

# Curriculum Sequencing Grid: (Sociology)

Year 12	Term 1	Term 2	Term 3
<b>Unit</b> (Tablet in 39 week plan)	Perspectives of Sociology	Demography	Changing Family Patterns
	Couples	Social Policy - Family	Family Diversity
	Childhood	Ethnicity	Social Policy – Education
	Research Methods	Gender	Research Methods
	Class	Research Methods	Theory and Methods
Key Retainable	What will they learn?	What will they learn?	What will they learn?
Knowledge (Required for Y11/13)	Perspectives of Sociology:	Demography	Changing Family Patterns
What How Why	Role and function of society, relationship with the economy, gender and class structure, socialisation, power and	Birth rate, Death rate, life expectancy, ageing population, migration, family size linking to globalisation	Marriage patterns, divorce, cohabitation, childbearing/rearing patterns including the sociology of personal life
	stratification  Couples	Social Policy – Family	Family Diversity
	Gender roles, division of domestic labour	State policy and its effect on family life and size	Extended/Reconstituted families, Single parent families, Same-sex families, family
	and power relationships in contemporary society	Ethnicity	construction from other cultures
	Childhood	Differential educational achievement including cultural and material deprivation,	Social Policy – Education  State policy and its effect on education,
	Nature of childhood, social construction of	EAL, identities and school process of	links to policies on selection,
	childhood regarding time/place/culture, globalisation of childhood	streaming/labelling  Gender	marketisation and privatisation and the impact of globalisation on educational
	Research Methods	Differential educational achievement	policy  Research Methods
	Quantitative/Qualitative, Positivists and Interpretivists methods, research design	including impact of feminisation/globalisation, gender identities	Research Methods





#### Class

Differential educational achievement including cultural and material deprivation, identities and school process of streaming/labelling

### How/Why?

Staff members will follow Philosophy of T&L in SS department see Manifesto.

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.

and school process of streaming/labelling, subject choice

#### **Research Methods**

Sources of primary/secondary data, Practical, Ethical and Theoretical considerations which influence choice of method/topics to research

### How/Why?

Staff members will follow Philosophy of T&L in SS department see *Manifesto*.

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.

Relationship between theory and methods, applying to context and topics throughout the curriculum

### **Theory and Methods**

Positivism/Interpretivism and sociological methods, including the nature of social facts linked to topics in Sociology

### How/Why?

Staff members will follow Philosophy of T&L in SS department see *Manifesto*.

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.

### Key Technical Vocabulary (To be modelled and deliberately practiced in context.)

## **Perspectives of Sociology:**

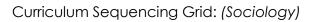
Role and function of society, relationship with the economy, gender and class structure, socialisation, power and stratification

## **Demography**

Birth rate, Death rate, life expectancy, ageing population, migration, family size linking to globalisation

## **Changing Family Patterns**

Marriage patterns, divorce, cohabitation, childbearing/rearing patterns including the sociology of personal life



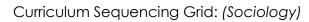


	Couples	Social Policy – Family	Family Diversity
	Gender roles, division of domestic labour and power relationships in contemporary society	State policy and its effect on family life and size  Ethnicity	Extended/Reconstituted families, Single parent families, Same-sex families, family construction from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





Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Complete questionnaires on "Couples" role of family members in the household  Research laws surrounding childhood in 1900s compared to today In class experiments of labelling and self-fulfilling prophecy  Research FSM achievement using Gov.co.uk  Sign up to @MLTSociology Twitter	Link to contemporary society around Brexit campaign and EU laws in relation to demography Gov.co.uk  Complete covert observation in classrooms surrounding differences in achievement between gender Research EM achievement using Gov.co.uk	Research current statistics of marriage/divorces in UK using Gov.co.uk  Documentaries surrounding Social Policies affecting education in UK "Academies and Free Schools"  Using School League tables to compare advantage/disadvantage schools and results
Cross Curricular Links (Authentic Connections)	Childhood and education provide cross links on the impact of home life influences educational achievement  Couples topic also links to class/gender/ethnic achievement depending on family pattern	Gender and ethnicity educational achievement links to crime and deviance topic (Year 2)  Social policy and family life provides links to secularisation in Beliefs (Year 2)	Demography and research methods  Educational policies and influence linking to crime and deviance topic (Year 2)
Key Assessment	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.		





Year 13			
<b>Unit</b> (Tablet in 39 week plan)	Theory and Methods	Theory and Methods	Theory and Methods
	Perspective of Sociology	Media	Control and Punishment
	Gender and Ethnicity	Globalisation	Ideology and Science
	Organisations and Movements	Religion, Renewal and Choice	
	Secularisation	Social Change	
Key Retainable	What will they learn?	What will they learn?	What will they learn?
Knowledge (Required for Y11/13)  • What How	Theory and Methods	Theory and Methods	Theory and Methods
Why	Consensus, Conflict, Structural and Social	Debate around subjectivity, objectivity and	The concept of modern society vs
	Action Theories, debate around Sociology	value freedom in research values, the	postmodern society and the relationship
	as a Science	relationship between theory and methods	between sociology and social policy
	Perspective of Sociology	applied to topics	Control and Punishment
	Role and function of Beliefs in Society and	Media	Crime control and surveillance,
	Crime and Deviance, relationship with the	Globalisation and its impact on new values	prevention and punishment techniques,
	economy, gender and class structure,	and media representation of crime	victimology theories and the role of the
	socialisation, power and stratification	Globalisation	criminal justice system and external
	Gender and Ethnicity	Globalisation	agencies
	New t	New types and amount of crime based on the	Ideology and Science
	Social distribution of crime and deviance	expansion of global technology, Green crime,	lacology and science
	by social group, recent patterns and	human rights and state crime	Consideration as to how religious groups
	trends in punishment	Religion, Renewal and Choice	acts as an ideology in society, the debate
	Organisations and Movements	Kengion, Kenewai and Choice	around Science now adopted as a form of
	-	Social groups and differences between	religion/ideology in contemporary
	Differentiation between cult, sects,	religious/spiritual organisations and	society, understanding between
	denominations, churches and new age	movements in a global world	traditional religions and non-traditional





movements with relation to their relationship with religious beliefs and practice

#### Secularisation

Significance of religiosity in a contemporary world and globalisation and spread of religions

### How/Why?

Staff members will follow Philosophy of T&L in SS department see **Manifesto**.

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.

### **Social Change**

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

### How/Why?

Staff members will follow Philosophy of T&L in SS department see **Manifesto**.

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.

### How/Why?

Staff members will follow Philosophy of T&L in SS department see Manifesto.

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.





Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Theory and Methods  Consensus, Conflict, Structural and Social Action Theories, debate around Sociology as a Science  Perspective of Sociology  Role and function of Beliefs in Society and Crime and Deviance, relationship with the economy, gender and class structure, socialisation, power and stratification  Gender and Ethnicity  Social distribution of crime and deviance by social group, recent patterns and trends in punishment  Organisations and Movements  Differentiation between cult, sects, denominations, churches and new age movements with relation to their relationship with religious beliefs and practice  Secularisation  Significance of religiosity in a contemporary world and globalisation and spread of religions	Theory and Methods  Debate around subjectivity, objectivity and value freedom in research values, the relationship between theory and methods applied to topics  Media  Globalisation and its impact on new values and media representation of crime  Globalisation  New types and amount of crime based on the expansion of global technology, Green crime, human rights and state crime  Religion, Renewal and Choice  Social groups and differences between religious/spiritual organisations and movements in a global world  Social Change  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	Theory and Methods  The concept of modern society vs postmodern society and the relationship between sociology and social policy  Control and Punishment  Crime control and surveillance, prevention and punishment techniques, victimology theories and the role of the criminal justice system and external agencies  Ideology and Science  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
Opportunities for Reading	Gender and crime patterns – True accounts Channel 4	Development of global world – use of news articles and current topics	Michael Foucault – Panopticon



# Curriculum Sequencing Grid: (Sociology)

Developing Cultural Capital (exposure to very best- essential knowledge and	Documentaries on ethnicity and crime  – Stacey Dooley in America  UK Census on religious organisations and affiliation  Contemporary crime statistics using Gov.co.uk and CSEW	New Age movements – internet based online religions  How religion has been used for social change – Martin Luther King  Conducting own research into religiosity patterns today between social groups (gender/age/ethnicity)	Victimology theories and case studies in UK and America  Sheffield Crown Courts Trip  Victimisation case studies
skills of educated citizens – appreciation of human creativity and achievement.)	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	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	Scientific advancements and research  Students to draw up own crime prevention strategies i.e. target hardening, environmental, rehabilitation and sanctions
Cross Curricular Links (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
Key Assessment	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		



# Curriculum Sequencing Grid: (Sociology)

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.