

Curriculum Overview – Sociology

| | Year 10 | Year 11 | Year 12 | Year 13 |
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| Unit 1 | <p>Intro to Sociology</p> <p>Students begin with learning the language of Sociology and key concepts.</p> <p>Focus on culture, norms, values and socialisation.</p> <p>This is then applied to ideas of class, gender and ethnicity.</p> | <p>Crime and Deviance</p> <p>Key sociological language and theory from previous topics is used to explore the topic of crime and deviance.</p> <p>This includes functionalist, Marxist and feminist views.</p> <p>It also includes patterns of offending based on class, gender, ethnicity and age.</p> | <p>Intro to Sociology</p> <p>Students begin with learning the language of Sociology and key concepts there is a focus on culture, norms, values and socialisation.</p> <p>Students then have an introduction to key ideas in theoretical perspectives – Functionalism, Marxism, Feminism, Social Action and Postmodernism.</p> | <p>Theory & Debates in Sociology</p> <p>Students explore social theories covered in the Intro to Sociology in more detail, now being able to apply learning from Y12 topics.</p> <p>They also use these theories to learn about key debates such as is sociology a science? Can Sociology ever be value free?</p> |
| Unit 2 | <p>Families & Households</p> <p>Students begin using their sociological language to explore the thematic topic of Families and Households.</p> <p>This unit also introduces social theory through Functionalism and Marxism which is applied to thinking about the family.</p> <p>The unit also explores ideas of family diversity, gender roles and childhood.</p> <p>Students are encouraged to learn the different viewpoints and evaluation of these issues.</p> | <p>Social Stratification</p> <p>Students study key themes within the topic of Social Stratification.</p> <p>This includes building on the theoretical views already learnt (Functionalist, Marxist, Feminist and Weberian).</p> <p>Students also study the impact of social stratification on life chances based on gender, class, ethnicity, age, disability and sexuality.</p> | <p>Education</p> <p>Key sociological language and theory is used to explore the topic of education.</p> <p>Theoretical perspectives learnt in the introduction are covered about the role of education, as well as significant learning on achievement by class, gender and ethnicity.</p> <p>Students are introduced to basic political viewpoints and policies surrounding education.</p> <p>Students continue to learn the importance of different viewpoints and evaluation of ideas.</p> | <p>Beliefs in Society</p> <p>Key sociological language and theory is used to explore the topic of beliefs in society.</p> <p>Theoretical perspectives already learnt in previous topics are linked to the role of religion, as well as significant learning on participation by class, gender and ethnicity.</p> <p>Students explore the secularisation debate and the role globalisation and postmodernism have played in the role and function of religion around the world.</p> |
| Unit 3 | <p>Education</p> <p>Key sociological language and theory from previous topics is used to explore the topic of education.</p> <p>Theoretical perspectives are covered about the role of education, as well as significant learning on achievement by class, gender and ethnicity.</p> | | <p>Families & Households</p> <p>Students learn the application of social theories from previous topics to thinking about the family in contemporary society.</p> <p>The unit also explores ideas of family diversity, gender roles and childhood.</p> | <p>Crime & Deviance</p> <p>Students study key concepts, theoretical views and debates within crime and deviance.</p> <p>This includes functionalist, Marxist, and feminist view and labelling theory which have already been learnt as well as realist perspectives which are a new addition for this topic.</p> |

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| | <p>Students continue to learn the importance of different viewpoints and evaluation of ideas.</p> | | <p>Students are encouraged to learn the different viewpoints and evaluation of these issues.</p> | <p>It also includes patterns of offending based on class, gender, ethnicity and age.</p> <p>Students also learn about the role globalisation has played on crime and deviance e.g. state crime and green crime.</p> |
| <p>Unit 4</p> | <p>Research Methods</p> <p>Students learn the key methodological perspectives (positivism and interpretivism) used in sociological research and their associated methods including questionnaires, interviews and observations.</p> <p>They learn the PET (practical, ethical and theoretical) strengths and weaknesses of them.</p> <p>This is then used to apply methods to potential research situations.</p> | | <p>Research Methods & Methods in Context</p> <p>Students learn the key methodological perspectives (positivism and interpretivism) used in sociological research and their associated methods including questionnaires, interviews and observations.</p> <p>They learn the PET (practical, ethical and theoretical) strengths and weaknesses of them.</p> <p>This is then used to apply methods to potential research situations in education.</p> | |