

Statement of Intent

Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of core topics such as families, education, crime and deviance, social stratification and beliefs of society. Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions. By studying Sociology, students will develop transferable skills including how to investigate facts and make deductions, develop opinions and new ideas on social issues, analyse and better understand the social world.

Key Stage 4 Curriculum

Students study key ideas of classical sociologists including Durkheim, Marx and Weber, referencing their view of the world and their contribution to the development of the discipline. Students will also learn how to apply various research methods to different sociological contexts. They will be introduced to sociological terms and concepts concerned with social structures, social processes and social issues. They will do this through four topics of study of Family, Education, Social Stratification and Crime and Deviance. Students will sit two papers of 1 hour 45 minutes.

Key Stage 5 Curriculum

Students will study five key topics of study: Families and Households, Crime and Deviance, Education, Beliefs of Society and Research Methods and Theory. Various sociological theories, perspectives and methods will be studied in depth including the issues surrounding the design of sociological research used to obtain the data, including its strengths and limitations. Synoptic links drawing out the connections between topic areas studied will be developed. Students will sit three papers which are 2 hours each.

Extended Learning

What we offer to extend the learning of our students

In year 10 students have the opportunity to attend the V&A Childhood Museum. Students are given suggestions on documentaries and additional reading to extend knowledge outside of the classroom.

What parents can do to support extended learning in this subject

To help support the student parents could encourage their children to read widely and keep up to date with current affairs by watching the news and television shows such as Panorama. This will allow students to apply theory to reality and to be able to critically engage with issues and actions in our society today. In addition to this, reading the foundations of sociological theory and using the sociology review periodicals and to assess critically the relevance of such concepts in society would be beneficial.

KS4 Curriculum Map

AQA GCSE Sociology

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	<p>Introduction to sociological theory</p> <ul style="list-style-type: none"> • What a sociological approach means • What a biological approach means. • Summary of the Marxist, functionalist, feminist and new right theory 	<p>Family</p> <ul style="list-style-type: none"> • Difference between a family and household • Different types of family • Marxist, Functionalist and feminist view on the role of the family • Cultural diversity • Role of man and woman 	<p>Family</p> <ul style="list-style-type: none"> • Relationship between children and parents • Critical view of the family (darker side) • Increase in divorce and marriage • Life expectancy and infant mortality • Government and family policies 	<p>Research methods</p> <ul style="list-style-type: none"> • Questionnaires • Interviews • Content analysis • Longitudinal survey • Non-participant and participant observation • Official statistics • Ethical issues • Samples 	<p>Education</p> <ul style="list-style-type: none"> • History of education (public, private, comprehensive, independent schooling) • Functions of education (Marxist, functionalist, feminist) • Formal and informal schooling 	<p>Education</p> <ul style="list-style-type: none"> • Meritocracy debate • Gender and achievement • Ethnicity and achievement • Social class and achievement • In school factors
Year 11	<p>Social stratification</p> <ul style="list-style-type: none"> • What is social inequality and stratification? • Unequal division of wealth, income, status and power • Inequalities based on gender, ethnicity religion and age • Life chances • Role allocation 	<p>Social stratification</p> <ul style="list-style-type: none"> • How poverty is measured • Compare and contrast a variety of sociological perspectives on poverty (functionalist, feminist and Marxist) • The work of Devine revisiting the idea of the affluent worker 	<p>Crime and deviance</p> <ul style="list-style-type: none"> • Difference between crime and deviance • Functionalist and Marxist views of social control • Measuring crime (statistics) • Subcultural theory • Labelling theory • Media and crime 	<p>Crime and deviance</p> <ul style="list-style-type: none"> • Gender and crime • Age and crime • Ethnicity and crime • Location and crime • Victims and crime • Communities and crime 	<p>Revision of all topics</p>	

KS5 Curriculum Map

AQA A Level Sociology

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 12	Family & Households <ul style="list-style-type: none"> Couples Childhood Theories of the family Demography 	Family & Households <ul style="list-style-type: none"> Changing family patterns Family diversity Families and social policy 	Education <ul style="list-style-type: none"> Class differences in achievement external factors Class differences in achievement internal factors Ethnic differences in achievement 	Education <ul style="list-style-type: none"> Gender differences in education The role of education in society Educational policy and inequality 	Research methods <ul style="list-style-type: none"> Choosing a research method Education: the research context Experiments Questionnaires Interviews Participant observation Secondary sources 	Crime and deviance <ul style="list-style-type: none"> Functionalist, strain and subcultural theories Interactionism and labelling theory
Year 13	Crime and Deviance <ul style="list-style-type: none"> Class, power and crime Realist theories of crime Gender, crime and justice Ethnicity, crime and justice 	Crime and Deviance <ul style="list-style-type: none"> Crime and the media Globalisation, green crime, human rights & state crime Control, punishment and victims 	Beliefs of Society <ul style="list-style-type: none"> Theories of religion Religion and social change Secularisation Religion, renewal and choice 	Beliefs of Society <ul style="list-style-type: none"> Religion in a global context Organisations, movements and members Ideology and science 	Revision of all topics	