

The Sociology Curriculum

The Sociology curriculum is mapped across 2 years at GCSE and 2 years at A Level. We deliver lessons that are appropriately scaffolded to ensure that all students have the opportunity to achieve their potential. There is an expectation that students will use complex terminology routinely in lessons to develop fluency in their language skills. In addition, students will build on prior knowledge whilst regularly revisiting key sociological theories and applying critical skills to new contexts to ensure learning is secure. Through the variety of topics studied, we aim to provide a selection of contexts in which student learning is engaging and relevant to young people whilst also applying sociological understanding in real-life situations. We also ensure that all students receive opportunities to participate in curriculum enrichment activities at appropriate points, enhancing their Sociology learning experiences.

Extra-curricular

The Social Science faculty offers various extra-curricular offerings including: general revision sessions for Years 11-13, specific topic revision and subject specific trips.

Curriculum Intent

The intent of our Sociology curriculum is to develop learners who:

- Become passionate Sociology students;
- Develop into resilient, independent learners;
- Have a strong awareness of the way Sociology fits into everyday life and can apply it to real-life situations;
- Have a sound understanding of new and complex sociological terminology, which includes the ability to apply them in new contexts;
- Are inquisitive, having developed an understanding of how Sociology links to both modern society and history. Gain 'cultural capital' and the ability to critically analyse;
- Can write accurately for an extended period of time.

Curriculum Implementation

We implement the intent of our curriculum through:

- Content in lessons which is scaffolded to ensure that all learning targets ability;
- The expectation that students will use complex vocabulary routinely in lessons;
- Building on prior knowledge whilst regularly revisiting key strands and applying critical skills to new contexts to ensure knowledge is secure;
- A routine expectation that students will show resilience in every lesson, and we support this through independent learning resources;
- Deliver high quality teaching with focus on exam based assessment, effective feedback and personalised intervention;
- A reflective approach to the continuing professional development of Sociology teachers (e.g. Trust wide collaborative planning, continued CPD)

Subject	Sociology		Year Group:	10		
Unit/Topic: <ul style="list-style-type: none"> Understanding Social Processes and Culture Research Methods Families and Households Education 	Key sociological concepts (culture, norms, values, roles, status, identity, sanctions, cultural diversity) Usefulness of different types of data, Sampling processes. Methods of research and evaluation	Family diversity and family types in the UK and globally Sociological theories of Education	Social Changes and Family Structures Processes inside schools	Sociological Theories of the Family Patterns of educational achievement	Criticisms of the family Factors affecting educational achievement	Summary and Revision
Skills	Knowledge, analysis and evaluation	Knowledge, analysis and evaluation	Knowledge, analysis and evaluation	Knowledge, analysis and evaluation	Ability to effectively revise	Knowledge, analysis and evaluation
Knowledge	Key sociological theories and concepts	Key sociological theories and concepts in relation to patterns in society	Key sociological theories and concepts	Key sociological theories and concepts	Key sociological theories and concepts	Key sociological theories and concepts
Recall/review from previous learning	Existing knowledge of sociological concepts	Build on and apply knowledge of sociological concepts	Build on and apply knowledge of sociological concepts	Build on and apply knowledge of sociological concepts.	Build on and apply knowledge of sociological concepts	Build on and apply knowledge of sociological concepts
Assessment	Family Assessment 1 Education Assessment 1	Family Assessment 2	Education Assessment 2	Family Assessment 3	Mock exam	Intro to Y11 topics assessment
Cultural Capital, Equality, Diversity Inclusion	Exploring the process of socialisation in the family and through education. The families and households topic highlights diverse family types and cross-cultural comparisons in families. The education topic brings attention to different factors which may contribute to educational achievement including gender, class, ethnicity and government policy. These topics are explored through critical and evaluative means, applying different debates, theories and viewpoints. Students study Functionalism, Marxism, Feminism and New Right to understand how society works.					

	Additionally, students debate, test, describe and examine the social world through qualitative and quantitative evidence. Coverage and discussion of wider issues/current affairs in class and via wider reading.					
Literacy/Numeracy	Literacy – extended writing assessments, knowledge, analysis and evaluation	Literacy – extended writing assessments, knowledge, analysis and evaluation	Literacy – extended writing assessments, knowledge, analysis and evaluation	Literacy – extended writing assessments, knowledge, analysis and evaluation	Literacy – extended writing assessments, knowledge, analysis and evaluation	Literacy – extended writing assessments, knowledge, analysis and evaluation

Subject	Sociology		Year Group:	11	
Unit/Topic:					
<ul style="list-style-type: none"> Crime and Deviance 	Intro/recap to Crime and Deviance, Social Construction of Concepts of Crime and Deviance	Social control and Sources of data on Crime	Sociological Theories of Crime	Patterns of Criminal Behaviour	Revision
<ul style="list-style-type: none"> Stratification 	Sociological Theories of Stratification	Different Forms or Sources of Power and Authority	Equality/Inequality in relation to Class/Gender/Ethnicity	Factors that may influence access to Life Chances and Power	Poverty as a Social Issue
Skills	Knowledge, analysis and evaluation	Knowledge, analysis and evaluation	Knowledge, analysis and evaluation	Knowledge, analysis and evaluation	Ability to effectively revise
Knowledge	Key sociological theories and concepts	Key sociological theories and concepts	Key sociological theories and concepts	Key sociological theories and concepts	Key sociological theories and concepts
Recall/review from previous learning	Existing knowledge of sociological concepts	Build on and apply knowledge of sociological concepts	Build on and apply knowledge of sociological concepts	Build on and apply knowledge of sociological concepts.	Build on and apply knowledge of sociological concepts
Assessment	Crime Assessment 1 Strat Assessment 1	Y11 Mock Exam 1	Crime Assessment 2 Strat Assessment 2	Y11 Mock Exam 2	Recap Assessments (Family/Education/ Research Methods)

Cultural Capital, Equality, Diversity Inclusion	The stratification topic highlights differences in groups of people in society and focuses on factors such as wealth, income, health, gender, sexuality, race, education, and power. In the crime topic, students gain an understanding of the ways in which definitions of crime have changed, as well as understanding factors which cause people to commit crime. These topics are explored through critical and evaluative means, applying different debates, theories and viewpoints. Students study Functionalism, Marxism, Feminism and New Right to understand how society works. Additionally, students debate, test, describe and examine the social world through qualitative and quantitative evidence. Coverage and discussion of wider issues/current affairs in class and via wider reading.					
Literacy/Numeracy	Literacy – extended writing assessments, knowledge, analysis and evaluation Numeracy – Data analysis	Literacy – extended writing assessments, knowledge, analysis and evaluation Numeracy – Data analysis	Literacy – extended writing assessments, knowledge, analysis and evaluation Numeracy – Data analysis	Literacy – extended writing assessments, knowledge, analysis and evaluation Numeracy – Data analysis	Literacy – extended writing assessments, knowledge, analysis and evaluation Numeracy – Data analysis	

Subject	Sociology		Year Group:	12		
Unit/Topic:						
• Families and Households	Intro to family/theories	Changing patterns and demography	Roles in the family	Nature of childhood	Revision for mocks	Intro to Y13
• Education	Intro to education/theories	Differential educational achievement	Interactionism (processes within school)	Education policy	Revision for mocks	
• Research Methods	The research method process	Experiments, questionnaires and interviews	Observations, secondary data	Methods in context (primary methods)	Methods in context (secondary methods)	
Skills	Knowledge, analysis and evaluation	Knowledge, analysis and evaluation	Knowledge, analysis and evaluation	Knowledge, analysis and evaluation	Ability to effectively revise	Knowledge, analysis and evaluation
Knowledge	Key sociological theories and concepts	Key sociological theories and concepts in relation to patterns in society	Key sociological theories and concepts	Key sociological theories and concepts	Key sociological theories and concepts	Key sociological theories and concepts

Recall/review from previous learning	Existing knowledge of sociological concepts	Build on and apply knowledge of sociological concepts	Build on and apply knowledge of sociological concepts	Build on and apply knowledge of sociological concepts.	Build on and apply knowledge of sociological concepts	Build on and apply knowledge of sociological concepts
Assessment	30 mark (Education Assessment One) 20 mark (Family Assessment One)	2 x 10 Mark (Education Assessment Two) 10 and 20 mark (Family Assessment 2)	10 mark and 20 mark (Family Assessment 3) 20 mark on Obs (Methods Assessment One)	4, 6 and 10 mark question (Education Assessment 3) 20 mark Methods in Context (Methods Assessment Two)	Mock exam	
Cultural Capital, Equality, Diversity Inclusion	Exploring the process of socialisation in the family and through education. The families and households topic highlights diverse family types and cross-cultural comparisons in families. The education topic brings attention to different factors which may contribute to educational achievement including gender, class, ethnicity and government policy. These topics are explored through critical and evaluative means, applying different debates, theories and viewpoints. Students study Functionalism, Marxism, Feminism, Postmodernism and New Right to understand how society works. Additionally, students debate, test, describe and examine the social world through qualitative and quantitative evidence. Coverage and discussion of wider issues/current affairs in class and via wider reading.					
Literacy/Numeracy	Literacy – extended writing assessments, knowledge, analysis and evaluation	Literacy – extended writing assessments, knowledge, analysis and evaluation Numeracy – Data analysis	Literacy – extended writing assessments, knowledge, analysis and evaluation	Literacy – extended writing assessments, knowledge, analysis and evaluation	Literacy – extended writing assessments, knowledge, analysis and evaluation	Literacy – extended writing assessments, knowledge, analysis and evaluation

Subject	Sociology		Year Group:	13	
Unit/Topic:					
• Beliefs in Society	Theories of religion/secularisation	Religion and Social Change/Globalisation and Religion	Beliefs and Characteristics (Age, Class, Gender, Ethnicity). Churches/Denominations/Sects/Cults and NRMs	Science and Ideology	Revision
• Crime and Deviance	Theories of Crime (Functionalist, Subcultural, Marxist)	Theories of Crime (Interactionist, Realism)	Gender and Crime (Feminism)/Ethnicity and Crime Crime and Media	Globalisation and Green Crime. Control, Punishment and Victims	
• Theory			Sociology as a Science		

	Recap of Functionalism/Marxism/Feminism Social Action Theories	Modernity and Post-Modernity	Subjectivity/Objectivity and Value Freedom	Sociology and Social Policy Methods Recap	
Skills	Knowledge, analysis and evaluation	Knowledge, analysis and evaluation	Knowledge, analysis and evaluation	Knowledge, analysis and evaluation	Ability to effectively revise
Knowledge	Key sociological theories and concepts	Key sociological theories and concepts in relation to patterns in society	Key sociological theories and concepts	Key sociological theories and concepts	Key sociological theories and concepts
Recall/review from previous learning	Recall and apply knowledge of sociological concepts relating to Y12 topics	Build on and apply knowledge of sociological concepts	Build on and apply knowledge of sociological concepts	Build on and apply knowledge of sociological concepts.	Interleaving recall on all topics
Assessment	10 mark and 20 mark (Beliefs Assessment One) 20 mark Fem (Theory Assessment One)	30 mark (Crime Assessment One)	Y13 mock (Jan) 10 mark and 20 mark (Beliefs Assessment Two)	30 Mark (Crime Assessment Two) 2x 10 mark, 1X 20 Mark (Theory Assessment 2)	Mock exam
Cultural Capital, Equality, Diversity Inclusion	In the beliefs topic, students study religious beliefs through analysing different examples of religions through a range of perspectives. In the crime topic, students consider crime and deviance and whether it is fixed or relative, as well as having a well-rounded understanding of reasons why crime is committed and crime prevention techniques. These topics are explored through critical and evaluative means, applying different debates, theories and viewpoints. Students study Functionalism, Marxism, Feminism, Postmodernism and New Right in further depth and will be able to compare and apply these theories to different contexts. Additionally, students debate, test, describe and examine the social world through qualitative and quantitative evidence. Coverage and discussion of wider issues/current affairs in class and via wider reading.				
Literacy/Numeracy	Literacy – extended writing assessments, knowledge, analysis and evaluation	Literacy – extended writing assessments, knowledge, analysis and evaluation	Literacy – extended writing assessments, knowledge, analysis and evaluation	Literacy – extended writing assessments, knowledge,	Literacy – extended writing assessments, knowledge,

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