <p>CD4- How can we apply sociological approaches to understanding Globalisation and crime in contemporary society?</p>	<p>CD5- What are the relationships between positivism, interpretivism and sociological methods; the nature of 'social facts'.</p> <p>ST - What is the relationship between theory and methods?</p>	
<b>Content (Linked to TCs):</b>	<p>TC1: To be able to <b>define and apply theoretical concepts</b> within various sociological areas of study.</p> <p>TC2- To be able to <b>share ideas</b> to formulate a debate when discussing key sociological perspectives.</p> <p>TC3- To be able to <b>address any misconceptions</b> that exist from the study of</p>	<p>TC1: To be able to <b>define and apply theoretical concepts</b> within various sociological areas of study.</p> <p>TC2- To be able to <b>share ideas</b> to formulate a debate when discussing key sociological perspectives.</p> <p>TC3- To be able to <b>address any misconceptions</b> that exist from the study of</p>	<p>TC1: To be able to <b>define and apply theoretical concepts</b> within various sociological areas of study.</p> <p>TC2- To be able to <b>share ideas</b> to formulate a debate when discussing key sociological perspectives.</p> <p>TC3- To be able to <b>address any misconceptions</b> that exist from the study of</p>	<p>TC1: To be able to <b>define and apply theoretical concepts</b> within various sociological areas of study.</p> <p>TC2- To be able to <b>share ideas</b> to formulate a debate when discussing key sociological perspectives.</p> <p>TC3- To be able to <b>address any misconceptions</b> that exist from the study of</p>	<p>TC1: To be able to <b>define and apply theoretical concepts</b> within various sociological areas of study.</p> <p>TC2- To be able to <b>share ideas</b> to formulate a debate when discussing key sociological perspectives.</p> <p>TC3- To be able to <b>address any misconceptions</b> that exist from the study of</p>	



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<b>Key vocabulary:</b>	Religion, Functionalist, Marxist, Feminist, Conservative Force, Fundamentalism, Globalisation, New Religious Movements, New Age Movements, Postmodernism, Protestant Ethic, Calvinism.	Religiosity, Ethnicity, Ethnic minority, Ethnic identity, Conservative Ideology, Period effect, Holistic Milieu, Structural location, Public Sphere, Private Sphere, Socialisation, Fundamentalism, Postmodernity, Cultural Amnesia, Rationalisation, Modernisation, Ideology, Falsificationism, Paradigm.	Functionalists, Marxists, Feminists, Realists, Collective Conscience, Anomie, Status Frustration, Sex Role Theory, Chivalry Thesis, Relative Deprivation, Marginalisation, Underclass, Welfare Dependency, Zero Tolerance, Target Hardening, Criminogenic Capitalism.	Mass media, Victimology, Punishment, Globalisation, Green Crime, State Crime, Sex Role Theory, Chivalry Thesis, Labelling, Racism, Deterrence, Retribution, Situational Crime Prevention, Environmental Crime Prevention, Social Community Crime Prevention, Global risk society.	Suicide, Social Action Theory. Positivism, Interpretivism, Consensus Theory, Structural Theory, Value Freedom, Interactionism, Phenomenology & Ethnomethodology.	
<b>Assessment:</b>	BS1 & BS2 Assessment  <b>Summative Assessment 1 (Date)</b>	BS3 & BS4 Assessment  BS5 Assessment	<b>Summative Assessment 1 (Date)</b>  CD Assessment 1	CD2& CD3 Assessment CD4 Assessment	ST- Assessment	<b>Examinations:</b>  <b>Paper 1</b> <b>Paper 2</b> <b>Paper 3</b>



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<b>Key/Historical misconceptions in this unit:</b>	Why have some new organisations developed in the last 40 years.	What are other beliefs systems - Science and ideology.  Understanding how the paradigm is unquestioned.	Definitions of crime and deviance, social construction and biological explanations. Understanding how people from different age groups, classes, ethnicities and gender groups treated equally when it comes to crime.	How can we stop state crimes when we have no world police?  Victimology – the study of victims	Factors influence the type of methodology a research will use.  Should sociology be objective and value free?	
<b>Sequencing:</b>	<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"> <li>• Paper 1- Education with Theory and Methods (Core unit)</li> <li>• Paper 2- Families and Households with Beliefs in Society (Substantive units)</li> <li>• Paper 3- Crime and Deviance with Theory and Methods ( Core Unit)</li> </ul> <p>The two elective substantive units chosen are:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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"> <li>• The changing nature of women's aspirations and the impact this has on birth rates and other demographic trends.</li> <li>• The different types of family in contemporary society.</li> <li>• Changes to marriage and divorce rates, and the causes and consequences of this.</li> <li>• Domestic violence and the 'dark side' of family life.</li> </ul> </li> </ul>					
<b>National Curriculum plus:</b>	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.					