

Sociology Curriculum Outline 2023-2024

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | |
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| Year 13 | <p>Unit Title: Beliefs in Society.</p> <p>Knowledge: Applying the four major theories to an evaluation of the role and function of religion. Marxist and feminist theories to counterposed to functionalist and postmodern theories. The impact of global trends and events to the contemporary relevance of the theories.</p> <p>Skills: Application, analysis and evaluation.</p> | <p>Unit Title: Beliefs in Society.</p> <p>Knowledge: The classical secularisation debate about the declining significance of religion. Exploring issues of definition and measurement. The relevance of the distinction between religiosity and spirituality. Religious-organisations and religiosity among different social groups including NRMs and fundamentalism.</p> <p>Skills: Application, analysis and evaluation.</p> | <p>Unit Title: Crime and Deviance</p> <p>Knowledge: Definition of crime and deviance and its relative nature. Marxist and Functionalist explanations of social order and social control. The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</p> <p>Skills: Application, analysis and evaluation.</p> | <p>Unit Title: Crime and Deviance</p> <p>Knowledge: Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crime. The impact if the digital revolution on new types of crime.</p> <p>Skills: Application, analysis and evaluation.</p> | <p>Unit Title: Crime and Deviance</p> <p>Knowledge: Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. The extent to which the criminal justice system has an institutional bias against particular social groups.</p> <p>Revision.</p> <p>Skills: Application, analysis and evaluation.</p> | |
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Year 12 | <p>Unit Title: Key Concepts – What is Sociology?</p> <p>Knowledge: Culture, norms/values, identity, socialisation, nature/nurture. Intro to sociological theory – cover basis of Functionalism, Marxism, Feminism, New Right, post modernism. This is the foundation of sociology and needs to be understood to</p> | <p>Unit Title: Culture Concepts</p> <p>Knowledge: The social construction of identity: Class, ethnicity age, gender, sexuality and disability. To explore the various and complex ways in which identity is formed and the extent to which identity is predetermined. This also relates to the free will vs social determinism debate.</p> | <p>Unit Title: Culture concepts</p> <p>Knowledge: Emphasise the intersectionality of the different types of identity and how this relates to social inequalities. It allows students to deepen understanding of theory and also make synoptic links. Begin independent work on research methods.</p> | <p>Unit Title: Sociology of Education</p> <p>Knowledge: Exploring social class inequalities in education from the Marxist view and the concept of meritocracy from a Functionalist views. Classical and modern versions of both theories to be considered to understand changes and continuities in society Link to postmodernism and</p> | <p>Unit Title: Education and Types of Data, Methods of Research, Sampling, Issues with Research.</p> <p>Knowledge: Students learn to consider where the studies they have been learning have come from and evaluate the usefulness of certain methods. They'll begin applying ethical and practical considerations to studies.</p> | <p>Unit Title: Education</p> <p>Knowledge: Continuation of inequalities in education by examining the impact of educational policies since 1988 to present day. The impact of New Right ideology as a justification. The overlap between class and ethnic and gender inequalities-revisiting Marxist and Weberian views. International comparisons- PISA data.</p> |

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| | <p>grasp any other content – it is continually revisited. Students learn to question societal inequalities. Culture and Identity.</p> <p>Skills: Analysis and evaluation.</p> | <p>Skills: Application, analysis and evaluation.</p> | <p>Skills: Application, analysis and evaluation.</p> | <p>globalisation and how this has impacted education systems in the UK.</p> <p>Skills: Application, analysis and evaluation.</p> | <p>Differential educational achievement in respect of class, ethnicity and gender.</p> <p>Skills: Application to sociological research in respect of validity, reliability and representativeness.</p> | <p>Skills: Application, analysis and evaluation.</p> |
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | |
| Year 11 | <p>Unit Title: Crime and Deviance</p> <p>Knowledge: Cross curricular as links to ‘Religion, crime and punishment’, which is studied in Yr11 RS. Not studied in A Level Soc, so those carrying on will not study again. More mature content.</p> <p>Skills: Recognising cross-curricular links. Completing practice papers under exam conditions.</p> | | | <p>Unit Title: Applied Methods of Sociological Enquiry.</p> <p>Knowledge: Students will learn the process of research design and how to interpret data. They will have covered all content of the course and so will be able to apply this to consider how the studies they have learnt have been conducted.</p> | <p>Unit Title: This term will be used for revision.</p> <p>Skills: Practice exam papers will be completed.</p> | |
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Year 10 | <p>Unit Title: Education</p> <p>Knowledge: Types of school, role of education, educational processes, achievement, factors affecting educational achievement. Students will understand how identity markers and social inequalities affect attainment.</p> <p>Skills Reflect their own educational advantage and cultivate an increased sense of humility.</p> | | <p>Unit Title: Sociological research methods</p> <p>Knowledge: Types of data, methods of research, sampling, issues with research.</p> <p>Skills: Students learn to consider where the studies they have been learning have come from and evaluate the usefulness of certain methods. They’ll begin applying ethical and practical considerations to studies.</p> | | <p>Unit Title: Social differentiation and stratification – theories of strat.</p> <p>Knowledge: Deeper look into inequalities in relation to identity markers, factors that affect life chances and power, poverty. This draws on previous knowledge and delves into further detail.</p> <p>Skills: Students gain greater understanding of how identity markers affect experience of life, encouraging them to reflect on their own lives and those of others.</p> | <p>Unit Title: Social strat continued.</p> <p>Knowledge: Start Crime and deviance – social construct of C&D. Social control. Patterns of behaviour. Theories and explanations of criminal behaviour.</p> <p>Skills: Students will question how certain identity markers make people more likely to commit crime or be victims of crime.</p> |
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |

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| <p style="text-align: center; font-size: 2em; font-weight: bold;">Year 9</p> | <p>Unit Title: Key Concepts – What is Sociology?</p> <p>Knowledge: Culture, norms/values, identity, socialisation, nature/nurture. Intro to sociological theory – cover basis of Functionalism, Marxism, Feminism, New Right. This is the foundation of sociology and needs to be understood to grasp any other content – it is continually revisited.</p> <p>Skills: Students learn to question societal inequalities. Short answer exam questions are practised.</p> | <p>Unit Title: Key Concepts – Socialisation and Social Control</p> <p>Knowledge: Culture, norms/values, identity, socialisation, nature/nurture. Intro to sociological theory – cover basis of Functionalism, Marxism, Feminism, New Right. This is the foundation of sociology and needs to be understood to grasp any other content – it is continually revisited.</p> <p>Skills: Students learn to question societal inequalities. Short answer exam questions are practised.</p> | <p>Unit Title: Families</p> <p>Knowledge: This is a very large topic, it is also the first topic covered in A level, first on the spec and covers some key concepts in greater detail (eg. gender socialisation). It allows students to deepen understanding of theory.</p> <p>Skills: 5 and 8 mark questions introduced.</p> | <p>Unit Title: Families</p> <p>Knowledge: Introduction of post modernism – this is a more challenging concept, which requires a sound understanding of the subject to understand and apply.</p> <p>Skills: Developing evaluation – using one theory to evaluate another.</p> | <p>Unit Title: Families</p> <p>Knowledge: Changes in the family, critique of the family, inequalities within the family, conjugal roles and division of labour.</p> <p>Skills: Developing independent research skills.</p> | <p>Unit Title: Education</p> <p>Knowledge: Types of school, role of education, educational processes, achievement, factors affecting educational achievement. Students will understand how identity markers and social inequalities affect attainment. They will reflect their own educational advantage and cultivate an increased sense of humility.</p> <p>Skills 15 mark questions introduced.</p> |
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Key/Legend/Notes: