

## Sociology CURRICULUM INTENT 2021-2022:

- Our curriculum is ambitious and designed to give all students, particularly disadvantaged students and including students with SEND, the knowledge and cultural capital they need to succeed in life.
- Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Our curriculum intent will be reviewed and evaluated in advance of 2020-21.

Year Group	Curriculum coverage – name topics, and give key knowledge and skills, and cultural capital opportunities students will have to succeed in life	Rationale/evaluation of why the curriculum is planned and sequenced in this way to ensure knowledge and skills for future learning and employment
<b>Year 12</b>	<p>Autumn Term:</p> <p>Education</p> <ul style="list-style-type: none"> <li>• the role and functions of the education system, including its relationship to the economy and to class structure</li> <li>• differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</li> <li>• 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</li> <li>• 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 of and access to education; the impact of globalisation on educational policy.</li> </ul> <p>Spring Term</p> <p>Family</p> <ul style="list-style-type: none"> <li>• the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies</li> <li>• changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the</li> </ul>	<p>The study of Sociology focuses on contemporary society and fosters the development of critical and reflective thinking with a respect for social diversity. Sociology A Level in Y12 and Y13 provides an awareness of the importance of social structure and social action in explaining social issues</p> <p>The academic year starts with education as this is a relatable topic for the students. It also introduces research methods in context to education which is revisited frequently throughout every topic.</p> <p>This is then followed by family which has several links to education e.g. class differences.</p> <p>Sociology is normally split between two teachers. Each teacher usually takes ownership of one topic area to reduce overlaps and gaps. This has worked well and will continue in the future.</p>

	<p>sociology of personal life, and the diversity of contemporary family and household structures</p> <ul style="list-style-type: none"> <li>• gender roles, domestic labour and power relationships within the family in contemporary society</li> <li>• the nature of childhood, and changes in the status of children in the family and society</li> <li>• demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</li> </ul> <p>Summer Term</p> <p>Research Methods</p> <ul style="list-style-type: none"> <li>• quantitative and qualitative methods of research; research design</li> <li>• sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics</li> <li>• the distinction between primary and secondary data, and between quantitative and qualitative data</li> <li>• the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'</li> <li>• the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.</li> </ul>	
<b>Year 13</b>	<p>Autumn Term:</p> <ul style="list-style-type: none"> <li>• ideology, science and religion, including both Christian and non-Christian religious traditions</li> <li>• the relationship between social change and social stability, and religious beliefs, practices and organisations</li> <li>• religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice</li> </ul>	<p>Students in Y13 are encouraged to develop their own sociological awareness through active engagement with the contemporary social world.</p> <p>Y13 Sociology Is planned with the clear objective of addressing the development of critical and reflective thinking with respect for social diversity.</p> <p>Y13 Sociology ensures students acquire knowledge and a critical understanding of contemporary social processes and social changes and</p>

	<ul style="list-style-type: none"> <li>the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</li> <li>the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.</li> </ul> <p>Spring Term;</p> <p>Crime and Deviance</p> <ul style="list-style-type: none"> <li>crime, deviance, social order and social control</li> <li>the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</li> <li>globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes</li> <li>crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.</li> </ul> <p>Summer Term</p> <p>Theory and Methods</p> <ul style="list-style-type: none"> <li>quantitative and qualitative methods of research; research design</li> <li>sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics</li> <li>the distinction between primary and secondary data, and between quantitative and qualitative data</li> <li>the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'</li> <li>the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research</li> </ul>	<p>appreciate the significance of theoretical and conceptual issues in sociological debate</p> <p>The curriculum plan enables students to understand and evaluate sociological methodology and a range of research methods through active involvement in the research process and helps to develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society.</p> <p>In year 13 Sociology students are given opportunities to Demonstrate their knowledge and understanding of:</p> <p>sociological theories, concepts and evidence</p> <p>sociological research methods</p> <p>Apply sociological theories, concepts, evidence and research methods to a range of issues</p> <p>Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:</p> <p>present arguments</p> <p>make judgements</p> <p>draw conclusions.</p>
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\* Due to mixed KS5 teaching groups currently in place these will swap over each year.

**Cultural Capital** – *It is the essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.*