



## Sociology KS5

At Key Stage 5 the Sociology curriculum challenges pupils to look beyond appearances and set aside their own personal beliefs to enable them to grow in compassion and kindness. It empowers pupils with intellectually challenging ideas and concepts and essential skills of critical thinking. We encourage pupils to make mistakes, and learn from them, so they succeed in being resilient and courageous.

	Autumn Term	Spring Term	Summer Term
Yr12	<p><b>Introduction to sociology Core themes:</b> - Socialisation, culture and identity - Social differentiation, power and stratification Theories in sociology: - Functionalism, Marxism, Feminism, Social action.</p> <p><b>Families and Households</b> The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies (Functionalism, new right, Marxism). Gender roles, domestic labour and power relationships within the family in contemporary society (Feminism) Families and Households: The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies. 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 households structures. Demographic trends in the UK since 1900; reasons for changes in birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation. The nature of childhood, and changes in the status of children in the family and society</p>	<p><b>Education:</b> 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 education the impact of globalisation on educational policy. The role and functions of the education system, including its relationship to the economy and to class structure</p> <p><b>Education:</b> Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society (internal and external factors). 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</p>	<p><b>Research methods:</b> The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research. The distinction between primary and secondary data, and between quantitative and qualitative data.</p> <p><b>Quantitative and qualitative methods of research;</b> their strengths and limitations; research design. The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'.</p> <p><b>Research methods:</b> Sources of data, including questionnaires, interviews, participant and nonparticipant observation, experiments, documents, and official statistics.</p> <p><b>Methods in context:</b> Application of the following research methods to education: questionnaires, interviews, observations, experiments, documents and official statistics.</p>
	<b>Assessment – timed essays in lesson</b>	<b>Assessment full paper 1</b>	<b>Mock examinations – papers 1 and 2</b>



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Yr13	<p><b>Media:</b> The new media and their significance for an understanding of the role of the media in contemporary society</p> <p><b>Media:</b> The relationship between ownership and control of the media. The media, globalisation and popular culture. The processes of selection and presentation of the content of the news.</p> <p><b>Media:</b> Media representations of age, social class, ethnicity, gender, sexuality and disability. The relationship between the media, their content and presentation, and audiences.</p> <p><b>Crime and deviance:</b> Key terms: crime, deviance, social order and social control. The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</p>	<p><b>Crime and deviance:</b> Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes. Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.</p> <p><b>Research methods:</b> Recap of research methods learnt in Y12. Consensus, conflict, structural and social action theories. The concepts of modernity and postmodernity in relation to sociological theory. The nature of science and the extent to which Sociology can be regarded as scientific.</p> <p><b>Research methods:</b> The relationship between theory and methods debates about subjectivity, objectivity and value freedom. The relationship between Sociology and social policy</p>	<p><b>Revision:</b> Revision and summary of core themes in sociology, families and households, education, research methods, methods in context, media and crime and deviance topics. Deliberate practice of AO1 (knowledge and understanding), AO2 (application) and AO3 (analysis and evaluation) exam skills in class with teacher modelling.</p>
	<b>Mock examinations half of paper 3</b>	<b>Assessment – Mock examinations all three papers.</b>	<b>Summer Examinations</b>