

## Sociology Curriculum Overview 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 curriculum overview	Introduction to Sociology	Research Methods	Family	Family	Education	Education
Skills	Analysing and evaluating a variety of perspectives, theories and studies including those informed by: feminism, functionalism, interactionism and Marxism as specified in the topics.	Undertake small-scale research projects in order to develop students understanding of the practical difficulties faced by the sociologists working in the field.  Analysing different types of data and research to find trends and patterns within societal groups.  Analysing quantitative and qualitative data and interpreting the results.	Students will start to develop critical and analytical thinking skills during each module in sociology by developing arguments linked to the specification.  Communicate effectively through written and oral presentation.	Construct and analyse persuasive arguments, written and orally.	Students will develop their writing ability, cultural competence and self awareness throughout the different modules delivered in the sociology specification.	Students will understand social inequalities, group dynamics, and diverse perspectives, developing an awareness of traditional stereotypes.
Personal Development links	Their resilience for developing and exploring deep knowledge of sociological theory and evidence-based decision making.	The knowledge and skills to support knowledge with independent enquiry.	Having the courage to be more open minded to changes around them and the resilience to appreciate these differences between people.	An understanding of the challenges faced by others to develop their kindness and become empathetic and responsible citizens.	The ability to critically assess reasons for and impacts of inequality in a range of different settings.	The skills to be an effective social scientist.
Career links	Social and market research.	Charitable, counselling and voluntary organisations.	Social Workers, Social Policy Makers, Researchers	Media and marketing, Public relations, journalism and communications.	Education, social work, social policy, social research, teaching	Education, social work, social policy, social research, teaching

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 11 curriculum overview</b>	Crime and Deviance	Crime and Deviance	Social Stratification	Social Stratification	Essay Writing Targeted Revision Exam Season	
<b>Skills</b>	The skills learnt during this module would be analysing data from a range of sources and drawing conclusions from this.  Students will learn to define and analyse problems, identify factors that contribute to outcomes, and analyse the connections.	Students will learn to understand the structures of societies, institutions and organisations, understanding how these shape individuals' choices, practices and life chances.	Students will take social context into account in decision making and strategy.  Different views on factors affecting life chances.	Different interpretations of poverty as a social issue.	Essay Writing Evaluation and Analysis Critical thinking Time Management Coherent arguments Vocabulary Key concepts Summary Literal and inferential reading comprehension	
<b>Personal Development links</b>	To take pride and responsibility in being active participants in their local communities, politics and voting.	An understating of the causes and effects of social behaviours.	To take responsibility and have the courage to seek solutions to real world issues through social policy	To look at a range of social issues and examine them through sociological perspectives	Resilience Choices and pathways Critical thinking	
<b>Career links</b>	Police and probation services, criminology and security and terrorism.	Local and central government, International management and human resources.	Researchers, Sociologists, Social Policy makers	Researchers, Sociologists, Social Policy makers	Education Politics Journalism Writer Director Content Creation	

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					Producer Marketing Solicitor	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12 curriculum overview	Education	Education  Research Methods	Research Methods  Family	Family	Family  Crime and Deviance	Crime and Deviance
Skills	The role of Education in Society – Theoretical viewpoints. Educational Policy Class and Education - internal and external factors, Gender and Education - internal and external factors, Ethnicity and Education - internal and external factors.	Practical, Ethical and Theoretical (PET) Factors of: - Experiments - Interviews - Questionnaires - Observations - Secondary Methods - Official Statistics and Documents	Introduction to Families and Households Topic, Theories of the family, Family Diversity.  Explore how does the family prepare us for life and impacts they can have on society and the individual. Ultimately to answer; Are some families ‘Better’ than others?	Childhood, Couples, Changing Family Patterns, Demography, Families and Social Policy .	Theoretical perspectives on Crime and Deviance, Functionalist, Strain and Subcultural theories , Marxist viewpoints – class, power and crime, Realist theories – left and right realist views on crime, Gender and crime, Ethnicity and crime, Crime and the media	Globalisation and crime Green crimes Human rights and state crimes Control, punishment and crime prevention strategies Victimology
Personal Development links	Students are able to explain society from different sociological perspectives. They can then use this knowledge to logically and coherently explain differences in Educational Achievement.	A deep understanding of the various institutions we have and how they interlink with one another, students will also develop their knowledge of how sociologists study society through key Sociological	Students explore key Sociological concepts, theoretical viewpoints and develop an understanding of how sociologists carry out their research through research methods.	Students can use this knowledge to logically and coherently explain differences in experiences within families e.g. different experiences in childhood and sociological explanations of family diversity.	Students can use this knowledge to logically and coherently explain differences in experiences within families e.g. different experiences in childhood and sociological explanations of family diversity.	Students can use this knowledge to understand how crime may occur, or how individuals are more likely to be a victim of crime, as a result of social factors and influences and how this affects life chances and opportunities.

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		perspectives/theories.			Students can use this knowledge to understand how crime may occur as a result of social factors and influences and how this affects life chances and opportunities.	
<b>Career links</b>	Education, social work, social policy, social research, teaching	Education, social work, social policy, social research, teaching	Social and market research.	Charitable, counselling and voluntary organisations.	Police and probation services, criminology and security and terrorism.	Local and central government, International management and human resources.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 13 curriculum overview</b>	Crime and Deviance	Crime and Deviance Media	Media	Media	Essay Workshopping Exam Season	
<b>Skills</b>	Examine the role of crime prevention strategies to control and punishment. Re-examine the links between ideological perspectives and the nature of crime and punishment.  Evaluate the relevance of contemporary crime and deviance in a globalised world and how this is shaping new forms of prevention and motives for crime	Explain and understand structures of Media organisations and analyse how the media is concentrated  To explore the Role of the media through analysis and evaluation of different sociological perspectives such as Pluralism, Marxism, Neo-Marxism  To explore features of	To examine the lack of regulation of the New Media  The understand how media has become globalised and to analyse the effects of this on popular culture – types of culture /  To explore the effects of globalisation on popular culture  To examine the Role of the media from a Postmodernist perspective To examine the Effects	Effects models – active audience approaches, uses and gratification - the cultural effects model and the Postmodernist model  News presentation  Mass media representations: age, social class, gender, sexuality, disability and ethnicity.	Essay Writing Evaluation and Analysis Critical thinking Time Management Coherent arguments Vocabulary Key concepts Summary  Literal and inferential reading comprehension	

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		<p>the New media and analyses the characteristics of the new media / who is using the new media?</p> <p>Debate different media theories</p>	<p>models – The Hypodermic syringe model, The Active audience approaches – 2 step flow, selective filter, uses and gratification</p> <p>To analyse and debate whether news is selected – window vs social construction of news</p>		
<b>Personal Development links</b>	<p>Crime and Deviance allows students to draw on what they already know, whilst challenging some of their assumptions about the government, criminal justice system and the police.</p> <p>Student will explore the social variables of class, gender and ethnicity and this time they apply it to the key institution of crime in society.</p>	<p>Students further develop their understanding of sociological theoretical viewpoints as they apply it to criminal and deviant behaviours in our society and beyond.</p>	<p>To be able to think critically about the media and the role it plays in society.</p> <p>To be able to use sociological debate to form our own opinion about the effects of the media.</p>	<p>To be able to think about how the media is formed and created and the influence this has on society.</p>	<p>Resilience</p> <p>Choices and pathways</p> <p>Critical thinking</p>
<b>Career links</b>	<p>Police and probation services, criminology and security and terrorism.</p>	<p>Police and probation services, criminology and security and terrorism.</p>	<p>Media and marketing, Public relations, journalism and communications.</p>	<p>Media and marketing, Public relations, journalism and communications.</p>	<p>Education</p> <p>Politics</p> <p>Journalism</p> <p>Writer</p> <p>Director</p> <p>Content Creation</p> <p>Producer</p> <p>Marketing</p> <p>Solicitor</p>

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