

Curriculum Intent

To examine sociological views on the nature and role of the education system and the family. To examine the relationship between religion and society. To explore the views of sociological theories on the relationship between crime and social groups. To examine the impact of state policies on the education system, families and crime reduction. Core sociological skills include; explanation of key theories, accurate use of specialist terminology, application of relevant studies, examples and sociologists views. Application of material from a source (piece of writing). Evaluation of key theories and ideas. Ability to make reasoned and justified conclusions.

What do students *do* with this knowledge or these skills?

Students will complete three sociology papers each worth 80 marks (2 hrs long). Paper 1 assesses students understanding of the education and methods topics. Paper 2 covers the families and beliefs topics and paper 3 focuses on the crime and theories topics. Upon completion of their Sociology A Level students can go onto study a number of disciplines at university such as; Sociology, Criminology, Education, Social Policy, International Relations, Politics, Psychology, history, Journalism. Sociology can lead to a diverse range of careers. There are specific occupations involving sociology such as working in sociological institutions such as British Social Attitudes, British Sociological Association or Office for national statistics. Or Government 'think tanks' conducting sociological research, and sociological research for charitable organisations such as Joseph Rowntree Foundation or ESRC (economic social research council). Sociology enables students to have a greater understanding of society and can lead to careers in other areas such as social work, politics, journalism, police, research and teaching.

How does the KS5 curriculum build on that from KS4?

Sociology is not taught at GCSE but sociology builds on KS4 literacy skills. It also builds on students' humanities knowledge such as; globalisation, the enlightenment, industrial revolution, protestant reformation, the global spread of religion and basic differences between religions. Students will have different understandings of these issues based on their KS4 curriculum choices therefore this knowledge is also covered prior to the crime and beliefs topics.

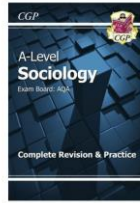
What new knowledge or skills are students taught?

Term	Year 12	Year 13
Autumn	<p><u>Education topic</u></p> <ul style="list-style-type: none"> Explain and evaluate sociological theories view on the role and purpose of the education system: Functionalism, Marxism, Feminism & New Right Explain the impact social class has on academic achievement and evaluate the external factors: cultural and material deprivation. Explain and evaluate the internal factors (school processes) that impact the academic achievement of working class students Explain and evaluate the impact ethnicity has on academic achievement – with a focus on White, Asian & Black students. Looking at external factors and internal factors Explain and evaluate the impact of gender on academic achievement focusing on the internal and external factors affecting girls and boys. Explain and evaluate the main historical changes affecting the education system and key state policies: 1944 Butler Act, 1988 ERA and recent changes. 	<p><u>Beliefs topic</u></p> <ul style="list-style-type: none"> Examine the nature of Ideology, science and religion Explain and evaluate theories views on religion & whether religion is a conservative force or force for change. Looking at functionalism, Feminism, Marxism, neo Marxism, Weber, Bruce and McGuire. Examine and evaluate the different types of Religious organisations: New Religious movements, New Age movements, Churches, Cults, Sects and Denominations. Examine and evaluate the relationship between Religion and social groups looking at; class, gender, age and ethnicity Examine the Secularisation debate. Looking at the UK, USA and the global picture. Examine evidence for and against secularisation.
Spring	<p><u>Methods topic</u></p> <p>For all methods students need to understand the different types of each method, the design process, practical, ethical and theoretical issues, strengths and weaknesses of using the method in sociological research and examples of studies (using each method).</p> <ul style="list-style-type: none"> Experiments Questionnaires & surveys Interviews Participant Observation Statistics Other smaller methods such as documents, life histories and case studies. <p>Students also need to be able to apply these methods to the context of educational research in a school environment.</p>	<p><u>Crime topic</u></p> <ul style="list-style-type: none"> Examine the key sociological theories view on the nature and role of crime and social order: functionalism, strain theory, sub cultural theories, Marxism, Feminism, right and left realism. Explain and examine patterns and trends in crime looking at; gender, class and ethnicity Examine the impact Globalisation has had on crime, examine the relationship between the media and crime. Understand the nature of green crime & state crime. Examine crime control strategies: right and left realism, looking at USA and the UK.
Summer	<p><u>Families topic</u></p> <ul style="list-style-type: none"> Explain and evaluate the views of Functionalism, new Right, Marxism, Feminism, Post Modernism and personal life perspective regarding the role of the family. Explain and evaluate changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures <ul style="list-style-type: none"> Explain Gender roles, domestic labour and power relationships within the family in contemporary society Explain the nature of childhood in UK today, and changes in the status of children in the family and society (looking at positive changes and the conflict view). 	<p><u>Theories topic</u></p> <ul style="list-style-type: none"> Examine and evaluate Consensus and conflict theories (structural), social action theories: Functionalism, Marxism, Feminism, labelling, symbolic interactionism, drama analogy and phenomenology. Examine the arguments regarding modernity, late modernity and post modernity Examine the extent to which Sociology can be viewed as a science Examine the role of Values in sociology; can sociology be value free? Apply the key sociological theories. Examine the relationship between Sociology and social policy. Looking at the example of the New Right and labour.

	<ul style="list-style-type: none"> Examine demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalization. 	
Rationale for this sequencing	<p>The education topic is taught first as it covers foundation knowledge regarding the key sociological theories that we later build on in the families, beliefs and crime topics. The education topic is a good place to begin studying sociology as most students are familiar with school processes and changes to the education system. They have experiences of school life which they can draw upon and apply to classroom discussions. Methods is taught second as students need to be able to apply each method to the context of education. Students must have completed the education topic and studied each method before they can do this. The education and methods topics are paper 1 (80 marks). The families' topic is taught in the summer term. This is the first topic from paper 2. This topic is taught first as students will have experiences of family life which they can draw upon and use to evaluate the key theories. The families' topic also covers sensitive material which is best taught once the student/ teacher relationships have been established and students feel comfortable to discuss sensitive issues such as domestic violence, gender norms, and abuse in the home.</p>	<p>The beliefs topic is taught first as it demands students to have good general knowledge about world affairs, key historical events (such as the enlightenment, industrial revolution, protestant reformation) and the global spread of religion and basic differences between religions. This topic is introduced in the summer term after the families' topic. Students are given a series of enhanced learning tasks aimed at improving their general knowledge on the issues mentioned above – this independent learning will aid their understanding of the Beliefs topic and improve their evaluation skills. The crime topic is taught after beliefs and builds on students' knowledge of sociological theories (this topic is best taught after students have covered the families/ education topics and are secure in their knowledge of the key theories). Links are made between the education and crime topics as the exam questions have the same structure and allocation of assessment objectives. The theories topic is taught last as it contains a synoptic element. Students need to apply the key sociological theories to the 4 topics; crime, beliefs, education and families.</p>

Additional support at home

Additional reading for enjoyment, enhancement and extension	<ul style="list-style-type: none"> Reading list provided on TEAMS. Recommended list of TV programmes and films on TEAMS
Online resources to practice, consolidate and revise	<ul style="list-style-type: none"> Past papers are provided on TEAMS (and Links to the AQA website which has the mark schemes) Students are encouraged to use online revision quizzes such as: Kahoot, Seneca and Blookit. Students are encouraged to use online revision materials provided by 'Tutor2u' and 'The sociology Teacher'. On TEAMS there is a 'revision materials' folder to support independent revision it contains: teacher made revision PowerPoints, student made revision PowerPoints, quizzes (with answers for self-assessing), real sample exam answers, examples of exam questions.
Workbooks & revision guides to practice, consolidate and revise	<ul style="list-style-type: none"> Work booklets (per topic) are provided on teams



- Recommended revision guide is