

## KS5 Curriculum Overview SOCIOLOGY

### Year 12

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>TEACHER 1: INTRODUCTION TO SOCIOLOGY</b></p> <ul style="list-style-type: none"> <li>➤ <b>What is sociology? Key concepts such as:</b> nature vs nurture, culture, norms, values, socialisation, status, role.</li> <li>➤ <b>Introduction to the main sociological theories:</b> functionalism, Marxism, feminism, interactionism &amp; post-modernism. <b>Views of society:</b> structural and social action views and consensus and conflict sociology.</li> <li>➤ <b>Introduction to Research Methods:</b> qualitative vs quantitative research/ data, positivism vs interpretivism and validity and reliability</li> </ul> <p><b>TEACHER 1: THE SOCIOLOGY OF EDUCATION</b></p> <ul style="list-style-type: none"> <li>➤ <b>Class differences in achievement: external factors -</b> cultural deprivation theory, material deprivation theory and cultural capital</li> <li>➤ <b>Class differences in achievement: internal factors -</b> labelling and the self-fulfilling prophecy, streaming, pupil sub-cultures and class identities</li> </ul> <p><b>TEACHER 2: THE SOCIOLOGY OF FAMILIES</b></p> <ul style="list-style-type: none"> <li>➤ <b>Couples:</b> Functionalist and feminist views on domestic division of labour &amp; whether couples are becoming more equal. Resources and decision making and domestic violence.</li> <li>➤ <b>Childhood:</b> as a social construct, future of childhood, changing position of children.</li> </ul>	<p><b>SUBJECT SPECIFIC SKILLS:</b>  <b>Assessment Objectives –</b>  <b>AO1:</b> Knowledge and understanding  <b>AO2:</b> Application  <b>AO3:</b> Analysis and evaluation</p> <p><b>WIDER KEY SKILLS:</b>            Content analysis            Critical thinking            Data analysis</p> <p><b>SUBJECT LINKS:</b>  <b>Gov/pol:</b> social issues such as poverty, unemployment. Policies for education.  <b>Maths:</b> statistics/ data analysis  <b>Gov/pol:</b> policies affecting socio-economic situation and education.  <b>H&amp;SC:</b> factors affecting families and education – socialisation, poverty, language development</p>	<p><b>CAREER LINKS:</b>            Family law            Social work            Medicine/ Health care            Data analysis            Market research            Education: teaching/ pastoral            Family support worker            Media and marketing            Charity, counselling and voluntary work            Education: all roles</p> <p><b>BRITISH VALUES:</b>            The 5 main British values are discussed and referred to regularly across the sociology A level course: i.e. DEMOCRACY, TOLERANCE, RESPECT, LAW &amp; LIBERTY for example...</p> <p>When first studying sociology students are expected to be respectful of other views whether personal or theoretical.</p> <p>Students learn that the teaching of British values occurs in the education system either purposefully or surreptitiously.</p> <p>Students learn that the family is a place where 'values' are taught as part of the socialisation process.</p> <p>Students can link what they are studying about learning values to their own family experiences.</p>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>TEACHER 1: THE SOCIOLOGY OF EDUCATION</b></p> <ul style="list-style-type: none"> <li>➤ <b>Ethnic differences in achievement: external factors</b> – cultural deprivation theory, material deprivation theory and racism in wider society</li> <li>➤ <b>Ethnic differences in achievement: internal factors</b> – labelling and teacher racism, pupil identities, responses and subcultures &amp; institutional racism in education.</li> <li>➤ <b>Gender differences in education:</b> achievement - internal and external factors, gender and subject choice &amp; pupils' sexual and gender identities.</li> </ul>	<p><b>SUBJECT SPECIFIC SKILLS:</b>  <b>Assessment Objectives –</b>  <b>AO1:</b> Knowledge and understanding  <b>AO2:</b> Application  <b>AO3:</b> Analysis and evaluation</p> <p><b>WIDER KEY SKILLS:</b>            Content analysis            Critical thinking            Data analysis</p>	<p><b>CAREER LINKS:</b>            Family law            Social work            Medicine/ Health care            Data analysis            Market research            Education: teaching/ pastoral            Family support worker            Media and marketing            Charity, counselling and voluntary work            Education: all roles</p> <p><b>BRITISH VALUES:</b>            The main 5 British values are discussed and referred to</p>

<p><b>TEACHER 2: THE SOCIOLOGY OF FAMILIES</b></p> <ul style="list-style-type: none"> <li>➤ <b>Theories of the Family:</b> functionalist, Marxist, feminist &amp; personal life perspective</li> <li>➤ <b>Demography 1:</b> births &amp; deaths</li> </ul>	<p><b>SUBJECT LINKS:</b></p> <p><b>Gov/pol:</b> policies affection ethnicity and education.</p> <p><b>Gov/pol:</b> policies affection gender and education.</p>	<p>regularly across the sociology A level course: i.e. DEMOCRACY, TOLERANCE, RESPECT, LAW &amp; LIBERTY for example...</p> <p>Factors affecting education generally such as poverty, language, parental influence, employment opportunities, setting and streaming...</p> <p>Students study the different political and sociological views of family life. e.g. how political conservatism values traditional family life, roles and marriage.</p>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>TEACHER 1: THE SOCIOLOGY OF EDUCATION</b></p> <ul style="list-style-type: none"> <li>➤ <b>The Role of Education in society: theories...</b> functionalism and neo-liberalism, Marxism, post-modernism</li> <li>➤ <b>Educational policy and inequality:</b> Pre-1988, Conservative policy 1988-1997, New Labour policy 1997-2010, Coalition policy from 2010, the privatisation of education &amp; policies affecting gender and ethnicity.</li> </ul> <p><b>TEACHER 2: THE SOCIOLOGY OF FAMILIES</b></p> <ul style="list-style-type: none"> <li>➤ <b>Demography 2: The ageing population &amp; migration</b></li> <li>➤ <b>Changing Family Patterns:</b> divorce, partnerships, parents and children, ethnic differences in family patterns &amp; the extended family today</li> </ul>	<p><b>SUBJECT SPECIFIC SKILLS:</b></p> <p><b>Assessment Objectives –</b></p> <p><b>AO1:</b> Knowledge and understanding</p> <p><b>AO2:</b> Application</p> <p><b>AO3:</b> Analysis and evaluation</p> <p><b>WIDER KEY SKILLS:</b></p> <p>Content analysis</p> <p>Critical thinking</p> <p>Data analysis</p> <p><b>SUBJECT LINKS:</b></p> <p><b>Business and finance:</b> role of education to provide skilled workforce to enable society to run smoothly.</p> <p><b>Gov/pol:</b> funding of schools, legal expectations</p> <p><b>Gov/Pol:</b> political parties &amp; key terms such as marketisation, coalition, vocational education, opting out of local authority control...</p> <p><b>History:</b> of schooling.</p>	<p><b>CAREER LINKS:</b></p> <p>Family law</p> <p>Roles linked to demography</p> <p>Social work</p> <p>Medicine/ Health care</p> <p>Data analysis</p> <p>Market research</p> <p>Education: teaching/ pastoral</p> <p>Family support worker</p> <p>Media and marketing</p> <p>Charity, counselling and voluntary work</p> <p>Education: all roles</p> <p><b>BRITISH VALUES:</b></p> <p>The main 5 British values are discussed and referred to regularly across the sociology A level course: i.e. DEMOCRACY, TOLERANCE, RESPECT, LAW &amp; LIBERTY for example...</p> <p>Students learn that education teaches skills and values for the workplace.</p> <p>When studying migration students reflect on familial cultural differences. This triggers dialogue about tolerance and respect for cultural variances.</p>

TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>TEACHER 1: RESEARCH METHODS and Methods in Context</b></p> <ul style="list-style-type: none"> <li>➤ <b>Introduction to research methods:</b> primary and secondary sources, qualitative and quantitative data, positivism vs interpretivism, factors affecting choice of methods e.g. practical, ethical and theoretical and the research process including sampling.</li> <li>➤ <b>‘Methods in Context’ Exam Techniques and content;</b> how to answer the MiC question: the skill of combining research methods and educational context/situation/focus.</li> </ul> <p><b>TEACHER 2: THE SOCIOLOGY OF FAMILIES</b></p> <ul style="list-style-type: none"> <li>➤ <b>Family diversity:</b> causes and meaning of family diversity, modernist theories - Functionalism and New Right Views and Postmodern theories – individualisation thesis/ personal life perspective</li> <li>➤ <b>Families and social policy:</b> how government policies affect families – comparative/ cross cultural examples. <b>Sociological and political perspectives on family policy</b> including Functionalism/ New Right, feminism, Conservative, New Labour and Coalition policies.</li> </ul>	<p><b>SUBJECT SPECIFIC SKILLS:</b>  <b>Assessment Objectives –</b>  <b>AO1:</b> Knowledge and understanding  <b>AO2:</b> Application  <b>AO3:</b> Analysis and evaluation</p> <p><b>WIDER KEY SKILLS:</b>  Content analysis  Critical thinking  Data analysis</p> <p><b>SUBJECT LINKS:</b>  <b>Psychology:</b> research methods  <b>RE:</b> the purpose of family in society/respect for the family unit  <b>Gov/pol:</b> family Government policy</p>	<p><b>CAREER LINKS:</b>  Social work  Medicine/ Health care  Data analysis  Market research  Education: teaching/ pastoral  Family support worker  Media and marketing  Charity, counselling and voluntary work</p> <p><b>BRITISH VALUES:</b>  The main 5 British values are discussed and referred to regularly across the sociology A level course: i.e. DEMOCRACY, TOLERANCE, RESPECT, LAW &amp; LIBERTY for example...</p> <p>Ethics in social research state that a person must be respected and given the chance to withdraw or share their points of view in a safe environment.</p> <p>Students discuss various views on family diversity from traditional Conservative New Right views to the individualisation thesis: students will learn how far these different views respect, tolerate and ensure liberty for families such as same sex, single parent etc.</p> <p>Students may also deduce how far government policies uphold the British values.</p>
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>TEACHER 1:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Methods in Context continued: Exam Techniques and content;</b> how to answer the MiC question: the skill of combining research methods and educational context/situation/focus.</li> </ul> <p><b>TEACHER 2:</b></p> <ul style="list-style-type: none"> <li>➤ <b>The main research methods:</b> advantages/ disadvantages of... experiments, questionnaires, interviews, participant observation &amp; secondary sources.</li> </ul>	<p><b>SUBJECT SPECIFIC SKILLS:</b>  <b>Assessment Objectives –</b>  <b>AO1:</b> Knowledge and understanding  <b>AO2:</b> Application  <b>AO3:</b> Analysis and evaluation</p> <p><b>WIDER KEY SKILLS:</b>  Content analysis  Critical thinking  Data analysis</p> <p><b>SUBJECT LINKS:</b>  <b>Psychology:</b> research methods</p>	<p><b>CAREER LINKS:</b>  Law  Social work  Medicine/ Health care  Data analysis  Market research  Education: teaching/ pastoral  Family support worker  Media and marketing  Charity, counselling and voluntary work  Education: all roles</p> <p><b>BRITISH VALUES:</b>  The main 5 British values are discussed and referred to regularly across the sociology A level course: i.e. DEMOCRACY,</p>

		<p>TOLERANCE, RESPECT, LAW &amp; LIBERTY for example...</p> <p>Ethics in social research state that a person must be respected and given the chance to withdraw or share their points of view in a safe environment.</p>
ERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>TEACHER 1:</b></p> <p>➤ <b>Theory and Methods: standalone sociological theories</b> – Functionalism, and New Right, Marxism, Feminism, Social Action Theory and Post-Modernism</p> <p><b>TEACHER 2:</b></p> <p>➤ <b>Continued research methods as in term 5 until rollover i.e.,</b> advantages/ disadvantages of... experiments, questionnaires, interviews, participant observation &amp; secondary sources.</p>	<p><b>SUBJECT SPECIFIC SKILLS:</b>  <b>Assessment Objectives –</b>  <b>AO1:</b> Knowledge and understanding  <b>AO2:</b> Application  <b>AO3:</b> Analysis and evaluation</p> <p><b>WIDER KEY SKILLS:</b>            Content analysis            Critical thinking            Data analysis</p> <p><b>SUBJECT LINKS:</b>  <b>Psychology:</b> research methods</p>	<p><b>CAREER LINKS:</b>            Law            Social work            Medicine/ Health care            Data analysis            Market research            Media and marketing            Charity, counselling and voluntary work</p> <p><b>BRITISH VALUES:</b>            The main 5 British values are discussed and referred to regularly across the sociology A level course: i.e. DEMOCRACY, TOLERANCE, RESPECT, LAW &amp; LIBERTY for example...</p> <p>Ethics in social research state that a person must be respected and given the chance to withdraw or share their points of view in a safe environment.</p>

### KS5 Curriculum Overview SOCIOLOGY

#### Year 13

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>CRIME &amp; DEVIANCE:</b></p> <p>➤ <b>FUNCTIONALIST, STRAIN AND SUBCULTURAL THEORIES:</b> General functionalist theory of crime, Merton's Strain theory and Cohen's subcultural theory.</p> <p>➤ <b>INTERACTIONISM- AND LABELLING THEORY:</b> the social construction of crime, the effects of labelling and mental illness and suicide</p> <p>➤ <b>CLASS, POWER AND CRIME:</b> Review of previous theories who focus on class &amp; crime, traditional Marxist view, neo-Marxism/ critical criminology &amp; crimes of the powerful: e.g. white collar and corporate crime, abuse of trust... theories of corporate crime.</p>	<p><b>SUBJECT SPECIFIC SKILLS:</b>  <b>Assessment Objectives –</b>  <b>AO1:</b> Knowledge and understanding  <b>AO2:</b> Application  <b>AO3:</b> Analysis and evaluation</p> <p><b>WIDER KEY SKILLS:</b>            Content analysis            Critical thinking            Data analysis</p> <p><b>SUBJECT LINKS:</b>  <b>Criminology across all topics...</b>  <b>Law:</b> is crime inevitable?</p>	<p><b>CAREER LINKS:</b>            Law            Social work            Medicine/ Health care            Data analysis            Market research            Education: teaching/ pastoral            Family support worker            Media and marketing            Charity, counselling and voluntary work            Education: all roles</p> <p><b>BRITISH VALUES:</b>            The main 5 British values are discussed and referred to regularly across the sociology A level course: i.e. DEMOCRACY, TOLERANCE, RESPECT, LAW &amp; LIBERTY for example...</p>

	<p><b>Psychology:</b> why people behave the way they do/ commit crime</p> <p><b>Psychology:</b> why people think the way they do</p> <p><b>H&amp;SC:</b> supporting the vulnerable</p> <p><b>Law:</b> law enforcement</p> <p><b>Business:</b> ethics/ morals</p> <p><b>Psychology:</b> conformity</p>	Values of personal goals and success are discussed.
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>CRIME &amp; DEVIANCE:</b></p> <ul style="list-style-type: none"> <li>➤ <b>REALIST THEORIES OF CRIME:</b> Right Realism - causes and solutions of crime. Left Realism - causes and solutions of crime.</li> <li>➤ <b>ETHNICITY, CRIME AND JUSTICE:</b> criminalisation: headlines/ stats, alternative sources of statistics: victim surveys and self-report studies, racism &amp; the CJS, explaining the differences in offending: theories - Left Realism vs Neo-Marxism, ethnicity and victimisation.</li> </ul>	<p><b>SUBJECT SPECIFIC SKILLS:</b></p> <p><b>Assessment Objectives –</b></p> <p><b>AO1:</b> Knowledge and understanding</p> <p><b>AO2:</b> Application</p> <p><b>AO3:</b> Analysis and evaluation</p> <p><b>WIDER KEY SKILLS:</b></p> <p>Content analysis</p> <p>Critical thinking</p> <p>Data analysis</p> <p><b>SUBJECT LINKS:</b></p> <p><b>Gov/pol:</b> political views of crime reduction</p> <p><b>Business:</b> validity/ reliability of statistics</p>	<p><b>CAREER LINKS:</b></p> <p>Law</p> <p>Social work</p> <p>Medicine/ Health care</p> <p>Data analysis</p> <p>Market research</p> <p>Education: teaching/ pastoral</p> <p>Family support worker</p> <p>Media and marketing</p> <p>Charity, counselling and voluntary work</p> <p>Education: all roles</p> <p><b>BRITISH VALUES:</b></p> <p>The main 5 British values are discussed and referred to regularly across the sociology A level course: i.e. DEMOCRACY, TOLERANCE, RESPECT, LAW &amp; LIBERTY for example...</p> <p>Respecting a variety of views about different solutions of crime.</p> <p>Understanding how social issues such as unemployment and discrimination may lead to crime which necessitate solutions to crime that ensure liberty, respect and tolerance of the marginalised groups who turn to crime.</p> <p>Why do people break the law?</p>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>CRIME &amp; DEVIANCE:</b></p> <ul style="list-style-type: none"> <li>➤ <b>GENDER, CRIME &amp; JUSTICE:</b> gender crime patterns: headlines/stat, the chivalry thesis: evidence for and against, explaining female crime: functionalist sex role theory, feminist patriarchal control (Heidensohn) &amp; Carlen's class and gender deals, the feminist liberation thesis, masculinity, crime and postmodernity.</li> <li>➤ <b>CRIME AND THE MEDIA:</b> media representations of crime:, news headlines and values/crime coverage, fictional representations of crime, the media as a</li> </ul>	<p><b>SUBJECT SPECIFIC SKILLS:</b></p> <p><b>Assessment Objectives –</b></p> <p><b>AO1:</b> Knowledge and understanding</p> <p><b>AO2:</b> Application</p> <p><b>AO3:</b> Analysis and evaluation</p> <p><b>WIDER KEY SKILLS:</b></p> <p>Content analysis</p> <p>Critical thinking</p>	<p><b>CAREER LINKS:</b></p> <p>Law</p> <p>Social work</p> <p>Medicine/ Health care</p> <p>Data analysis</p> <p>Market research</p> <p>Education: teaching/ pastoral</p> <p>Family support worker</p> <p>Media and marketing</p> <p>Charity, counselling and voluntary work</p> <p>Education: all roles</p>

<p>cause of crime: e.g. imitation, arousal, desensitisation etc, media creating fear of crime... relative deprivation and crime, cultural criminology, moral panics: folk devils &amp; self-fulfilling prophecies, deviance amplification spiral: Mods &amp; Rockers, cyber-crime: moral panics/ development of fear.</p> <p>➤ <b>GLOBALISATION, GREEN CRIME, HUMAN RIGHTS AND STATE CRIME:</b> Globalisation and... the global criminal economy and types of crime, capitalism, crime and patterns of criminal organisation, green crime, state crimes: scale/the state as the source of law, defining and explaining state crime.</p> <p>➤ <b>CONTROL, PUNISHMENT &amp; VICTIMS:</b> crime prevention and control, surveillance: Foucault, punishment: reduction, retribution, theories of punishment: functionalism/ Marxism, mass incarceration/ transcarceration/ alternatives to prison, victims of crime: positivist vs critical victimology, patterns of victimology and impact of victimisation.</p>	<p>Data analysis</p> <p><b>SUBJECT LINKS:</b>  <b>Media:</b> how the media may misrepresent and cause reactions.  <b>Geography:</b> globalization issues  <b>Law:</b> criminal law</p>	<p><b>BRITISH VALUES:</b>  The main 5 British values are discussed and referred to regularly across the sociology A level course: i.e. DEMOCRACY, TOLERANCE, RESPECT, LAW &amp; LIBERTY for example...</p> <p>Issues of gender equality: respect, tolerance and liberty</p> <p>Why do people break the law?</p> <p>A lack of democracy can be seen as an example of state crime which deny human rights as declared under international law.</p>
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>BELIEFS IN SOCIETY: One topic per week</b></p> <p>➤ <b>THEORIES OF RELIGION:</b> Definition of religion, Functionalism, Marxism &amp; Feminism</p> <p>➤ <b>RELIGION &amp; SOCIAL CHANGE:</b> Religion as a conservative force or force for change?</p> <p>➤ <b>ARGUMENTS FOR SECULARISATION:</b> secularisation in Britain and the USA, explanations and criticisms of secularisation theories.</p> <p>➤ <b>ARGUMENTS AGAINST SECULARISATION:</b> New forms of religion, religion in postmodern society, religious market theory, existential security theory.</p> <p>➤ <b>RELIGION IN A GLOBAL CONTEXT:</b> religious fundamentalism, religion and development and religion as cultural defence.</p> <p>➤ <b>ORGANISATIONS, MOVEMENTS AND MEMBERS:</b> types of religious organisation – NRMs: church and sect; denomination &amp; cult, explaining the growth of religious movements, dynamics of sects and NRMs, growth of the New Age. <b>Religiosity and social groups:</b> gender, ethnicity &amp; age.</p>	<p><b>SUBJECT SPECIFIC SKILLS:</b>  <b>Assessment Objectives –</b>  <b>AO1:</b> Knowledge and understanding  <b>AO2:</b> Application  <b>AO3:</b> Analysis and evaluation</p> <p><b>WIDER KEY SKILLS:</b>  Content analysis  Critical thinking  Data analysis</p> <p><b>SUBJECT LINKS:</b>  <b>Philosophy &amp; Ethics:</b> liberation theology</p>	<p><b>CAREER LINKS:</b>  Law  Social work  Medicine/ Health care  Data analysis  Market research  Education: teaching/ pastoral  Family support worker  Media and marketing  Charity, counselling and voluntary work  Education: all roles</p> <p><b>BRITISH VALUES:</b>  The main 5 British values are discussed and referred to regularly across the sociology A level course: i.e. DEMOCRACY, TOLERANCE, RESPECT, LAW &amp; LIBERTY for example...</p> <p>Respect: people's religious and non-religious beliefs</p>
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>BELIEFS IN SOCIETY: last topic links to T&amp;M as well...</b></p> <p>➤ <b>Ideology &amp; Science:</b> science as a belief system and ideology as belief.</p> <p><b>DEBATES IN SOCIOLOGY:</b></p> <p>➤ Is sociology a science? Should sociology be value free? Objectivity in sociology. Sociology and social policy.</p> <p><b>REVISION FOR FINAL EXAMS</b></p>	<p><b>SUBJECT SPECIFIC SKILLS:</b>  <b>Assessment Objectives –</b>  <b>AO1:</b> Knowledge and understanding  <b>AO2:</b> Application  <b>AO3:</b> Analysis and evaluation</p> <p><b>WIDER KEY SKILLS:</b>  Content analysis  Critical thinking  Data analysis</p>	<p><b>CAREER LINKS:</b>  Law  Social work  Medicine/ Health care  Data analysis  Market research  Education: teaching/ pastoral  Family support worker  Media and marketing  Charity, counselling and voluntary work  Education: all roles</p>

	<b>SUBJECT LINKS:</b> <b>Science:</b> how similar are sociological and scientific methods and practices?	<b>BRITISH VALUES:</b> The main 5 British values are discussed and referred to regularly across the sociology A level course: i.e. DEMOCRACY, TOLERANCE, RESPECT, LAW & LIBERTY for example...  Difference between objectivity and value freedom is a key focus.
<b>TERM 6 TOPIC/s</b>	<b>*Key Skills/Subject Links</b>	<b>*Career links &amp; BV</b>
<b>EXAM SEASON</b>	<b>SUBJECT SPECIFIC SKILLS:</b> <b>Assessment Objectives –</b> <b>AO1:</b> Knowledge and understanding <b>AO2:</b> Application <b>AO3:</b> Analysis and evaluation  <b>WIDER KEY SKILLS:</b> Content analysis Critical thinking Data analysis	<b>CAREER LINKS:</b> Law Social work Medicine/ Health care Data analysis Market research Education: teaching/ pastoral Family support worker Media and marketing Charity, counselling and voluntary work Education: all roles