

## Sociology Curriculum Overview

### Curriculum Intent

The fundamental purpose of the Sociology course is to foster the development of critical and reflective thinking with a respect for social diversity. It must provide an awareness of the importance of social structure and social action in explaining social issues. Students must be encouraged to develop their own sociological awareness through active engagement with the contemporary social world.

To do this, we must:

- Foster inquisitiveness and maintain pupil engagement and enjoyment in Sociology.
- Develop reflective learning for all pupils by promoting an awareness of the wider implications of Sociology for the individual, the community and the wider world in terms of social policy and law-making.
- Implement flexible teaching and learning practices and build resources that allow pupils to be ambitious, courageous and confident in both their classroom experiences and during independent learning.
- Develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society.
- Develop a lifelong interest in social issues.

## Year 9 Sociology Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Research Methods and Social Theory <ul style="list-style-type: none"> <li>• Research design</li> <li>• Qualitative/Quantitative data; primary/secondary sources include the +/- of each</li> <li>• Interpretation of data secondary sources</li> </ul>	Research Methods and Social Theory <ul style="list-style-type: none"> <li>• Evaluating research design</li> <li>• Official statistics</li> <li>• Social surveys</li> </ul>	The Sociology Methods and Social Theory <ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Interviews</li> <li>• Assess the usefulness of the mixed methods approach</li> <li>• Case studies</li> <li>• Longitudinal studies</li> <li>• Ethnographic research</li> </ul>	The Sociology of Families and Households <ul style="list-style-type: none"> <li>• What is the family?</li> <li>• Nuclear family</li> <li>• Family diversity/Alternative family types</li> <li>• Reasons for family diversity</li> <li>• Families in global context</li> </ul>	The Sociology of Families and Households <ul style="list-style-type: none"> <li>• Functionalist-Family</li> <li>• Marxist-Family</li> <li>• Feminists-Family</li> <li>• Marriage</li> <li>• Divorce</li> </ul>	The Sociology of Families and Households <ul style="list-style-type: none"> <li>• Conjugal roles</li> <li>• Changing relationships within families</li> </ul>

<p>Deeper Learning</p> <ul style="list-style-type: none"> <li>• What is Sociology?</li> <li>• Topics sociologist study</li> <li>• Social issues, processes and structures</li> <li>• Introduction to sociological perspectives/key sociologist/key concepts</li> </ul> <p>Watch list:</p> <ul style="list-style-type: none"> <li>• Netflix-Explained: Racial wealth gap</li> <li>• Netflix-Explained: Why are women paid less; Explained Monogamy</li> <li>• Channel 4 Documentary The Invisible People</li> </ul>	<p>Deeper Learning</p> <ul style="list-style-type: none"> <li>• Karl Marx Walking Tour (Central London)</li> </ul>	<p>Deeper Learning</p> <ul style="list-style-type: none"> <li>• V&amp;A Museum of Childhood</li> <li>• Independent/group social research</li> <li>• Netflix-Explained-Monogamy</li> </ul>	<p>Deeper Learning</p> <ul style="list-style-type: none"> <li>• Netflix-Explained-Monogamy</li> <li>• National Geographic-Polyandry</li> </ul>
<p>Extra Curricular activities</p>		<p>Key resources/websites:  Wider reading resources: <a href="https://www.bbc.co.uk/news">https://www.bbc.co.uk/news</a> <a href="https://www.thetimes.co.uk/">https://www.thetimes.co.uk/</a> <a href="https://www.independent.co.uk/">https://www.independent.co.uk/</a>  <a href="https://www.nationalgeographic.com/">https://www.nationalgeographic.com/</a> <a href="https://www.suttontrust.com/">https://www.suttontrust.com/</a>  Revision resources: <a href="https://www.tutor2u.net/sociology">https://www.tutor2u.net/sociology</a> <a href="https://www.youtube.com/c/Tutor2uNet/videos">https://www.youtube.com/c/Tutor2uNet/videos</a></p>	

## Year 10 Sociology Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Education</p> <ul style="list-style-type: none"> <li>• Economic and selective roles of education</li> <li>• Socialisation, social control and political roles of education</li> <li>• Formal and informal education</li> <li>• Functionalism and education</li> <li>• Parsons view of education</li> <li>• Marxism and education</li> </ul>	<p>Education</p> <ul style="list-style-type: none"> <li>• Historical changes in education</li> <li>• State v private education</li> <li>• Vocational and alternative forms of provision</li> <li>• 1988 ERA</li> <li>• Marketisation</li> <li>• New Labour - academies free schools and selection</li> <li>• Social class and achievement</li> </ul>	<p>Education</p> <ul style="list-style-type: none"> <li>• Material factors and education</li> <li>• Parental attitudes</li> <li>• Internal v external factors</li> <li>• Streaming and subcultures</li> <li>• Paul Willis - The Lads</li> <li>• Feminism and education</li> <li>• Ethnicity and education</li> </ul>	<p>Crime and Deviance</p> <ul style="list-style-type: none"> <li>• Definitions of crime and deviance</li> <li>• Social order and social control</li> <li>• Informal and formal control</li> <li>• Informal and formal rules</li> <li>• Official statistics and crime</li> <li>• Evaluating official statistics</li> </ul>	<p>Crime and Deviance</p> <ul style="list-style-type: none"> <li>• Functionalism and crime</li> <li>• Durkheim's view on crime</li> <li>• Merton's Strain Theory</li> <li>• Marxism and crime</li> <li>• Feminism and crime</li> <li>• Heidensohn's view on crime</li> </ul>	<p>Crime and Deviance</p> <ul style="list-style-type: none"> <li>• Interactionism and crime</li> <li>• Cicourel's view on crime</li> <li>• Social factors and crime (CAGES)</li> <li>• Role of mass media and crime</li> <li>• Deviancy amplification</li> </ul>

## Year 11 Sociology Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> <li>Recap of RM, education, families and C&amp;D</li> </ul> <p>Social stratification</p> <ul style="list-style-type: none"> <li>Definitions of stratification</li> <li>Forms of stratification</li> <li>Functionalist view on stratification</li> <li>Marxist view on stratification</li> <li>Weber and class</li> <li>Life changes</li> </ul>	<p>Social stratification</p> <ul style="list-style-type: none"> <li>Social mobility</li> <li>Gender and inequalities</li> <li>Ethnicity and inequalities</li> <li>Age and inequalities</li> <li>Wealth and income</li> <li>Poverty</li> </ul>	<p>Social stratification</p> <ul style="list-style-type: none"> <li>Sociological explanations of poverty</li> <li>The welfare state</li> <li>Power and control</li> <li>Feminism and power</li> <li>Politics and power</li> </ul>	<p>Social stratification Recap</p> <p>REVISION</p> <ul style="list-style-type: none"> <li>Research methods</li> <li>Education</li> <li>Education linked with RM</li> <li>Families</li> <li>Families linked with RM</li> </ul>	<p>REVISION</p> <ul style="list-style-type: none"> <li>C&amp;D</li> <li>C&amp;D linked with RM</li> <li>Social stratification</li> <li>Social strat linked with RM</li> </ul>	

## Year 12 Sociology Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b><u>Education</u></b></p> <ul style="list-style-type: none"> <li>the role and functions of the education system, including its relationship to the economy and to class structure</li> <li>differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</li> </ul>	<p><b><u>Education</u></b></p> <ul style="list-style-type: none"> <li>relationships and processes within schools, with reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning</li> <li>the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.</li> </ul>	<p><b><u>Families and Households</u></b></p> <ul style="list-style-type: none"> <li>the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies</li> <li>changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures</li> </ul>	<p><b><u>Families and Households</u></b></p> <ul style="list-style-type: none"> <li>gender roles, domestic labour and power relationships within the family in contemporary society</li> <li>the nature of childhood, and changes in the status of children in the family and society</li> <li>demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation</li> </ul>	<p><b><u>Crime and Deviance</u></b></p> <ul style="list-style-type: none"> <li>Introduction to Crime and Deviance</li> <li>Social order</li> <li>Social control- informal/ formal</li> <li>The role of the criminal justice system and other agencies.</li> <li>Theories of crime and deviance</li> <li>Functionalist</li> <li>Subcultural theories</li> <li>Labelling theory</li> </ul>	<p><b><u>Crime and Deviance</u></b></p> <p>Theories of crime and deviance</p> <ul style="list-style-type: none"> <li>Marxists</li> <li>Neo-Marxist</li> <li>Left Realist</li> <li>Right Realist</li> </ul>

## Year 13 Sociology Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Crime and Deviance</b> Theories of crime and deviance</p> <ul style="list-style-type: none"> <li>• Marxists</li> <li>• Neo-Marxist</li> <li>• Left Realist</li> <li>• Right Realist</li> </ul> <p>Recent patterns and trends in crime; the social distribution of crime and deviance by:</p> <ul style="list-style-type: none"> <li>• ethnicity</li> <li>• gender</li> <li>• social class</li> </ul>	<p><b>Crime and Deviance</b></p> <ul style="list-style-type: none"> <li>• Globalisation and crime in contemporary society</li> <li>• The media and crime</li> <li>• Green crime</li> <li>• Human rights</li> <li>• State crimes</li> <li>• Crime control</li> <li>• Surveillance</li> <li>• Prevention and punishment</li> <li>• Victims</li> </ul>	<p><b>Beliefs in Society</b></p> <ul style="list-style-type: none"> <li>• the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.</li> <li>• the relationship between social change and social stability, and religious beliefs, practices and organisations</li> <li>• religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice</li> <li>• ideology, science and religion, including both Christian and non-Christian religious traditions</li> <li>• the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</li> </ul>	<p><b>Recap- AS Level Education</b></p> <ul style="list-style-type: none"> <li>• the role and functions of the education system, including its relationship to the economy and to class structure</li> <li>• differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</li> <li>• relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning</li> <li>• the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.</li> </ul>	<p><b>Recap- AS Level Families and Households</b></p> <ul style="list-style-type: none"> <li>• the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies</li> <li>• changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures</li> <li>• gender roles, domestic labour and power relationships within the family in contemporary society</li> <li>• the nature of childhood, and changes in the status of children in the family and society</li> <li>• demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</li> </ul>	