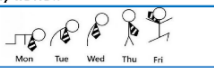


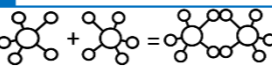








## Swindon Academy Sociology Curriculum Map

The intent of Sociology at Swindon Academy is for pupils to gain a deeper understanding of the world around them and reflect on social issues that are often relevant to their own social experiences. They open up the possibility for fascinating discussions, for example ‘what impact do digital forms of communication have on social relations?’, ‘how do sociologists investigate inequality in society?’ and ‘what are the patterns and trends of religion in relation to social class?’ Through the specification, students can acquire knowledge and a critical understanding of contemporary social processes and social changes. They have the opportunity to develop a broad set of desirable key skills, including the ability to analyse and formulate clear, logical arguments with scope for extensive evaluation from a range of theoretical perspectives. Developing strong critical thinking skills and being able to consider issues with a global outlook will be of huge benefit to your students moving forward, whether this is in further education, the workplace or society in general. Sociology enables learners to recognise that their sociological knowledge, understanding and skills help them to develop an understanding of the interrelationships between individuals, groups, institutions and societies. To analyse critically the nature and sources of information and to base reasoned judgements and arguments on evidence. To organise and communicate their knowledge and understanding in different and creative ways, and reach substantiated judgements. To appreciate the significance of theoretical and conceptual issues in sociological debate understand and evaluate sociological methodology and a range of research methods through active involvement in the research process. To develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society develop a lifelong interest in social issues.

### Implementation – Rosenshine principles of instruction – please write one or two sentences to describe the implementation for each of the Rosenshine principles below these must be subject specific and observable in lessons.

Daily Review	New Material in Small Steps	Ask Questions	Provide Models	Guide Student Practice	Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
 <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	 <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.</p>	 <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	 <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.</p>	 <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.</p>	 <p>Less successful teachers merely ask “Are there any questions?” no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>	 <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	 <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>	 <p>Independent practice produces “overlearning” - a necessary process for new material to be recalled automatically. This ensures no overloading of students’ working memory.</p>	 <p>The effort involved in recalling recently -learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>
<ul style="list-style-type: none"> <li>• United quizzing</li> <li>• Do now recall quadrants or questions on the board</li> </ul>	<ul style="list-style-type: none"> <li>• Quotes given start sols</li> <li>• Practice developed points and PEELs</li> </ul>	<ul style="list-style-type: none"> <li>• Cold call</li> <li>• Variety of Open and closed questions</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher model visualiser</li> <li>• Walking talking questions</li> </ul>	<ul style="list-style-type: none"> <li>• Use of visualizer good to great/ modelling</li> <li>• Apply tasks every lesson</li> <li>• Key words given to use in L9 answers</li> </ul>	<ul style="list-style-type: none"> <li>• Peer marking against model answers</li> <li>• Challenging individual students on knowledge and understanding whilst circulating</li> </ul>	<ul style="list-style-type: none"> <li>• Re testing questions that are not mastered- QLA</li> <li>• Use of knowledge organisers and revision materials in prep to master content</li> </ul>	<ul style="list-style-type: none"> <li>• Concept maps</li> <li>• Sentence starters and paragraph prompts (writing frames)</li> <li>• Key word lists and linking phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Practice exam questions</li> <li>• Knowledge organiser tests</li> <li>• United Quizzing</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzing</li> <li>• Practice exam questions</li> </ul>

Term	1	2	2	3	3	4	4	5	6	6
Year 12	<p><b>Introducing socialisation, culture and identity</b> This component introduces learners to the key themes of socialisation, culture and identity and develops these themes Individuals to focus on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues.</p> <p><b>An introduction to sociological theory</b> Providing students with the core knowledge on the key sociological theories</p>	<p><b>Introducing socialisation, culture and identity</b> This component introduces learners to the key themes of socialisation, culture and identity and develops these themes Individuals to focus on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues.</p> <p><b>Families and relationships</b> This focuses on the family as a central agency of socialisation and a main transmitter of culture in contemporary society. It allows learners to explore contemporary family structures and relationships.</p>	Assessment 2	<p><b>Sociological - Research methods</b> In this section, learners are introduced to a range of methods and sources of data as well as the factors influencing the design of sociological research and the relationship between theory and methods. Learners are encouraged to consider the practical, ethical and theoretical issues arising in sociological research.</p> <p><b>Families and relationships</b> This focuses on the family as a central agency of socialisation and a main transmitter of culture in contemporary society. It allows learners to explore contemporary family structures and relationships</p>	Assessment 3	<p><b>Sociological - Research methods</b> In this section, learners are introduced to a range of methods and sources of data as well as the factors influencing the design of sociological research and the relationship between theory and methods. Learners are encouraged to consider the practical, ethical and theoretical issues arising in sociological research.</p>	Assessment 4	<p><b>Researching social inequality</b> Within this section learners will have the opportunity to develop knowledge and understanding of contemporary patterns and trends of social inequality. Learners are able to engage in theoretical debate, explore conceptual issues and develop skills of analysis and evaluation of sociological research and evidence</p>	Assessment 5	Review and reteach

Term	1	2	3	4	5
Year 13	<p><b>Globalisation and the digital social world</b> This component engages learners in theoretical debates and how these relate to a contemporary global society. The component will develop knowledge and understanding of social processes and social change. It develops links between the topics studied in this component, the nature of sociological thought, contemporary social policy and the core themes.</p> <p><b>Researching social inequality</b> Within this section learners will have the opportunity to develop knowledge and understanding of contemporary patterns and trends of social inequality. Learners are able to engage in theoretical debate, explore conceptual issues and develop skills of analysis and evaluation of sociological research and evidence</p>	<p><b>Globalisation and the digital social world</b> This component engages learners in theoretical debates and how these relate to a contemporary global society. The component will develop knowledge and understanding of social processes and social change. It develops links between the topics studied in this component, the nature of sociological thought, contemporary social policy and the core themes.</p> <p><b>Crime and deviance</b> This focuses on debates in contemporary society through a detailed study of crime and deviance. The social construction of crime and deviance are considered and the ways in which crime is socially distributed, explained and reduced. This option introduces a global dimension, with reference to patterns and trends. It aims to give an understanding of different theoretical approaches to the study of crime and deviance.</p>	<p><b>Crime and deviance</b> This focuses on debates in contemporary society through a detailed study of crime and deviance. The social construction of crime and deviance are considered and the ways in which crime is socially distributed, explained and reduced. This option introduces a global dimension, with reference to patterns and trends. It aims to give an understanding of different theoretical approaches to the study of crime and deviance</p>	<p><b>Revision</b> During this time student will recap over key content and practice answering exam questions</p>	<p><b>Formal exams</b></p>