

Key Stage 5 Curriculum Plan: **Sociology** 2023

Intent:

The study of Sociology is exciting, interesting and relevant to students' lives. It enables students to participate in our interconnected world with understanding and humanity. Students will examine social phenomena that affect people's lives in profound ways. Students are challenged to look beyond appearances and set aside their own personal beliefs to enable them to grow in compassion and kindness. We promote an inclusive learning environment that takes into consideration the experiences of students and barriers they may face and engage them with a full understanding of how society works. Sociology empowers students with intellectually stimulating ideas, concepts and essential skills of critical thinking.



| Year 12 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | <p>Introduction to sociology Families and Households</p> <p>*Introduce students to key concepts and sociological theory</p> <p>*the relationship of the family to the social structure and social change, including the sociology of personal life</p> <p>*gender roles, domestic labour and power relationships within the family in contemporary society</p> <p>*changing patterns of marriage, cohabitation,</p> | <p>Families and Households</p> <p>*the nature of childhood, and changes in the status of children in the family and society</p> <p>*demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</p> <p>*economy and state policies</p> | <p>Education</p> <p>*the role and functions of the education system, including its relationship to the economy and to class structure</p> <p>*differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</p> | <p>Education</p> <p>*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</p> <p>*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</p> | <p>Research Methods & Methods in Context</p> <p>*quantitative and qualitative methods of research; research design</p> <p>*sources of data, including questionnaires, interviews, participant and nonparticipant observation, experiments, documents and official statistics</p> <p>*the distinction between primary and secondary data, and between quantitative and qualitative data</p> | <p>Theory and Methods</p> <p>*consensus, conflict, structural and social action theories</p> <p>*the concepts of modernity and post-modernity in relation to sociological theory</p> |

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| | separation, divorce, childbearing and the life course and the diversity of contemporary family and household structures | | | of and access to education; the impact of globalisation on educational policy. | <p>*the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'</p> <p>*the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research</p> <p>**Students must be able to apply sociological research methods to the study of education.</p> | |
| | <p>Assessment: Timed essay: Theory 30 minutes Timed essay: Gender 30 minutes</p> | <p>Assessment: Timed essay: Diversity 30 minutes Timed essay: Childhood 30 minutes</p> | <p>Assessment: Mock Exam : Family 1 hour Timed essay: Theory 45 minutes</p> | <p>Assessment: Timed essay: Differential Educational Attainment 45 minutes Timed essay: Social Policy 45 minutes</p> | <p>Assessment: EOY: Family 1 hour Education 2 hours Timed essay: MIC 30 minutes</p> | <p>Assessment: Timed essay: Methods 30 minutes Timed essay: Methods 15 minutes</p> |
| Year 13 | <p>Crime and Deviance</p> <p>*crime, deviance, social order and social control</p> <p>*the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</p> | <p>Crime and Deviance</p> <p>*globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes</p> <p>*crime control, surveillance, prevention and punishment, victims, and the role of</p> | <p>Beliefs</p> <p>*the relationship between social change and social stability, and religious beliefs, practices and organisations</p> <p>*the significance of religion and religiosity in the contemporary world, including the</p> | <p>Beliefs</p> <p>*religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice</p> <p>*the relationship between different social</p> | <p>Theory and Methods</p> <p>*the nature of science and the extent to which Sociology can be regarded as scientific</p> <p>*the relationship between theory and methods</p> | |

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| | | the criminal justice system and other agencies. | nature and extent of secularisation in a global context, and globalisation and the spread of religions | groups and Religious / spiritual organisations and movements, beliefs and practices *Ideology and science | *debates about subjectivity, objectivity and value freedom *the relationship between Sociology and social policy. | |
| | Assessment: Timed essay: Methods 30 minutes Timed essay: Theory 45 minutes | Assessment: Timed essay: Theory 45 minutes Timed essay: Social Distribution of crime 45 minutes | Assessment: Mock Exam : Education 2 hours Family 1 hour Crime and Deviance 2 hours Timed essay: Theory 30 minutes | Assessment: Timed essay: Religious organisation's 30 minutes Timed essay: Ideology and science 30 minutes | Assessment: Timed essay: Methods 30 minutes Timed essay: Methods 15 minutes | Assessment: |