

# YEAR 12 SOCIOLOGY CURRICULUM PROGRESSION OVERVIEW

## Subject Curriculum Intent

Students will develop an understanding of sociological theories, perspectives and methods and the design of the research used to obtain the data under consideration, including its strengths and limitations. Students will study the themes of socialisation, culture and identity and social differentiation, power and stratification throughout all topics. In addition, students will understand the significance of conflict and consensus, social structure and social action, and the role of values.

|  | Autumn Term 1   | Autumn Term 2  | Spring Term 1  | Spring Term 2  | Summer Term 1  | Summer Term 2   |
|--|---|--|--|--|--|---|
| <b>Topic</b>                                 | Introduction to Sociology & Education   | Education and Research Methods   | Research Methods and Methods in Context  | Families & Households  | Families & Households  | Media   |
| <b>Core Knowledge/<br/>Threshold Concept</b> | What makes up a society? What are the theories of Sociology?<br>The role of education and social class differences in educational achievement.  | Gender and ethnic differences in educational achievement; educational policy.<br><br>Research design.  | Quantitative and qualitative research methods.<br><br>The application of research methods to the context of education.   | Theories of the family, childhood, gender roles and demography   | Changing family patterns and family diversity.                         | Ownership and control of the media; globalisation & popular culture and the new media.  |
| <b>Why this learning now?</b>                | We begin with an introduction to Sociology as for the vast majority of students this is a new subject that has not been studied before. We then start the course with the Education topic as that is the first topic on the first exam paper – Paper 1. | Explanations covered in social class differences link to gender and ethnicity.<br>We end with social policy as students can evaluate how far they have benefitted different social groups. We start Methods with research design as students need to be aware of this before they can examine the different methods. | Feeds from previous learning on research design.<br><br>Education and research methods need to be studied first before students can apply their knowledge of both to a context in education. | Now we have covered the majority of content for Paper 1, we move on to the first topic on Paper 2. Theories feed into the rest of the topic so that's why we begin with those. We then cover the different members of a family: children and adults. | We are then able to examine how things have changed for those members. | We move on to Media which is the second Paper 2 topic. This means that students are able to sit a full paper 2 mock exam in the January of Y13 (having sat a full paper 1 in the summer term of Y12). |

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| <b>Assessment Opportunities:</b>                              | At the end of each sub topic, students sit a past paper question: either a 10 or 30-marker.   | At the end of each sub topic, students sit a past paper question: either a 10 or 30-marker.   | Students complete a 1 hr 30 mock examination: a full Education paper and a 10-mark research methods question. For the Methods in Context students will complete a 20-mark question.     | Students complete a 20-mark question.  | Students complete two 10-mark questions and then a full paper 1 mock examination. | Students complete a 20-mark question.  |
| <b>Learning at Home</b>                                       | Research on theoretical perspectives. Preparation for assessments.  | Key concepts lists will be completed once the topic has finished.   | Preparation for assessments.  | Key concepts lists will be completed once the topic has finished.  | Preparation for assessments.  | Research on theoretical perspectives.  |
| <b>Key Vocabulary</b>   | Specialist skills, role allocation, meritocracy, ideological state apparatus, cultural and material deprivation.  | Labelling, setting and streaming, pupil identities, institutional racism. Tripartite system, marketisation, globalisation and privatisation.<br><br>Primary and secondary data, reliability, representativeness and validity. | Experiments, questionnaires, official statistics, interviews, observation, documents. Impression management, gatekeepers, practical, ethical and theoretical strengths and limitations. | Primary socialisation, stabilisation of adult personalities, expressive and instrumental roles, domestic division of labour, toxic childhood, birth and death rate, migration. | Divorce, cohabitation, individualisation, pure relationship.                      | Concentration of ownership, media moguls, ruling-class ideology, pluralism, neophiliacs, cultural pessimism. |
| <b>Spiritual, Moral, Social and Cultural concepts covered</b> | Differences in educational achievement by social class, gender and ethnicity examined. Family structure of different social groups examined and childhood in different cultures. Ethics of research design. |   |   |  |   |  |

**Links to careers and the world of work** Social policy makers; social workers; teaching; the roles of media professionals.

# YEAR 13 SOCIOLOGY CURRICULUM PROGRESSION OVERVIEW

**Subject Curriculum Intent**

Students will develop an understanding of sociological theories, perspectives and methods and the design of the research used to obtain the data under consideration, including its strengths and limitations. Students will study the themes of socialisation, culture and identity and social differentiation, power and stratification throughout all topics. In addition, students will understand the significance of conflict and consensus, social structure and social action, and the role of values.

|  | Autumn Term 1   | Autumn Term 2   | Spring Term 1  | Spring Term 2  | Summer Term 1                          | Summer Term 2 |
|--|---|---|--|--|--|---------------|
| <b>Topic</b>                                 | Media   | Theory  | Crime & Deviance   | Crime & Deviance   | Revision                               |               |
| <b>Core Knowledge/<br/>Threshold Concept</b> | Selection and presentation of the news, representations and audience affects.   | Theories of sociology including:<br>functionalism,<br>Marxism, feminism,<br>social action theories<br>and postmodernism.<br><br>Debates in sociology: Is sociology a science?<br>Can sociology be value-free? Should sociology influence social policy? | Theories of crime and the social distribution of crime.  | Globalisation & crime and crime prevention & punishment. | Revision of all topics.                |               |
| <b>Why this learning now?</b>                | A continuation of the Media topic which students started at the end of Year 12. | Students have now covered enough topics to be able to apply their knowledge of different theories to different issues.  | We begin the crime topic with theories of crime as students have just completed theories of sociology, so they can build on their knowledge. | The final two crime topics build on previous learning.   | To prepare for the final examinations. |               |

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| <b>Assessment Opportunities:</b>                              | Students complete a past paper on Media comprising a 10, 10- and 20-mark question.  | Students complete two 10-mark questions.  | Students complete a full paper 2 (2hrs) for their mock examination.  | Students complete a full paper 3 (2hrs) over two lessons.  |                       |  |
| <b>Learning at Home</b>                                       | Students complete a weekly set of revision questions testing their knowledge of Y12 topics.<br>Key concepts lists will be completed once the topic has finished.<br>Revision for assessments.   | Students complete a weekly set of revision questions testing their knowledge of Y12 topics.<br>Key concepts lists will be completed once the topic has finished.<br>Revision for mock examination in January. | Students complete a weekly set of revision questions testing their knowledge of Y12 topics.<br>Past paper questions. | Students complete a weekly set of revision questions testing their knowledge of Y12 topics.<br>Key concepts lists will be completed once the topic has finished. | Past paper questions. |  |
| <b>Key Vocabulary</b>   | Agenda-setting, gatekeeping, moral panics, stereotypes, symbolic annihilation, passive and active audience.   | Structural, action, consensus, conflict, positivism, interpretivism.  | Strain, status frustration, subcultures, criminogenic capitalism, white-collar crime, left and right realism         | McMafia, green crime, state crime, situation and environmental crime prevention, victimology.  |                       |  |
| <b>Spiritual, Moral, Social and Cultural concepts covered</b> | Students look at the media in other countries/ cultures and how American culture dominates. Students also examine how gender, sexuality, ethnicity, disability, age and social class are represented in the media.<br>Students then look at how crime differs around the world and the social distribution of crime according to class, gender and ethnicity. |   |  |  |                       |  |
| <b>Links to careers and the world of work</b>                 | Social policy makers; the roles of media professionals; the criminal justice system.  |   |  |  |                       |  |