

Curriculum Intent

The intent of the Sociology curriculum is to enable students to participate in our interconnected world with understanding and humanity while gaining the higher-level skills needed for the knowledge-based economy.

Sociology helps students develop a wide range of knowledge and understanding about society at a local and global level and how sociologists study and understand its structures, processes and issues.

The Sociology curriculum aims to equip students with appropriate knowledge and the skills needed to understand and explain the causes of global human interaction whilst opening up fascinating discussions, for example 'free will versus determined behavior.' Students not only acquire worldly knowledge but a critical understanding of contemporary society and social changes that impact their own and the lives of millions like them.

We want pupils to be able to think analytically, establishing connections in their learning to ensure logical conclusions are reached in all applied and non-applied contexts. This embeds itself within our life-long learning goal to ensure students are inspired and motivated to fulfil their full potential whilst studying at Glossopdale school and beyond in the world of work or higher education.

The curriculum provides opportunities to inspire a curiosity and fascination about the world that we live in. To ensure the curriculum is broad and balanced, we have carefully researched different exam boards and have chosen AQA as it offers a wide range of sociological topics. We are hoping through the GCSE we can now recruit for P16.

Alongside their study of B+V there are many crossovers between topics such as the study of other cultures helps to provide a depth of study along side an appreciation of the society we all live in.

Curriculum Implementation

The curriculum at GCSE is sequenced logically from building on sociological vocabulary:

- An introduction to how sociologists study society and sociological theory
- The relative values of different theoretical perspectives and how sociology can be applied to enable social change.
- Perspectives on inequality and build a conceptual understanding of how and why inequality formulates, for example, poverty and the living wage being entwined with issues of moral responsibility and economic limitation.

The course is designed and delivered to nurture thoughtful and motivated young people, who can act responsibly as active citizens and believe in their ability to change their community for the better. It challenges students to look beyond appearances and set aside their own beliefs.

It empowers students with intellectually challenging ideas and concepts using critical thinking. We encourage students to learn from their mistakes, so they succeed in being resilient and tenacious, especially when learning about sensitive and often challenging topical material.

The key to our success in delivering content to students is our forward planning to ensure knowledge is revisited and reviewed within the context of relevant practice questions with regular constructive quality feedback to support student progress.

Lessons have individual PowerPoints to support classroom teachers, video clips, photographs and other resources (student textbooks) to support learning. Lesson PowerPoints, knowledge organisers and quizzes are also uploaded onto Google classroom which support pupils' consolidation of learning. Students are

assessed regularly as part of the assessment cycle, using a range of skills, such as reading data and answering past exam questions.

In lessons, students express themselves in verbal and written form. They take part in group discussions and presentations. They develop literacy skills through DIV tasks and re-visiting keywords in Do Now tasks.

There is a core focus on the development of subject-specific understanding of:

- Understanding methodological evaluations using PET/PEEL analysis
- Classifying and describing theory and methods
- Key terms and contemporary examples
- Extending through reading additional activities

Curriculum Impact

We want to make students more aware of the world around them and to gain a greater empathy for the environment and people living in different locations while beginning to ask questions about the world in which they live at a local, national, and international level.

We expect our students to have an increasing depth of knowledge about the society we live in and to be able to identify patterns, interpret, analyse, and ask questions about the information presented to them.

We want students to start to draw conclusions and evaluate the information presented to them. We hope that students can use this information and make decisions for the future.

Students are shown how sociology links to the community and that opportunities exist for using sociological skills in study or at work.

Sociology students develop a range of teamwork and analytical skills and can transfer knowledge and skills to new scenarios.

Lessons are prepared to a high standard using a range of resources. Assessments are in line with school expectations. Students complete Do Now activities to improve their understanding, skills, and knowledge. Students are aware of their target grades set by teachers and there are high expectations in class. Target grades are aspirational and students are encouraged to complete work outside the classroom.

Threshold Concepts

- Key sociological perspectives (functionalism, Marxism, Feminism)
- Sociological concepts relating to the study Education, Families and Research Methods
- Apply theoretical perspectives to the study of education, families, crime, social stratification and research methods.
- Apply concepts to real world context and evaluate the ideas in terms of the bigger picture in sociology
- An understanding of the strengths and weaknesses of the core sociological perspectives (Marxism, Feminism and Functionalism)

Year 10 Overview				
	Topic	Key knowledge/Content	Skills	Link to subject intent
Autumn Term	The Sociological Approach	<p>Students must know and understand:</p> <ul style="list-style-type: none"> debates within sociology including conflict versus consensus how sociological knowledge and ideas change over time the contextualised work (a sense of time and place) of key classical sociologists Durkheim, Marx and Weber different sociological perspectives on social structures, social processes and social issues, including those informed by: feminism, functionalism, interactionism and Marxism the interrelationship between the core areas of sociology. 	How to use sociological research methods as outlined in the topics and how they apply in the specified contexts ie families, education, crime and deviance, social stratification.	Providing a secure basis to study sociology
	Research Methods	<p>Students must know and understand:</p> <ul style="list-style-type: none"> Research design Describe and explain the processes involved in research design: the establishment of appropriate aims and relevant hypotheses, the use of pilot studies, the selection of appropriate sampling methods and the analysis of data. Qualitative and quantitative methods Describe and explain qualitative and quantitative methods (questionnaires, interviews, observations) and assess the value, application, and strengths and weaknesses of different methods. Assess the usefulness of the mixed methods approach. 	<p>In the context of the various social structures, social processes and social issues detailed in the specification, students should be able to:</p> <ul style="list-style-type: none"> identify, describe and explain various methods and methodological issues identify and explain the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues demonstrate an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research 	The ability to critically analyse data sources.

		<ul style="list-style-type: none"> • Different types of data • Assess the usefulness of different types of data, qualitative and quantitative data, and official and non-official statistics. • Primary and secondary sources • Describe and explain primary and secondary sources of data. • Interpretation of data 	<ul style="list-style-type: none"> • demonstrate the ability to interpret data presented in a variety of forms. 	
Spring Term	Families	<p>Students must know and understand:</p> <p>Functions of the family</p> <ul style="list-style-type: none"> • Differing views of the functions of families. • Parsons functionalist perspective on primary socialisation and the stabilisation of adult personalities. <p>Family forms</p> <ul style="list-style-type: none"> • How family forms differ in the UK and within a global context. • The work of the Rapoport on family diversity <p>Conjugal role relationships</p> <ul style="list-style-type: none"> • Different views of conjugal role relationships. • The feminist perspective of Oakley on the idea of the conventional family. <p>Changing relationships within families</p> <ul style="list-style-type: none"> • Changing relationships within families. • How relationships within families have changed over time. • The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young. <p>Criticisms of families</p> <ul style="list-style-type: none"> • Different criticisms of families (isolation and unrealistic idealisation, loss of traditional functions, lack of contact with wider kinship networks, the 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • identify, describe and explain the functions of families (sexual, reproductive, economic and educational) • describe, compare and contrast a variety of sociological perspectives on the functions of families (functionalist, feminist and Marxist). <p>Students should be able to identify, describe and explain various family forms (nuclear extended, reconstituted, lone parent, single sex).</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • identify, describe and explain joint and segregated conjugal roles • describe and explain the domestic division of labour in both traditional and contemporary families • demonstrate their understanding of issues that impact on conjugal role relationships within the contemporary family including decision making, money management, dual career families, child rearing and leisure activities • describe, compare and contrast a variety of sociological perspectives on conjugal role relationships (functionalist, feminist and Marxist). <p>Students should be able to:</p>	<p>Taking an institution, they are familiar with (the family) and exploring it from a range of competing viewpoints.</p> <p>Taking a critical viewpoint.</p>

		<p>status and role of women within families, marital breakdown, dysfunctional families). The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist critique of families</p> <p>Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.</p>	<ul style="list-style-type: none"> • identify, describe and explain how relationships within families have changed over time (pre-industrial, industrial and contemporary/modern) • identify, describe and explain contemporary family related issues, the quality of parenting, the relationships between teenagers and adults, care of the disabled/elderly and arranged marriage • describe, compare and contrast a variety of sociological perspectives on changing relationships within families (functionalist, feminist and Marxist) • describe the key ideas of Willmott and Young. <p>Students should be able to:</p> <ul style="list-style-type: none"> • identify, describe and explain different criticisms of families • describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist) • describe the key ideas of Zaretsky on families • describe the key ideas of Delphy and Leonard on families. <p>Students should be able to:</p> <ul style="list-style-type: none"> • identify, describe and explain the pattern of divorce in Britain since 1945 using relevant statistical data • explain reasons for the rise in divorce since 1945 including: changes in the law, changes in social attitudes and values, secularisation, changes in the status of women in society • describe the consequences of divorce for family members (husband and wife, children and extended family) and the increase in the numbers of lone parent families 	
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			describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist). Students should	
Summer Term	Education	<p>Roles and functions of education</p> <ul style="list-style-type: none"> • Different views of the role and functions of education. • The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles. <p>The relationship between education and capitalism Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.</p> <p>Educational achievement</p> <ul style="list-style-type: none"> • Factors affecting educational achievement. • The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools. <p>Processes within school</p> <ul style="list-style-type: none"> • Processes within schools affecting educational achievement. • The work of Ball on teacher expectations and Willis on the creation of counter school cultures. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • identify, describe and explain the functions of education including serving the needs of the economy, facilitating social mobility and fostering social cohesion • identify and describe a variety of different types of school including primary and secondary, state and private • describe alternative forms of educational provision including home schooling and de-schooling • describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist) • describe the key ideas of Durkheim on education <p>Students should be able to:</p> <ul style="list-style-type: none"> • describe the key ideas of Bowles and Gintis on education and capitalism. • describe, compare and contrast a variety of alternative sociological perspectives on the correspondence principle. <p>Students should be able to:</p> <ul style="list-style-type: none"> • identify, describe and explain various factors affecting educational achievement including class, gender and ethnicity • describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist) 	<p>Taking perspectives and applying them to social processes.</p> <p>Taking a critical viewpoint.</p>

			<ul style="list-style-type: none"> •describe the key ideas of Halsey on class-based inequalities •describe the key ideas of Ball on parental choice and competition between schools. <p>Students should be able to:</p> <ul style="list-style-type: none"> •identify, describe and explain various processes within schools affecting educational achievement including, streaming, setting, mixed ability teaching, labelling and the self-fulfilling prophecy •describe, compare and contrast a variety of sociological perspectives on these issues (interactionist, functionalist, feminist and Marxist) •describe the key ideas of Ball on teacher expectations •describe the key ideas of Willis on the creation of counter school cultures. 	
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Year 11 Overview				
	Topic	Key knowledge/Content	Skills	Link to subject intent
Autumn Term	Crime + Deviance	<p>The social construction of crime and deviance</p> <ul style="list-style-type: none"> •The social construction of concepts of crime and deviance and explanations of crime and deviance. •The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective. <p>Social control</p> <ul style="list-style-type: none"> •Formal and informal methods of social control. <p>The work of Heidensohn on female conformity in male dominated patriarchal societies</p> <p>Criminal and deviant behaviour</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> •identify, describe and explain various sociological explanations of crime and deviance including anomie, labelling, structural theories, subcultural theories and interactionist theory •explain the social construction of concepts of crime and deviance •describe, compare and contrast a variety of sociological perspectives on the social construction of crime and deviance (interactionist, functionalist, feminist and Marxist) •describe the key ideas of Merton on the causes of crime 	Locating individual actions in the social structure

		<ul style="list-style-type: none"> •Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate. •The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty. <p>Data on crime The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure'.</p>	<ul style="list-style-type: none"> •describe the key ideas of Becker on the causes of crime. •identify, describe and explain formal and informal methods of social control including unwritten rules and sanctions •describe, compare and contrast a variety of sociological perspectives on social control (interactionist, functionalist, feminist and Marxist) •describe the key ideas of Heidensohn on female conformity. •identify and describe various public debates over criminal and deviant behaviour including concerns over violent crime, sentencing, the treatment of young offenders, the prison system and media coverage of crime •describe, compare and contrast a variety of sociological perspectives on factors affecting criminal and deviant behaviour (interactionist, functionalist, feminist and Marxist) •describe the key ideas of Albert Cohen on delinquent subcultures •describe the key ideas of Carlen on women, crime and poverty. •identify, describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age <p>Students should be able to:</p> <ul style="list-style-type: none"> •identify and describe the main sources of data on crime •describe the pattern and trends in crime figures using relevant statistical data •explain the 'dark figure' of crime (unreported and unrecorded crime) 	
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			<ul style="list-style-type: none"> •describe, compare and contrast a variety of sociological perspectives on the use of data on crime (functionalist, feminist and Marxist). •identify and describe the main sources of data on crime •describe the pattern and trends in crime figures using relevant statistical data •explain the 'dark figure' of crime (unreported and unrecorded crime) •describe, compare and contrast a variety of sociological perspectives on the use of data on crime (functionalist, feminist and Marxist). 	
Spring Term	Social Stratification	<p>Functionalist theory of stratification Socio-economic class</p> <ul style="list-style-type: none"> •Different views of socio-economic class. •The work of Marx and Weber on socio-economic class. <p>Skills Life chances</p> <ul style="list-style-type: none"> •Different views on factors affecting life chances. •The work of Devine revisiting the idea of the affluent worker. <p>Poverty as a social issue</p> <ul style="list-style-type: none"> •Different interpretations of poverty as a social issue. •The work of Townsend on relative deprivation and Murray on the underclass. <p>Power and authority</p> <ul style="list-style-type: none"> •Different forms of power and authority. •The work of Weber on power and authority. <p>Power relationships</p> <ul style="list-style-type: none"> •Describe and explain different views on factors affecting power relationships. <p>The work of Walby on patriarchy.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> •identify, describe and explain socio-economic class divisions in society •describe, compare and contrast a variety of sociological perspectives on socio-economic class (functionalist, feminist and Marxist) •describe the key ideas of Marx on socio-economic class •describe the key ideas of Weber on socio-economic class. •identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, disability, religion and belief •describe, compare and contrast a variety of sociological perspectives on life chances (functionalist, feminist and Marxist) <p>describe the key ideas of Devine on the idea of the affluent worker.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> •identify, describe and explain different interpretations of poverty as a social issue including, the culture of poverty, material deprivation, the way 	<p>Exploring inequalities within society and their origins.</p> <p>A mature understanding of the issues that face individuals in society.</p> <p>The ability to critically analyse.</p>

			<p>in which governments have attempted to alleviate poverty and unemployment, the impact of globalisation</p> <ul style="list-style-type: none"> •describe, compare and contrast a variety of sociological perspectives on poverty (functionalist, feminist and Marxist) •describe the key ideas of Townsend on relative deprivation •describe the key ideas of Murray on the underclass including links to New Right theories. •identify, describe and explain different forms of power and authority including traditional, charismatic, rational-legal, formal and informal sources of power •describe, compare and contrast a variety of sociological perspectives on power and authority (functionalist, feminist and Marxist) •describe the key ideas of Weber on power and authority. •identify, describe and explain different factors affecting power relationships including social class, gender, sexuality, race, age, disability, religion and beliefs •describe, compare and contrast a variety of sociological perspectives on power relationships (functionalist, feminist and Marxist) •describe the key ideas of Walby on patriarchy. 	
Summer Term	Revision			

