

What is the <b>intent statement</b> for you subject? What does the <b>discipline offer</b> young people? What is the subject's <b>purpose</b> ? This should be a short, snappy statement.									
	<p>Sociology at TCS is taught through a concept-based curriculum which is applied to different institutes within society. Students are taught using a variety of teaching and learning strategies to engage and challenge students.</p> <p>Studying sociology will develop students' interest in society, encouraging them to explore key concepts such as socialisation, culture and identity; and social differentiation, power and stratification. Students will be encouraged to look at different sociological perspectives and draw on their own experiences, in order to understand and evaluate issues in society. Students will develop their knowledge of society and be able to look at the impact of changes in society and the effects of social policy. Within sociology, students will study theory and methods; students will develop arguments into whether sociology can be considered a science and whether it is value free. Students will develop knowledge of a range of methods used to collect data and evaluate these. Students will gain confidence in applying their knowledge of methods to the context of education and critique the use of the different methods within this environment.</p> <p>Through the study of sociology, we aim to:</p> <ul style="list-style-type: none"> <li>Promote opportunities to 'think like a sociologist' by developing the ways in which students think about society, considering the policy, theory and impact</li> <li>Enable students to gain understanding of how different sociological perspectives view institutes in society and why they view them differently</li> <li>Develop the ability to debate, discuss and analyse issues in society</li> <li>Expand literacy, enabling students to use sociological terms with confidence</li> <li>Support students in exploring their own place in the world, their values, rights and responsibilities to others</li> </ul>								
What are the <b>core aims</b> of the curriculum? What <b>key knowledge</b> do you want students to have at the end of their learning journey?									
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- Understanding of internal and external factors that affect educational achievement in relation to social class, gender and ethnicity.
- Knowledge of educational policies and their purpose. Understand the impact of educational policies in improving equality and outcomes.

#### Methods in Context

- Understand types of research methods used in sociology
- Understand the research design when conducting research
- Awareness of the theoretical, ethical and practical issues that affect choice of methods and sources and research topic
- Ability to apply knowledge of research methods to the study of education.

#### Family and Households

- Application of sociological perspectives to the role of the family and its relationship to wider social structures
- Understanding of trends in family and household structures and the sociological explanations for these trends
- Sociological explanations and arguments on gender roles, domestic labour and power relationships within the family
- Understand that childhood is a social construct and experienced differently across

social groups to analyse factors that contribute to differences in attainment  
**Compare:** Students will look at relationships and processes within schools to compare and contrast the effects of pupil identities and subcultures and pupil/teacher relationships

**Evaluate:** Students will develop skills to evaluate sociological perspectives and how they relate to education. This will be linked to item questions.

**Apply:** Students will develop their application skills in order to use sociological theory and evidence in an education context and be able to apply this to item questions

**Assess:** Students will assess the significance of educational policy, allowing them to reflect on the impact of policies in improving equality of opportunity or outcome  
 Students will assess the impact of globalisation on education

**Evaluate:** Students will examine different data collection methods used by sociologists and be able to reflect on the strengths and limitations of a variety of methods

**Apply:** Students will be able to apply knowledge of the methods and their strengths and limitations to education-based research studies

**Apply:** Students will be able to examine the sociological perspectives to apply them to understanding the role of the family in contemporary UK society  
**Compare:** Students will be able to examine data to identify trends in society relating to the family. Students will compare different explanations for causes of trends

**Analyse:** Students will be able to use their sociological knowledge to analyse to what extent childhood and to what extent gender roles have changed

**Assess:** Students will look at policy relating to the family. They will assess the effects of social policy on the family and the impact policy has on the family.

	<p>gender, ethnicity and social class</p> <ul style="list-style-type: none"> <li>• Understand sociological views on the experience of childhood</li> <li>• Understand demographic trends in the UK and sociological debates about the causes and significance of trends.</li> <li>• Understand the impact of changes within the family to wider society</li> </ul>	
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Year 13	<b>Core aims:</b>	
	<ul style="list-style-type: none"> <li>• Application of sociological perspectives to crime and deviance (compulsory) and the media (optional topic).</li> <li>• Understand debates over the scientific status of sociology, the relationship between theory and methods, the debate about subjectivity, objectivity and value freedom.</li> </ul>	
	<b>Key knowledge:</b>	<b>Key skills:</b>
	<p><b>Crime and Deviance</b></p> <ul style="list-style-type: none"> <li>• Sociological explanations of crime, deviance, social order and social control.</li> <li>• Understanding of the social distribution of crime and deviance by gender, class and ethnicity.</li> <li>• Globalisation and crime, media representations of crime, green crime, human rights and state crime.</li> <li>• Understanding of crime prevention strategies and sociological perspectives on punishment</li> <li>• Understanding of the role of the criminal justice system and other agencies</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• Understand competing views on the significance of digital media</li> <li>• Understand the diversity and growth of new media</li> <li>• Sociological views on the ownership and control of the media</li> <li>• Understand definitions of culture and the significance of global culture and global media</li> <li>• Understand the effects of globalisation on popular culture and the role of the media</li> </ul>	<p><b>Assess:</b> Students will examine different sociological explanations for crime and consider to what extent they can account for crime</p> <p><b>Analyse:</b> Students will analyse data looking at differences in crime statistics for different groups in society to develop an awareness of the social distribution of crime and deviance. Students will then be able to analyse sociological explanations to explain patterns of crime in relation to different social groups.</p> <p><b>Evaluate:</b> Students will evaluate the different types of crime and how different sociological perspectives would account for it. Students will evaluate the role of the media and how it contributes to crime</p> <p><b>Compare and contrast:</b> Students will examine different approaches to crime prevention. They will be able to make comparisons over the way in which the approaches aim to reduce crime and the effectiveness of crime prevention</p> <p><b>Compare and contrast:</b> Students will examine different views towards new media. They will look at positives and negatives for new media and be able to compare the different views towards its</p> <p><b>Assess:</b> Students will examine media ownership and assess who controls the</p>

	<ul style="list-style-type: none"> <li>• Understand sociological views on the social construction of the news</li> <li>• Understand media representations of age, class, ethnicity, gender, sexuality and disability</li> <li>• Understand the relationship between the media, their content and audiences.</li> </ul> <p><b>Theory and Methods</b></p> <ul style="list-style-type: none"> <li>• Understanding of consensus, conflict, structural and social action theories.</li> <li>• Understanding of the concepts of modernity and post modernity</li> <li>• Understand the views of the scientific status of sociology</li> <li>• Understand concepts of objectivity, subjectivity, value freedom and ideology.</li> <li>• Understand the difference between social problems and sociological problems and sociological perspectives on social policy.</li> </ul>	<p>media and the extent to which it is controlled</p> <p><b>Apply:</b> Students will examine the effects of globalisation on UK culture. They will be able to apply examples to show the effects of globalisation on culture.</p> <p><b>Analyse:</b> Students will consider the way different groups are portrayed in the media. Students will look at examples to analyse the effects of the media and how they portray different groups</p> <p><b>Compare and contrast:</b> Students will compare the different sociological perspectives by considering the differences in how they explain society and the similarities between them</p> <p><b>Debate:</b> Students will use key concepts to produce arguments that consider the degree to which sociology can be considered a science</p>
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