



Wimbledon College Curriculum Intent

Our curriculum, rooted in our vision statement and the key principles of Jesuit education, provides aspirational pathways for all pupils to enable them to strive for excellence in all that they do so that they can achieve their potential and progress on their career pathway.

All pupils engage with a broad, balanced and sequenced curriculum and are supported to develop their knowledge and understanding of concepts, skills and talents. They also have access to an extensive range of extra-curricular activities which provides both a balance to their academic studies and enriching cultural capital opportunities.

We are committed to care for the individual pupil and their development as a whole person and help them to grow the personal characteristics and virtues within the Jesuit Pupil Profile. Being 'men and women for others' means that each pupil has the desire and capacity to make a positive difference in the lives of those they meet now as pupils and in their future lives.

Intent

The intent of the Sociology curriculum is to enable pupils to actively participate in our increasingly interconnected world with understanding and humility, and to develop the higher-level skills needed to thrive in the knowledge-based economy. Through the study of Sociology, pupils will examine social phenomena that affect people's lives in profound ways. The course is designed and delivered to nurture thoughtful and motivated young people, who can act responsibly as active citizens, and who believe in their ability to change their community for the better and truly be men for others.

The Sociology curriculum challenges pupils to look beyond appearances and set aside their own personal beliefs to enable them to grow in compassion and kindness. It empowers pupils with intellectually challenging ideas and concepts and essential skills of critical thinking. We encourage pupils to make mistakes, and learn from them, so they succeed in being resilient and courageous.

The aim for Sociology within the context of Wimbledon College is that it is a popular and active choice for pupils and it offers an opportunity for them to question their own perceptions and situations as well as those within the wider community. The development of pupil's skills to be able to evaluate others' viewpoints in an analytical and unbiased manner is increasingly important in contemporary society.

As per the AQA specification, pupils learn a broad understanding of the structures and processes that exist in society through the study of a range of perspectives such as Functionalism, Marxism and Feminism. Students examine families, education, beliefs in society and crime and how different groups in society both affect and are affected by these institutions. They will also learn about the Research Methods used by sociologists in their work and how to evaluate research findings.

The knowledge and skills gained complement the pupils' current situation and, crucially, will equip them with essential tools to navigate life post Wimbledon College.

The curriculum fits within the College's curriculum intent in particular with regards to instilling a culture of life long learning and preparing them for life.

The curriculum, as Sociology is only taught at Key Stage 5, follows the AQA specification. The optional units chosen (Families & Households and Beliefs in Society) are chosen to best represent what will be both illuminating and impactful for Wimbledon College pupils. Attending a Jesuit school means they are less likely to be exposed to diverse family types and people of non-Catholic backgrounds. Therefore, these units allow exploration of other family and beliefs in a safe and non-judgmental environment.



Implementation

Our sequencing depends on whether there is one or two teachers delivering the content. If one teacher, our teaching follows the AQA Scheme of Work as recommended by the exam board with Families and Households being taught first after an initial introduction to key sociological concepts. As the most relatable topic, this allows for gradual development of skills throughout the first term. These skills are then used throughout the course and applied using different knowledge. By introducing skills early on it allows maximum time for pupils to develop them. This is followed by Education which is interwoven with Research Methods to allow for maximum application opportunities. Beliefs in Society is taught in the summer term of Year 12 after pupils have carried out their own sociological investigation into an issue in Education. This is followed by studying Crime & Deviance and Theory & Methods in Year 13. If there are two teachers delivering the content in Year one, one teacher will deliver the Families & Households Unit and the other the Education Unit with Methods in Context. There is flexibility within the short term sequencing to allow for both retrieval practice and time to identify and correct any misconceptions as well as the opportunity to investigate contemporary examples that may be in the news.

As a knowledge based curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. Content is delivered to students and then built upon through a variety of practice questions, with regular quality feedback being given to support student progress. The knowledge acquired then allows students to develop their analytical and critical thinking skills. Continuous and rigorous monitoring of assessment (weekly essays as well as other homework tasks) to make sure that all topics are comprehensively understood. Regular low stakes interleaving testing within the lesson and for homework is an inherent part of the sequencing – this ensures that knowledge is either retained or quickly identified if not retained. There is time built into the schemes of work to allow for revision and repetition of material. The use of independent learning with more accessible topics also gives time within lessons for retrieval practice.

Students are given personalised targets every half term and detailed feedback after every weekly essay so they know the skills they need to work on. Students are aware of which questions that were incorrect in low stakes quizzes so can remedy the gaps in their knowledge.

A range of assessment methods are used in class – targeted teacher questioning, mini whiteboards, peer and self-assessment etc. This formative assessment then steers the lesson in terms of progression and pitch. Resources outside the lesson regularly used include podcasts, newspaper articles, online lectures and documentaries.

Impact

The impact is measured in terms of formative and summative results being at or above pupil targets. Our first external results as a department teaching at the College will be in Summer 2023.

Recruitment numbers are a key indication of the impact of our curriculum. At A-Level have increased from 8 pupils studying Sociology at UHS in Year 13 in 2021-22 to 27 across WC and UHS in 2022-23.

Student destination data will be analysed to track number of students reading Sociology related degrees at University and pursuing Sociology related careers.

Students will demonstrate a greater knowledge and appreciation of the societal structures and processes around them and engage more actively in them as identified in other lessons, for example in PSHE.

Student engagement in social issues within and outside of school. This has had a clear increase with high representation levels of Sociology students on committees such as the Racial Equality Committee at the College.