

What are the aims and intentions of this curriculum?

The purpose of this year is to give students a advanced understanding of Sociology:

- Identify, describe and explain various sociological explanations of crime and deviance including anomie, labelling, structural theories, subcultural theories and interactionist theory.
- Explain the social construction of concepts of crime and deviance.
- Describe, compare and contrast a variety of sociological perspectives on the social construction of crime and deviance (interactionist, functionalist, feminist and Marxist)
- Identify, describe and explain formal and informal methods of social control including unwritten rules and sanctions
- describe, compare and contrast a variety of sociological perspectives on social control
- Describe and explain the functionalist theory of stratification (effective role allocation and performance linked to the promise of rewards)
- Identify, describe and explain various methods and methodological issues
- Identify and explain the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research
- Demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues
- Demonstrate an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research
- Demonstrate the ability to interpret data presented in a variety of forms.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<ul style="list-style-type: none"> • Recap: What is Sociology? • Research Methods • Family 	<p>What is Sociology?</p> <ul style="list-style-type: none"> - Definition of Sociology - What do Sociologists do? - Culture, Norms, Social Construct, Society <p>Research Methods:</p> <ul style="list-style-type: none"> - Research Design - The Scientific Method - Practical Problems - Ethical Problems - Primary Sources - Secondary Sources - Surveys - Sampling 	<ul style="list-style-type: none"> • Develop an understanding of subject specific terminology • To observe informal and formal methods of social control. • To develop students understanding of research methods and apply to their knowledge to sociological research • To define and understand what is meant by a family and the various different types of family structures in society • To apply knowledge of functionalism to the family 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Worksheets • Homework • Peer Assessment • Pair/Group work

		<ul style="list-style-type: none"> - Questionnaires - Interviews - Observation - Statistics - Case Studies - Longitudinal Studies - Ethnography - Experiments - Small Scale Research <p>Family:</p> <ul style="list-style-type: none"> - What is a family? - Family diversity - Nuclear family - Alternatives to the family - Families in a global context - Functionalism and the family - Alternative theories on the functions of the family 	<p>Links to Careers: All careers (example – Sociologist, Academic, Police, Judges, Roles within a court e.g. legal clerk, CPS, Parliament, Forensic Science, National Probation Service and National Offender Management)</p> <p>Link to PSHE: The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime) Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</p>	
Autumn 2	<ul style="list-style-type: none"> • Family 	<p>Family:</p> <ul style="list-style-type: none"> - Relationships within families - Marriage - Divorce - Conjugal roles - The symmetrical family - Changing relationships within families 	<ul style="list-style-type: none"> • To understand the relationships within families • To understand the concepts of marriage and divorce • To apply knowledge of Functionalism, Marxism and Feminism to conjugal roles <p>Links to Careers: All careers (example – Sociologist, Academic, Police, Judges, Roles within a court e.g. legal</p>	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Worksheets • Homework • Peer Assessment • Pair/Group assessment • Debate <p>SUMMATIVE:</p> <ul style="list-style-type: none"> • Trial Exams

		<ul style="list-style-type: none"> - Functionalist and Marxism theories about conjugal roles - Feminist theories about conjugal roles 	<p>clerk, CPS, Parliament, Forensic Science, National Probation Service and National Offender Management)</p> <p><u>Link to PSHE: The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime)</u></p> <p><u>Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</u></p>	
Spring 1	<ul style="list-style-type: none"> • Sociological Debates • Education 	<p>Sociological Debates:</p> <ul style="list-style-type: none"> - Quality vs Quantity - Culture vs Nature - Sex vs Gender - Race vs Ethnicity - Facts vs Values - Conflict vs Consensus <p>Education:</p> <ul style="list-style-type: none"> - Function of education - Schools as an agency of socialisation - Education and capitalism - Comparing different perspectives on education - Different types of school - Alternative education - State vs private school - Educational achievement - External factors affecting educational achievement - Internal factors affecting educational achievement - Social class and educational achievement - Gender and educational achievement - Ethnicity and educational achievement 	<ul style="list-style-type: none"> - To understand a broad range of sociological debates - To gain an insight into the function of education - To understand the role of schools as an agency of socialisation - To understand the relationship between education and capitalism - To compare different perspectives of education - To compare different types of schools and alternative education - To understand the differences between state vs private school - To understand what educational achievement is - To understand the external and internal factors affecting education achievement - To gain an insight into the relationship between social class, gender and ethnicity and educational achievement - - To understand education policies and their possible impact on patterns of achievement <p><u>Links to Careers: All careers (example – Sociologist, Academic, Police, Judges, Roles within a court e.g. legal clerk, CPS, Parliament, Forensic Science, National Probation Service and National Offender Management)</u></p>	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Worksheets • Homework • Peer Assessment • Pair/Group assessment

		<ul style="list-style-type: none"> - Education policies and their possible impact on patterns of achievement 	<p>Link to PSHE: The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime) Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</p>	
Spring 2	<ul style="list-style-type: none"> • Crime and Deviance 	<p>Crime and deviance:</p> <ul style="list-style-type: none"> - Difference between crime and deviance - Treatment of young offenders - The prison system - Violent crime and sentencing - Media reporting of crime - Functionalist theories about crime - Alternative theories about crime - Measuring crime - Social construction of crime and deviance - Factors affecting criminal behaviour - Social class and crime - Gender and crime - Ethnicity and crime - Age and crime - Informal social control - Formal social control 	<ul style="list-style-type: none"> • To compare crime and deviance • To understand the social construction of crime and deviance • To explain the factors affecting criminal behaviour • To understand the relationship between social class, gender, ethnicity and crime • To gain knowledge on the treatment of young offenders • To understand the prison system • To observe the correlation between violent crime and sentencing • To understand the media reporting of crime • To gain an insight into functionalist and alternative theories of crime <p>Links to Careers: All careers (example – Sociologist, Academic, Police, Judges, Roles within a court e.g. legal clerk, CPS, Parliament, Forensic Science, National Probation Service and National Offender Management)</p> <p>Link to PSHE: The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime) Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</p>	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Worksheets • Homework • Peer Assessment • Pair/Group assessment <p>SUMMATIVE:</p> <ul style="list-style-type: none"> • Trial exams

Summer 1	<ul style="list-style-type: none"> • Social Stratification • Recap Research Methods 	<p>Social stratification:</p> <ul style="list-style-type: none"> - What is social stratification? - Functionalism and social stratification - Socio-economic class - Marx on class - Weber on class - Life chances - The affluent worker - Social mobility - Poverty - Relative Deprivation - Underclass - Globalisation - Welfare state - Weber on power - Political power - Power relationships - Patriarchy <p>Research Methods:</p> <ul style="list-style-type: none"> - Research Design - The Scientific Method - Practical Problems - Ethical Problems - Primary Sources - Secondary Sources - Surveys - Sampling - Questionnaires - Interviews - Observation 	<ul style="list-style-type: none"> • To evaluate whether well off members of the working class are more likely to become middle class • To understand what social mobility and intergenerational mobility is • To know the differences between absolute poverty and relative poverty • To understand why sociologists use a relative measure of poverty • To gain an insight into the ideas of Murray on welfare reform and the underclass • To look at the impact of globalization on the UK • To look at Marxist and Feminist perspectives on welfare • To look into Weber’s approach to power • To understand the differences between democracy and dictatorship • To look into the various factors affecting power relationships • To understand the ideas of Walby on patriarchy • To recap research methods and apply knowledge to the concepts studied <p>Links to Careers: All careers (example – Sociologist, Academic, Police, Judges, Roles within a court e.g. legal clerk, CPS, Parliament, Forensic Science, National Probation Service and National Offender Management)</p> <p>Link to PSHE: The Law (Marriage, Consent, Violence against women and girls, Online</p>	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Worksheets • Homework • Peer Assessment • Pair/Group assessment

		<ul style="list-style-type: none">- Statistics- Case Studies- Longitudinal Studies- Ethnography- Experiments- Small Scale Research	<p>behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime)</p> <p>Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</p>	
Summer 2	<ul style="list-style-type: none">• GCSE Exams			