

# Curriculum Sequencing Grid: (Sociology)

Year 12	Term 1	Term 2	Term 3
<b>Unit</b> (Tablet in 39 week plan)	<b>Perspectives of Sociology</b>  <b>Couples</b>  <b>Childhood</b>  <b>Research Methods</b>  <b>Class</b>	<b>Demography</b>  <b>Social Policy - Family</b>  <b>Ethnicity</b>  <b>Gender</b>  <b>Research Methods</b>	<b>Changing Family Patterns</b>  <b>Family Diversity</b>  <b>Social Policy – Education</b>  <b>Research Methods</b>  <b>Theory and Methods</b>
<b>Key Retainable Knowledge</b> (Required for Y11/13) <ul style="list-style-type: none"> <li>What... How.... Why....</li> </ul>	<b>What will they learn?</b>  <b>Perspectives of Sociology:</b>  Role and function of society, relationship with the economy, gender and class structure, socialisation, power and stratification  <b>Couples</b>  Gender roles, division of domestic labour and power relationships in contemporary society  <b>Childhood</b>  Nature of childhood, social construction of childhood regarding time/place/culture, globalisation of childhood  <b>Research Methods</b>  Quantitative/Qualitative, Positivists and Interpretivists methods, research design	<b>What will they learn?</b>  <b>Demography</b>  Birth rate, Death rate, life expectancy, ageing population, migration, family size linking to globalisation  <b>Social Policy – Family</b>  State policy and its effect on family life and size  <b>Ethnicity</b>  Differential educational achievement including cultural and material deprivation, EAL, identities and school process of streaming/labelling  <b>Gender</b>  Differential educational achievement including impact of feminisation/globalisation, gender identities	<b>What will they learn?</b>  <b>Changing Family Patterns</b>  Marriage patterns, divorce, cohabitation, childbearing/rearing patterns including the sociology of personal life  <b>Family Diversity</b>  Extended/Reconstituted families, Single parent families, Same-sex families, family construction from other cultures  <b>Social Policy – Education</b>  State policy and its effect on education, links to policies on selection, marketisation and privatisation and the impact of globalisation on educational policy  <b>Research Methods</b>

	<p><b>Class</b></p> <p>Differential educational achievement including cultural and material deprivation, identities and school process of streaming/labelling</p> <p><b>How/Why?</b></p> <p>Staff members will follow Philosophy of T&amp;L in SS department see <a href="#">Manifesto</a>.</p> <p>Students need to have an underpinning knowledge of research methods and theories before learning the topics in Sociology. A mixture of Paper 1 and Paper 2 topics taught across two teachers so students can start to formulate links between relating concepts.</p>	<p>and school process of streaming/labelling, subject choice</p> <p><b>Research Methods</b></p> <p>Sources of primary/secondary data, Practical, Ethical and Theoretical considerations which influence choice of method/topics to research</p> <p><b>How/Why?</b></p> <p>Staff members will follow Philosophy of T&amp;L in SS department see <a href="#">Manifesto</a>.</p> <p>Students will conduct own research and develop small-scale projects to evaluate gender differences in education and the impact of changing demographic patterns. Students must be able to evaluate research methods used and contemplate modern explanations to previous theories.</p>	<p>Relationship between theory and methods, applying to context and topics throughout the curriculum</p> <p><b>Theory and Methods</b></p> <p>Positivism/Interpretivism and sociological methods, including the nature of social facts linked to topics in Sociology</p> <p><b>How/Why?</b></p> <p>Staff members will follow Philosophy of T&amp;L in SS department see <a href="#">Manifesto</a>.</p> <p>Students will conduct own research and develop small-scale projects to evaluate the influence of educational policies referring to their own experiences and grapple with new family diversity patterns. Students must be able to evaluate research methods used and contemplate modern explanations to previous theories.</p>
<p><b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)</p>	<p><b>Perspectives of Sociology:</b></p> <p>Role and function of society, relationship with the economy, gender and class structure, socialisation, power and stratification</p>	<p><b>Demography</b></p> <p>Birth rate, Death rate, life expectancy, ageing population, migration, family size linking to globalisation</p>	<p><b>Changing Family Patterns</b></p> <p>Marriage patterns, divorce, cohabitation, childbearing/rearing patterns including the sociology of personal life</p>

	<p><b>Couples</b></p> <p>Gender roles, division of domestic labour and power relationships in contemporary society</p> <p><b>Childhood</b></p> <p>Nature of childhood, social construction of childhood regarding time/place/culture, globalisation of childhood</p> <p><b>Research Methods</b></p> <p>Quantitative/Qualitative, Positivists and Interpretivists methods, research design</p> <p><b>Class</b></p> <p>Differential educational achievement including cultural and material deprivation, identities and school process of streaming/labelling</p>	<p><b>Social Policy – Family</b></p> <p>State policy and its effect on family life and size</p> <p><b>Ethnicity</b></p> <p>Differential educational achievement including cultural and material deprivation, EAL, identities and school process of streaming/labelling</p> <p><b>Gender</b></p> <p>Differential educational achievement including impact of feminisation/globalisation, gender identities and school process of streaming/labelling, subject choice</p> <p><b>Research Methods</b></p> <p>Sources of primary/secondary data, Practical, Ethical and Theoretical considerations which influence choice of method/topics to research</p>	<p><b>Family Diversity</b></p> <p>Extended/Reconstituted families, Single parent families, Same-sex families, family construction from other cultures</p> <p><b>Social Policy – Education</b></p> <p>State policy and its effect on education, links to policies on selection, marketisation and privatisation and the impact of globalisation on educational policy</p> <p><b>Research Methods</b></p> <p>Relationship between theory and methods, applying to context and topics throughout the curriculum</p> <p><b>Theory and Methods</b></p> <p>Positivism/Interpretivism and sociological methods, including the nature of social facts linked to topics in Sociology</p>
<b>Opportunities for Reading</b>	<p>Journal articles available for each perspective and their general approach to Sociology</p> <p>Class case studies and research</p> <p>BBC documentary on Childhood and issues on mental health</p>	<p>Gender and ethnicity case studies available to analyse in educational research</p> <p>Use of government website to use official national statistics on recent grades, demographic patterns</p> <p>News articles surrounding new social policies</p>	<p>Carole Smart “Personal Life”</p> <p>Use of government website and official documents investigating divorce patterns</p> <p>Manifesto of political parties for Education initiatives</p>

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<b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	<p>Complete questionnaires on "Couples" role of family members in the household</p> <p>Research laws surrounding childhood in 1900s compared to today In class experiments of labelling and self-fulfilling prophecy</p> <p>Research FSM achievement using Gov.co.uk</p> <p>Sign up to @MLTSociology Twitter</p>	<p>Link to contemporary society around Brexit campaign and EU laws in relation to demography Gov.co.uk</p> <p>Complete covert observation in classrooms surrounding differences in achievement between gender Research EM achievement using Gov.co.uk</p>	<p>Research current statistics of marriage/divorces in UK using Gov.co.uk</p> <p>Documentaries surrounding Social Policies affecting education in UK "Academies and Free Schools"</p> <p>Using School League tables to compare advantage/disadvantage schools and results</p>
<b>Cross Curricular Links</b> (Authentic Connections)	<p>Childhood and education provide cross links on the impact of home life influences educational achievement</p> <p>Couples topic also links to class/gender/ethnic achievement depending on family pattern</p>	<p>Gender and ethnicity educational achievement links to crime and deviance topic (Year 2)</p> <p>Social policy and family life provides links to secularisation in Beliefs (Year 2)</p>	<p>Demography and research methods</p> <p>Educational policies and influence linking to crime and deviance topic (Year 2)</p>
<b>Key Assessment</b>	<p>Sociology students must have a concrete understanding on Functionalism, Marxism, Feminism, New Right and Postmodern theories in explaining the social construction of society. They must apply this to the topic of the curriculum and debate the significance this has on educational success and family life. Students must also be able to differentiate between positivists/interpretivists methods and the use of these in investigating sociological topics. Students must be able to analyse the purpose of theorising "social facts" of society and if indeed we can improve and shape our society for who live in it. Three assessments assessed every half term (80 marks worth) to inform current attainment and learning cycle assessment. Students will participate in trial exams In January and April, learners are given feedback and guidance on how to close the gap in their knowledge and exam skill.</p>		

# Curriculum Sequencing Grid: (Sociology)

Year 13			
<b>Unit</b> (Tablet in 39 week plan)	<b>Theory and Methods</b> <b>Perspective of Sociology</b> <b>Gender and Ethnicity</b> <b>Organisations and Movements</b> <b>Secularisation</b>	<b>Theory and Methods</b> <b>Media</b> <b>Globalisation</b> <b>Religion, Renewal and Choice</b> <b>Social Change</b>	<b>Theory and Methods</b> <b>Control and Punishment</b> <b>Ideology and Science</b>
<b>Key Retainable Knowledge</b> (Required for Y11/13) <ul style="list-style-type: none"> <li>What... How.... Why....</li> </ul>	<b>What will they learn?</b> <b>Theory and Methods</b> Consensus, Conflict, Structural and Social Action Theories, debate around Sociology as a Science <b>Perspective of Sociology</b> Role and function of Beliefs in Society and Crime and Deviance, relationship with the economy, gender and class structure, socialisation, power and stratification <b>Gender and Ethnicity</b> Social distribution of crime and deviance by social group, recent patterns and trends in punishment <b>Organisations and Movements</b> Differentiation between cult, sects, denominations, churches and new age	<b>What will they learn?</b> <b>Theory and Methods</b> Debate around subjectivity, objectivity and value freedom in research values, the relationship between theory and methods applied to topics <b>Media</b> Globalisation and its impact on new values and media representation of crime <b>Globalisation</b> New types and amount of crime based on the expansion of global technology, Green crime, human rights and state crime <b>Religion, Renewal and Choice</b> Social groups and differences between religious/spiritual organisations and movements in a global world	<b>What will they learn?</b> <b>Theory and Methods</b> The concept of modern society vs postmodern society and the relationship between sociology and social policy <b>Control and Punishment</b> Crime control and surveillance, prevention and punishment techniques, victimology theories and the role of the criminal justice system and external agencies <b>Ideology and Science</b> Consideration as to how religious groups acts as an ideology in society, the debate around Science now adopted as a form of religion/ideology in contemporary society, understanding between traditional religions and non-traditional

	<p>movements with relation to their relationship with religious beliefs and practice</p> <p><b>Secularisation</b></p> <p>Significance of religiosity in a contemporary world and globalisation and spread of religions</p> <p><b>How/Why?</b></p> <p>Staff members will follow Philosophy of T&amp;L in SS department see <b>Manifesto</b>.</p> <p>Alongside topics of Sociology, students will also cover theory and methods to underpin theoretical perspectives and methods to crime and deviance and Beliefs in Society. Students will first be taught the underlying principles of the function of crime and beliefs in society and debate to what extent the purpose of these aid or hinder society. Chronologically students will identify patterns between social groups within crime and deviance and explain the changes, similarly with beliefs students will start to comprehend how belief and practice has started to change in a contemporary society.</p>	<p><b>Social Change</b></p> <p>Significance of religiosity in a contemporary world linking to how religion can be a cause for progressive social change or act as a conservative force</p> <p><b>How/Why?</b></p> <p>Staff members will follow Philosophy of T&amp;L in SS department see <b>Manifesto</b>.</p> <p>Alongside topics of Sociology, students will also cover theory and methods to underpin theoretical perspectives and methods to crime and deviance and Beliefs in Society. Students will now grapple with the impact of globalisation and how this has expanded differences in crime rates and religiosity with the increasing use of media and technology to stimulate opposing differences and fear between groups.</p>	<p><b>How/Why?</b></p> <p>Staff members will follow Philosophy of T&amp;L in SS department see <b>Manifesto</b>.</p> <p>Alongside topics of Sociology, students will also cover theory and methods to underpin theoretical perspectives and methods to crime and deviance and Beliefs in Society. Students will consider the development of punishment in the UK and consider the function of this today. Furthermore, in a contemporary society student will debate if beliefs are changing to incorporate scientific beliefs as well as religious ones or there to maintain ideological dominance over oppressive groups.</p>
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<p><b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)</p>	<p><b>Theory and Methods</b></p> <p>Consensus, Conflict, Structural and Social Action Theories, debate around Sociology as a Science</p> <p><b>Perspective of Sociology</b></p> <p>Role and function of Beliefs in Society and Crime and Deviance, relationship with the economy, gender and class structure, socialisation, power and stratification</p> <p><b>Gender and Ethnicity</b></p> <p>Social distribution of crime and deviance by social group, recent patterns and trends in punishment</p> <p><b>Organisations and Movements</b></p> <p>Differentiation between cult, sects, denominations, churches and new age movements with relation to their relationship with religious beliefs and practice</p> <p><b>Secularisation</b></p> <p>Significance of religiosity in a contemporary world and globalisation and spread of religions</p>	<p><b>Theory and Methods</b></p> <p>Debate around subjectivity, objectivity and value freedom in research values, the relationship between theory and methods applied to topics</p> <p><b>Media</b></p> <p>Globalisation and its impact on new values and media representation of crime</p> <p><b>Globalisation</b></p> <p>New types and amount of crime based on the expansion of global technology, Green crime, human rights and state crime</p> <p><b>Religion, Renewal and Choice</b></p> <p>Social groups and differences between religious/spiritual organisations and movements in a global world</p> <p><b>Social Change</b></p> <p>Significance of religiosity in a contemporary world linking to how religion can be a cause for progressive social change or act as a conservative force</p>	<p><b>Theory and Methods</b></p> <p>The concept of modern society vs postmodern society and the relationship between sociology and social policy</p> <p><b>Control and Punishment</b></p> <p>Crime control and surveillance, prevention and punishment techniques, victimology theories and the role of the criminal justice system and external agencies</p> <p><b>Ideology and Science</b></p> <p>Consideration as to how religious groups acts as an ideology in society, the debate around Science now adopted as a form of religion/ideology in contemporary society, understanding between traditional religions and non-traditional</p>
<p><b>Opportunities for Reading</b></p>	<p>Gender and crime patterns – True accounts Channel 4</p>	<p>Development of global world – use of news articles and current topics</p>	<p>Michael Foucault – Panopticon</p>

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	Documentaries on ethnicity and crime – Stacey Dooley in America  UK Census on religious organisations and affiliation	New Age movements – internet based online religions  How religion has been used for social change – Martin Luther King	Victimology theories and case studies in UK and America
<b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Contemporary crime statistics using Gov.co.uk and CSEW  Documentaries around state crime/white collar crime “Enron” “Wolf of Wall Street” “BBC Panorama”  Gender “OITNB” and Ethnicity BBC “Ross Kemp on Gangs”  Manson Murders Documentary, American Horror Story “Cult”, Louis Theroux “Scientology”  UK Census for latest Religiosity trends	Conducting own research into religiosity patterns today between social groups (gender/age/ethnicity)  Gov.co.uk research – what research do government conduct, how do they conduct it and why?  Palm Oil production documentary  Film/TV list for Media, how do films represent crime (factual vs fictional)  Research Fundamentalist groups Westborough Baptist Church, Jihad/ISIS, Televangelism	Sheffield Crown Courts Trip  Victimisation case studies  Scientific advancements and research  Students to draw up own crime prevention strategies i.e. target hardening, environmental, rehabilitation and sanctions
<b>Cross Curricular Links</b> (Authentic Connections)	Class/Gender/Ethnicity crime patterns link to Education and Family issues (Year 1)  Organisations of religions to link to demographic changes in UK (Year 1)	Media and labelling theory from “Theories of crime” (Year 2)  Demographic changes and new religious movement and retaliation creating fundamental groups	Criminal justice to reflect on “Theories of crime” why are some more likely than other social groups to be punished  Scientific development and links to research methods
<b>Key Assessment</b>	Students must have a solidified understanding of classical sociological perspectives vs modern approaches and be able to apply this to their topics of Sociology throughout the course. Students must revisit Y12 content and draw in how family life and education also impact on religiosity patterns and criminal trends. Students must grapple with the development of globalisation and the impact this has had on society today in all areas of family life, education, religion and criminal activity. Students must draw upon research values and policies placed to debate if society can be improved for the better or if society has		



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	advanced too much for singular theory and research to study and develop. Three assessments assessed every half term (80 marks worth) to inform current attainment and learning cycle assessment. Students will participate in trial exams In January and April, learners are given feedback and guidance on how to close the gap in their knowledge and exam skill.
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