

Curriculum Plan

Department/subject: **A Level Sociology - Spring term Year 13**

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a 'web of knowledge'
- Gaps in knowledge and skills are identified and addressed quickly

Year 13	Spring 1	Spring 2
<p>Knowledge to be taught</p>	<p><u>Beliefs</u></p> <p>How do ideology, science and religion differ? Introduction ideology, science and religion, including both Christian and non-Christian religious traditions</p> <p>Where is the evidence that science is an open system?</p> <p>How does the nature and the role of ideology differ?</p> <p>How do perspectives explain religious functions and the ideological function of religions?</p> <p>Where is the evidence that religion is a force for stability?</p>	<p><u>Beliefs</u></p> <p>How does religion influence social change?</p> <p>How do typologies help us to understand religious organisations?</p> <p>Why are there differences in religiosity between social groups?</p> <p>How can we measure secularisation?</p> <p>Is secularisation on the rise?</p> <p>How far is fundamentalism a reaction?</p>

Key words	<ul style="list-style-type: none"> ● Civil religion ● Cults ● Cultural transition ● Disenchantment ● Fundamentalism ● Ideology ● Open and closed belief systems ● Religious market theory 	<ul style="list-style-type: none"> ● Compensators ● Cultural defence ● Denominations ● Falsificationism ● Globalisation ● new religious movements. ● Paradigm ● Sects ● Spiritual shopping ● Secularisation
Links to prior knowledge	<p>Links to GCSE History - how religion was a factor in key historical events - power and the people unit from year 11 course</p> <p>Links to GCSE RS - Students learn about the Biblical creation story, teleological and cosmological arguments and compare this to scientific theory of existence to consider if there is 'room' for God. Students consider the secularisation of the Christian festivals, Christmas and Easter and how secularisation has impacted the family in terms of marriage and divorce rates as well as family structures.</p>	
How knowledge is assessed	<p>Starter questions and quick tests in lessons on prior knowledge</p> <p>10 mark and 20 mark questions from past papers and sociology resources.</p> <p>Mock exam- Paper 1, 2, 3</p>	
How gaps will be addressed	<ul style="list-style-type: none"> - Hands down questioning used to assess students' understanding and address misconceptions - Verbal feedback and support given by teachers throughout lessons - Paired discussion allows students to work together to develop their understanding & support speed to retrieval practice - Careful tracking of homework. Homework allows for consolidation of key words, retrieval practice and interleaving - Time allocated for recapping and consolidating knowledge - Specific skills lessons (construction of exam answers) - Skills needed for short answer questions are re-taught, modelled, practiced and refined. 	
Cultural capital lessons	<p>How does religion influence society today?</p> <p>Where is religious power situated globally?</p> <p>Who are the great philosophers and what are their views on religion?</p> <p>How powerful is science in its challenge to religion?</p>	