

KS4 Curriculum Overview Year 9 Foundation Sociology

FOUNDATION GCSE (1 YEAR)

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>INTRODUCTION TO SOCIOLOGY:</p> <ul style="list-style-type: none"> ➤ What is sociology? Definition of sociology, social processes, social issues and social structures, sociology & social policy, key term such as... culture, values, norms, ➤ Introduction of sociological theories: Definitions of... theory, structural sociology, Social Action Theory, consensus, conflict, Interactionism. Intro to main 4 theories i.e. Functionalism/New Right. Marxism, Feminism & Labelling Theory (Interactionism). <p>THE SOCIOLOGY OF CRIME AND DEVIANCE:</p> <p>What is crime and deviance?</p> <ul style="list-style-type: none"> ➤ Definitions of C&D ➤ Relativity of C&D: Factors that affect definitions of C&D e.g. time, place, social situation & culture. ➤ How do we measure C&D? e.g. official statistics, victim surveys & self-report studies ➤ Advantages and disadvantages of official statistics, victim surveys & self-report studies ➤ Key words test towards the end of term. 	<p>SUBJECT SPECIFIC SKILLS:</p> <p>Assessment Objectives –</p> <p>AO1: Knowledge and understanding</p> <p>AO2: Application</p> <p>AO3: Analysis and evaluation</p> <p>WIDER KEY SKILLS:</p> <p>Content analysis</p> <p>Critical thinking</p> <p>Data analysis- official crime statistics.</p> <p>SUBJECT LINKS: NB: Foundation Sociology links to GCSE and A level Sociology as same assessment criteria and similar topics.</p> <p>Government and politics: social issues/policy</p> <p>Law: Learning the difference between a law and a norm.</p> <p>Citizenship:</p> <p>Maths: Official crime statistics.</p> <p>Criminology: the social construction of crime.</p> <p>Law: criminal law</p> <p>English: Through the study of key terms and assessing prior understanding of the terms.</p>	<p>CAREER LINKS:</p> <ul style="list-style-type: none"> ❖ Researcher ❖ Education: of young offenders ❖ Home office: Police/ probation/ admin/ courts/ community support officer ❖ Data analysis ❖ Market research ❖ Criminal law ❖ Health & social care ❖ Charity work: ex-offenders ❖ Politics ❖ Social work ❖ Policy officer ❖ Journalist <p>BRITISH VALUES:</p> <ul style="list-style-type: none"> ➤ Liberal feminism (taught in the introductory topics) is a good example of a sociological perspective focused on individual liberty. The New Right also focuses on individual liberty, stressing freedom of choice (e.g. marketisation policies) and freedom from the state (e.g. privatisation). ➤ In the introductory topics students learn about culture, norms and values. When discussing values we use British values as an example so they can develop an understanding of them. ➤ Through learning about sociological theories, students learn to see things from a range of different perspectives or viewpoints. ➤ Through the study of crime and deviance, students learn about the need to uphold the law.
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Explanations/ theories of criminal and deviant behaviour.</p> <ul style="list-style-type: none"> ➤ Biological and psychological explanations inc. maternal deprivation explanation ➤ Sociological theories: Functionalist: socialisation, sub-culture, Marxist: relative deprivation theory and Interactionist: labelling theory. 	<p>SUBJECT SPECIFIC SKILLS:</p> <p>Assessment Objectives –</p> <p>AO1: Knowledge and understanding</p> <p>AO2: Application</p> <p>AO3: Analysis and evaluation</p> <p>WIDER KEY SKILLS:</p> <p>Content analysis</p> <p>Critical thinking</p>	<p>CAREER LINKS:</p> <ul style="list-style-type: none"> ❖ Researcher ❖ Education: of young offenders ❖ Media: news/film/ fiction ❖ Home office: Police/ probation/ admin/ courts/ community support officer ❖ Data analysis ❖ Market research

<p>How do we control criminal and anti-social behaviour?</p> <ul style="list-style-type: none"> ➤ Social control: formal & informal definitions, agents of SC such as the family and/police/courts/ other government departments in Home Office ➤ Specific ways of controlling crime/anti-social behaviour such as the judiciary, CJS... ➤ Alternatives to custodial sentences such as cautions, reprimands, community service. ➤ Debates: How should young offenders be treated in CJS? Rehabilitation vs custody.. Should violent criminals be sentenced to life? <p>Crime and social class, gender, location, age and ethnicity</p> <ul style="list-style-type: none"> ➤ Working class crime: explanations e.g., socialisation, anomie, education, inaccurate statistics, material deprivation, labelling... ➤ White Collar crime: Different types, how it is dealt with in CJS ➤ Gender & crime: explanations e.g. socialisation, blocked opportunities, social control, chivalry thesis, double deviance thesis, inaccurate statistics. ➤ Crime & location & crime & age: Statistics/patterns, Explanations e.g., status frustration, class, edgework, socialization, police stereotyping ➤ Crime and ethnicity: explanations e.g., labelling, institutional racism, inaccurate statistics, class, media influence 	<p>Data analysis Debate skills Group work</p> <p>SUBJECT LINKS: NB: Foundation Sociology links to GCSE and A level Sociology as same assessment criteria and similar topics.</p> <p>Criminology: Different explanations for crime, controlling crime and deviance. Biology: Biological explanations of crime such as genetics. Psychology: Psychological explanations of crime Law: criminal law, balance of law for all social groups? Philosophy & ethics: ethics of punishment & control Gov/pol: new right policies, meritocracy Geography: urban/ inner city social issues</p>	<ul style="list-style-type: none"> ❖ Criminal law ❖ Health & social care ❖ Charity work: ex-offenders ❖ Politics ❖ Social work ❖ Prison work <p>BRITISH VALUES:</p> <ul style="list-style-type: none"> ➤ Tolerance and respect of others' views, both sociological and personal ➤ Understanding of upholding laws and how laws are enforced. ➤ Functionalist sociologists see laws as maintaining the boundaries of acceptable behaviour in society. Because we aware of laws, and the penalties for law-breaking, we moderate our behaviour and society is kept stable and cohesive. They also argue that seeing justice done – seeing law-breakers being punished – increases our collective consciousness. ➤ There are opportunities for students to debate issues within the criminal justice system. Students are encouraged to be tolerant of other people's views, beliefs and ideas in such discussions. Perhaps more than other subjects, the topics for discussion are often very controversial and sensitive. It is essential that everyone in the group feels able to contribute to those discussions and that nobody feels excluded.
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>What is stratification?</p> <ul style="list-style-type: none"> ➤ Definition of stratification ➤ Types e.g., historical and modern-day slavery, Indian caste system, and social class ➤ Life Chances: definition, Life chances and education inc. ➤ Social mobility: definition/ types, barriers preventing social mobility <p>POWER RELATIONSHIPS:</p> <ul style="list-style-type: none"> ➤ Introduction to general power relationships based on... Social class, Gender & sexuality, Ethnicity, Age, Disability, Religion ➤ Government and non-government action to reduce 	<p>SUBJECT SPECIFIC SKILLS: Assessment Objectives – AO1: Knowledge and understanding AO2: Application AO3: Analysis and evaluation</p> <p>WIDER KEY SKILLS: Content analysis Critical thinking Data analysis Group work Debate skills</p> <p>SUBJECT LINKS: NB: NB: Foundation Sociology links to</p>	<p>CAREER LINKS:</p> <ul style="list-style-type: none"> ❖ Policy maker ❖ Health & social care ❖ Politics ❖ Social work ❖ Diversity manager <p>BRITISH VALUES:</p> <ul style="list-style-type: none"> ➤ Studies of non-democratic stratification systems highlight that egalitarianism is essential, not optional. ➤ Students are encouraged to show tolerance towards others' views, both sociological and personal.

<p>inequality. Are/were these effective?</p> <p>➤ Wealth in Britain today</p>	<p>GCSE and A level Sociology as same assessment criteria and similar topics.</p> <p>RE: reduction/ ethics of poverty (Strat) H&SC: vulnerable groups (Strat) RE: religion as a barrier or route to success (Strat) Gov/pol: political power, law making (Strat) History- slavery</p>	<p>➤ Students learn about the idea that people have freedom to embrace social mobility and life chances.</p> <p>➤ Students are encouraged to discuss whether society is meritocratic which links to democracy.</p> <p>➤ DEMOCRACY, TOLERANCE, RESPECT, LAW, LIBERTY – discussion... how do all of these apply to or impact different ethnic groups, genders, sexualities, ages, abilities?</p>
TERM 4 TOPIC/s	▪ *Key Skills/Subject Links	*Career links & BV
<p>THE SOCIOLOGY OF SOCIAL STRATIFICATION</p> <p>➤ How do we measure social class? GS/NS-SEC</p> <p>➤ Theories of social class -Marxist: class exploitation, Functionalism: meritocracy and social mobility</p> <p>➤ Is class still important? Have the w/c & m/c changed?</p> <p>➤ The underclass inc. Key text Murray, criticisms of Murray</p> <p>➤ Poverty: Defining, explaining & reducing poverty, globalisation and poverty, sociological theories on causes of poverty, the welfare state</p>	<p>SUBJECT SPECIFIC SKILLS: Assessment Objectives – AO1: Knowledge and understanding AO2: Application AO3: Analysis and evaluation</p> <p>WIDER KEY SKILLS: Content analysis Critical thinking Data analysis</p> <p>SUBJECT LINKS: NB: Foundation Sociology links to GCSE and A level Sociology as same assessment criteria and similar topics. Geography: urban/ inner city social issues RE: reduction/ ethics of poverty (Strat) H&SC: vulnerable groups (Strat) RE: religion as a barrier or route to success (Strat) Gov/pol: political power, law making (Strat)</p>	<p>CAREER LINKS:</p> <ul style="list-style-type: none"> ❖ Policy maker ❖ Health & social care ❖ Politics ❖ Social work ❖ Diversity manager <p>BRITISH VALUES:</p> <p>➤ Studies of non-democratic stratification systems highlight that egalitarianism is essential, not optional.</p> <p>➤ Students are encouraged to show tolerance towards others' views, both sociological and personal.</p> <p>➤ Students learn about the idea that people have freedom to embrace social mobility and life chances.</p> <p>➤ Democracy allows us to vote and express our preferences for government policies relating to social issues e.g. welfare payments.</p>
TERM 5 TOPIC/s	▪ *Key Skills/Subject Links	*Career links & BV
<p>Social research</p> <p>➤ Introduction to research methods in sociology- The research process</p> <p>➤ Ethical issues</p> <p>➤ Questionnaires- Strengths/weaknesses, planning and conducting their own research related to a chosen topic.</p> <p>➤ Observations- Strengths/weaknesses-</p>	<p>SUBJECT SPECIFIC SKILLS: Assessment Objectives – AO1: Knowledge and understanding AO2: Application AO3: Analysis and evaluation</p> <p>WIDER KEY SKILLS: Content analysis Critical thinking Data analysis Creating research</p>	<p>CAREER LINKS:</p> <ul style="list-style-type: none"> ❖ Researcher ❖ Data analysis ❖ Market research ❖ Politics ❖ Social work ❖ Policy officer ❖ Journalist ❖ Research assistant <p>BRITISH VALUES</p>

<p>Strengths/weaknesses, planning and conducting their own research related to a chosen topic.</p> <p>➤ Interviews- Strengths/weaknesses, planning and conducting their own research related to a chosen topic.</p>	<p>SUBJECT LINKS: NB: Foundation Sociology links to GCSE and A level Sociology as same assessment criteria and similar topics.</p> <p>Maths: data analysis</p> <p>RE: Ethics</p> <p>Psychology: Research methods</p>	<ul style="list-style-type: none"> • A fundamental area when studying the ethics of research. Students learn how to conduct research in accordance with the British Psychological Society standards including how the rights of our participants should be prioritised when designing and conducting research. We explore how we can protect participants from harm. • According to the BSA, all research methods are conducted in accordance with honouring and respecting British Values.
TERM 6 TOPIC/s	▪ *Key Skills/Subject Links	*Career links & BV
<p>Overflow of research methods and then revision for end of year exam. NB. Foundation Sociology finishes in the last week of June.</p>	<p>SUBJECT SPECIFIC SKILLS: Assessment Objectives – AO1: Knowledge and understanding AO2: Application AO3: Analysis and evaluation</p> <p>WIDER KEY SKILLS</p> <ul style="list-style-type: none"> ▪ Students will gain understanding of different revision techniques to aid their revision prior to exams. ▪ Independent learning through revision activities. ▪ Group work through helping each other revise the content. ▪ Creativity through the creation of revision materials. <p>SUBJECT LINKS English- focus on structuring exam questions and writing techniques. Also learning mnemonics and key terms.</p>	<p>BRITISH VALUES</p> <p>Showing respect for one another through working together to revise. Being able to choose topics they wish to revise to ‘fill in gaps’ and improve their learning.</p>