

Sociology

Our curriculum is founded on the following principles:

- Creating opportunities with a focus on **leadership** skills enables students to develop their **self-awareness, resilience** and **independence**.
- Recognising **diversity** and encouraging **empowerment** strengthens our **community**.
- Broadening curriculum opportunities through **enrichment** allows **confident, inquisitive** and **creative** learners to become **critical thinkers**.

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| Creating opportunities with a focus on leadership skills enables students to develop their self-awareness, resilience and independence . | Leadership | Self-awareness | Resilience | Independence |
| | <p>Group work activities throughout the courses.</p> <p>Students present ideas to the rest of the group on childhood</p> <p>Debating clubs and opportunities.</p> <p>Celebrating the success of students through postcards and stickers</p> | <p>Identity projects in Year 10 that look at identity and culture.</p> <p>Regular self-assessment PLC lists with RAG ratings</p> <p>Evaluating beliefs on perspectives and policies so that they can make judgements on their opinions and think about where they come from</p> | <p>Growth mindset taught at the beginning of GCSE and A Level.</p> <p>Student response tasks linked to making improvements not focusing on failure</p> | <p>6th Form use blue reviews for reading around the topic throughout</p> <p>Research project given in Year 10 and 12 where students choose the focus</p> <p>Responsible for own books/folders/missed learning and encouraged to be responsible independent learners with support from the department staff.</p> |
| Recognising diversity and encouraging empowerment strengthens our community . | Diversity | | Empowerment | Community |
| | Families linked to the backgrounds of our students with | | GCSE and A level groups taught about education and barriers that could be faced. Careers lessons | Discussions on politics and up to date news articles. |

| | <p>additional case studies rather than just the spec.</p> <p>Allowing class discussions to be wider than the specification and acknowledge diversity (curriculum includes gender, ethnicity, class, sexuality, age, ability)</p> | <p>are linked to the spec to wider students' horizons</p> <p>Taught about political perspectives and encouraged to understand their own viewpoint and the importance of voting</p> | <p>Focus on making the students global citizens and think beyond their 'normal'</p> <p>Women's rights discussed regularly throughout the course</p> | | |
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| <p>Broadening curriculum opportunities through enrichment allows confident, inquisitive and creative learners to become critical thinkers.</p> | Enrichment | Confident | Inquisitive | Creative | Critical thinkers |
| | <p>University of Kent involved with Year 12 students for a 4 week methods in context project.</p> <p>Discussions around current news</p> <p>In the future aim to engage the police officers linked to the school</p> <p>In the past students have</p> | <p>Student teacher relationships built so that students can answer without fear.</p> <p>Tailoring lessons to engage all students with SEND</p> <p>Giving opportunities</p> | <p>Expectations to watch the news and know about current affairs</p> <p>Students encouraged to ask challenging questions about the topics e.g. is this a bad perspective</p> | <p>Collages for feminism</p> <p>Paper chain people for subcultures</p> <p>Paly dough to model theories</p> <p>Crime maps of towns to look for problems and solutions</p> <p>Homework that have multiple</p> | <p>Exam questions modelled to focus on evaluation and analysis</p> <p>Using real life examples to develop theoretical understanding e.g. covid/government/state crime</p> <p>Debates to challenge pros and cons of a theory</p> <p>Synoptic links expected through questioning</p> |

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| | been to the magistrates courts in Year 13. I would like to set this up again | | | presentation options | Able to analyse media content and challenge the viewpoint of the maker |
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