SOCIOLOGY

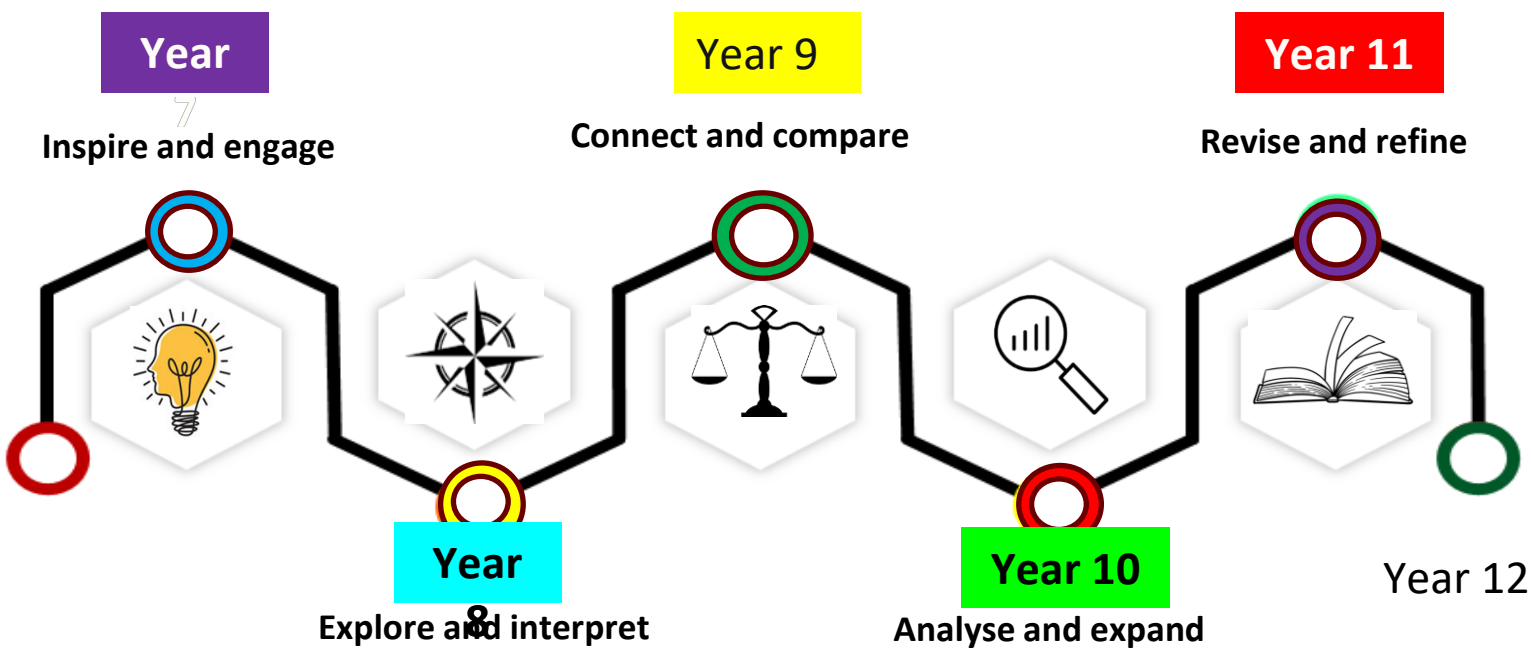
SOCIOLOGY Curriculum Intent

Sociology is the study of human society, social behavior, and the structures, processes, and relationships that shape it. It examines how individuals interact with each other, how groups form and function, and how social institutions like family, education, and government influence our lives. Essentially, sociology explores the "why" and "how" of human social life. sociology should inspire students to look harder for the things they don't see, to look up and out instead of down and in. It encourages students to ask questions about things that they have always taken for granted, to challenge popular conceptions and understand the world. Sociology encourages an appreciation of others' opinions and a tolerance of those which may contradict their own. On a practical level, sociology forces students to apply prior learning to their studies. They will see how history, geography, RE, English, Biology, economics and so many other disciplines all form part of the study of society and how relevant their studies have been to their future. We look at aspects of society that are relevant to our students' lives such as education, family, crime and the media and we look at issues that are current and ongoing, particularly how ethnicity, gender and class are represented in social institutions. They will be equipped with the ability to look critically at current affairs and see possible solutions to social problems, opening up exciting opportunities in the world of work.

CURRICULUM LESSONS ALLOCATED OVER THE WEEKLY TIMETABLE						
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
N/A	N/A	N/A	N/A	N/A	5	5

INSPIRE	MOTIVATE	ACHIEVE
How will lessons engage students? Students will have a reliable format to their lessons, whereby they enter to a do now and experience new knowledge, test, apply and consolidate with follow up independent study. *How will teachers engage students?* Positive relationships, creating a safe environment where discussion of sensitive topics is encouraged. Using a variety of methods and resources in order to convey content and spark curiosity. Ensuring that students become comfortable with the academic nature of the subject How will lessons INSPIRE students in your subject? Using practical up to date examples and real life experiences to make students think outside of the box Use of model answers, discussion of sociology in the media and links with careers and university	*What does a motivated learner look like?* Completing class and independent work to a high standard, further reading, questioning, extra work submitted to be marked. Questions from real life out of the box thinking	*What does success look like in this subject?* Happy motivated learners who discuss the subject outside of the lesson, share their thoughts, actively engage in their learning can use theoretical knowledge to comment on everyday situations *What does a Sociologist look like? What skills do they have?* Motivated engaged learners, curious about the world today, able to compare and contrast some diverse theories, able to make cross topic links, evaluation and critical analysis *How are these skills evidenced in the curriculum?* Clear signposting of skill development throughout, learn, apply, evaluate, test

SUBJECT CURRICULUM THEMES



CONTINUING THE CURRICULUM PATH

Cross Curricular links

- History. Crime and punishment, societal attitudes, the industrial revolution, Examples of state crime, holocaust, Pol pot, Idi Amin, changes in media, development of technology, development of education in England, Immigration.
- Geography. Demography, immigration, World development
- RE, belief systems, religious ethnicity, absolute and relative morality, conflict.
- Health and social care. Social policy
- Psychology. Methods of research, nurture vs nature
- English. Speech codes, media

Future Pathways

- Advertising and marketing
- Social Care
- Law
- Recruitment and HR
- Charities
- Public sector - civil service, NHS
- Education
- Policing
- Probation service

WLA Sociology

Curriculum theme:

Critical learning and lateral thinking

Starting the A Level course in Sociology, students will be well prepared having developed confidence in their analytical skills through the academic subjects studied at GCSE. The Focus will be on developing curiosity and expanding their analysis to consider options other than the obvious, to be critical rather than accepting. Thus expanding responses to fit the expectations and marks in the exams.

3. Theories of family

Marxism/Feminism and gender roles. Review Marxism and their perspectives of the family. Compare and contrast the work of Engels and Zaretsky. Determine the key features of Marxism. Understand the feminist approach to the family. Identify key theorists. Demonstrate an understanding of the different types of feminism. Compare, contrast and evaluate the four types. Summarise Parson's instrumental and expressive roles. Functional fit. Identify the work of Elizabeth Bott.

Assessment: Tier 3 vocabulary 10 mark question

3. Research Methods

Categorise the different types of questionnaires. Summarise the strengths and limitations of questionnaires.
Explore the main types of observations. Assess how observations are used in social research. identify the strengths and limitations of observations.
Categorise the main types of interviews. Explore how these are used within sociology. Discover the strengths and limitations of interviews.
Explore the strengths and limitations of statistics. Review the practical ethical and theoretical issues associated with statistics.
Establish the different types of documents that exist. Consider the strengths and weaknesses of documents.
Review the different types of experiments that exist. Assess the strengths and limitations of experiments. Summarise the practical, ethical and theoretical issues associated with experiments.

Assessment: 1. Student presentations assessed by 10 mark methods question
2. Student research project conducting field research in Education looking at either gender or class.

2. Childhood…

Consider the modern notion of western childhood.
Establish cross-cultural and historical differences in childhood.
Review the social construction of childhood.
Judge whether the position of children has improved. Compare the march of progress and conflict view. Evaluate both views.
Examine whether childhood is disappearing. Explore the notions of toxic childhood
Exam technique - Evaluation

… Assessment: 20 Mark Evaluation question focussing on AO3

2. Gender and Education. The research context

Investigate the gender gap in achievement. Review key trends and patterns.
Summarise key external factors: changes in the family, impact of feminism, changes in women's employment and changing ambitions.
Explore key internal factors: equal opportunities policies, role models, selection and league tables, teacher attention.
Review external versus internal factors.
Examine reasons for differences in subject choice. Explore differences in gender identity.

The Research Context

Develop an understanding of social research. Identify how data is collected. Discuss practical, ethical and theoretical issues that affect method choice.
Understand the research process. Identify different research methods. Review practical, ethical and theoretical issues that affect method choice.
Examine quantitative data and positivism. Explore qualitative data and interpretivism. Compare and contrast the two perspectives.
List the key sampling methods.

Assessment: 10 mark item question, introducing extended analysis and evaluation for AO3

1 What is Sociology, Families and households - Couples

Introduction to the course. Examine the course requirements and expectations. Develop an understanding of what sociology is and key concepts. Analyse notions of nature versus nurture. Apply a key case study Oxana Malaya.

Families and Households Gender roles, domestic labour and power relationships within the family in contemporary society.
Establish the changes in the family – symmetrical family. Evaluate whether the symmetrical family exists. Review the work of Oakley and Boulton. Examine what the dual burden is. Apply feminist views to the debate. Outline the impact of paid work on the division of labour. Feminist views on decision making and financial control.
Investigate the reasons why domestic violence occurs.
Develop exam technique. Identify key skills needed for an assess style question.

Assessment: 10 mark exam question. Focussing on AO1 and introducing AO2 and 3

1. Differences in educational achievement - Class and ethnicity.

Examine key trends in relation to **class differences** in education. Determine the key **external factors**. State key trends. Explain how cultural deprivation impacts achievement. Explore notions of intellectual development, language and attitudes and values. Discuss the work of Douglas, Bernstein and Sugarman. Develop an understanding of material deprivation. Investigate key aspects of material deprivation housing, diet and health and financial support. Compare and contrast cultural and material deprivation. Examine notions of cultural capital. Discuss the work of Bourdieu. Develop an understanding of **internal factors.** Explore notions of labelling in primary and secondary schools - Becker, Rist, Keddie. Examine the work of Jacobson and Rosenthal. Identify notions of the self-fulfilling prophecy. Explore pupil subcultures – pro and anti-school Subcultures. Compare and contrast key internal theories. Develop an understanding of the key theorists. ·
Examine differences in **ethnic achievement.** Analyse key reasons. **External.** Explore notions of cultural deprivation. Discuss intellectual and linguistic skills, attitudes and values and parental skills. Explore differences between different ethnic groups. Identify material deprivation and class as an external factor. Examine racism as an external factor. Explore key **internal** factors - labelling and teacher racism, ethnocentric curriculum and institutional racism. Understand pupil responses and subcultures and selection and segregation as key reasons for ethnic differences.

Assessment: 10 mark exam question. Focussing on AO1 and introducing AO2 and 3

WLA Sociology

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12

6. Nature of media, ownership and ideology

Review what forms the media takes. Examine the differences between traditional and new media. Assess the power of the media. Discuss how the media is regulated. Investigate how governments influence and control media outputs. Consider how ownership is spread out. Summarise who owns what with regards to the media. Compare the different features of media ownership. Examine the work of Bagdikian. Review the eight key features of media ownership. Examine the pluralist approach to media ownership. Develop strengths and limitations of pluralism. Summarise ways in which the media plays an ideological role. Outline the key features of the manipulative/instrumentalist approach. Identify key features of the dominant ideology/hegemonic approach. Compare and contrast the two Marxist views.

Assessment: Tier 3 vocabulary 10 mark question

6. Education Policy

Establish a timeline of UK educational policy. State the meaning of marketisation. Explain what is meant by parentocracy. Consider key policies that encourage Marketisation. Review Education Reform Act. Discuss New Labour policies. Evaluate the key policies that seek to reduce diversity. Develop an understanding of recent government initiatives: free schools, academies, curriculum 2015. Examine privatisation policies. Develop an understanding of how globalisation affects education.

Assessment: Mock exam - All AOs mix of families and education

5. Demography and social policy

Identify key terminology of demography. Examine birth rates and death rates over the last 100 years. Assess the reasons why they have changed. Explore the effects on the population. Understand what an ageing population is.

Identify patterns of emigration and immigration. Explore reasons for emigration and Immigration. Evaluate the impact on population.

Identify what **social policy** is. Recognise how policy impacts the family.

Establish an understanding of key policies. Discuss what policy is and give examples.

Identify different social policies and sociological perspectives. Consider the merits of different Perspectives. Examine the bedroom tax and same sex marriage.

Assessment: Mock exam - All AOs mix of families and education

5. Perspectives on the role of education

Establish Durkheim's views on the role of education.

Summarise key concepts associated with Durkheim's work – social solidarity and specialist skills. Examine the views of Parsons and his work on meritocracy. Identify the work of Davis and Moore. Compare theorists and evaluate functionalism. Investigate the New Right's views on the education system. Evaluate.

Develop an understanding of Marxist views on education. Review Althusser's work on Ideological State Apparatus and Repressive State Apparatus. Examine the work of Bowles and Gintis and the correspondence principle and hidden curriculum. Outline the work of Willis. Develop an understanding of Neo-Marxism. Explore key criticisms of Marxism. Identify postmodern views of education.

Assessment: 30 mark question allowing students to compare and evaluate theories on the role of education

4. Changing family patterns and family diversity

Identify key trends of divorce. Explain why changes have occurred. Examine key divorce policy. Review explanations for changes. Explore key theoretical perspectives on divorce.

Compare changes in patterns of marriage and cohabitation.

Review partnerships. Examine same-sex relationships and examine why they have become more commonplace.

Assess the reasons why single-person households have increased.

Identify the main changes in child bearing and child rearing. Prioritise the reasons for changes.

Distinguish what family diversity is.

Summarise modernity. Explore the process of globalisation and assess its impact. Identify what modern society looks like. Explore and evaluate key modern theorists Parsons and the New Right.

Examine Chester's view on the family. Identify Rapoport's view on the family. Explore the five types of family diversity.

Understand the postmodern theory of society. Focus on the process of globalisation. Analyse the changes to the family in postmodern world.

Assessment: Tier 3 vocabulary 10 mark question

4. Methods in context.

Develop an understanding of how sociologists research education. Examine some of the problems that sociologists may find carrying out research into education. Identify issues of access in to educational establishments. Explore power relationships within school. Examine legal frameworks and the different settings that exist within schools. Apply research methods to the classroom. Explore key issues in researching teachers. Examine key issues in researching students. Examine key issues in researching parents.

Assessment: 20 mark methods in context

WLA Sociology

Curriculum theme:

Synoptic study and embedded knowledge

Topics in year 13 are designed to deepen students' understanding of basic sociological concepts such as theory, method and evaluation. They will gain a synoptic view which will allow them to apply their knowledge and skills to the demands of the exam. Students will revise and refine their academic techniques in Year 13 with time to revisit the content covered in Year 12 in preparation for their A Level exams. Plenty of opportunities will be given to exam practices, detailed whole class and individual feedback and focused areas for further progression.

13

3. Media representations - sexuality and disability

Explore how sexuality is portrayed through signifiers (Craig) and the theory of symbolic annihilation (stonewall). Consider changes in representation, particularly in the new media. Establish 2 broad sociological views of disability - disabled by physical impairment or disabled by society. Look at Barnes' stereotypes of disability in the media and find contemporary examples. Telethons and disability. Newspaper representation of the disabled

Assessment: 10 mark item question, introducing extended analysis and evaluation for AO3

3 Crime and Deviance - Globalisation, Green Crime and State crime

Recap key foundations of globalisation. Understand what global crime is and develop key examples. Evaluate the relationship between globalisation and crime. Understand the different types of green crime. Identify what primary and secondary green crime is. Evaluate sociological explanations of environmental harm. Identify what state crime is. Explore key examples. Understand the relationship between state crimes and human rights.

Assessment: 10 mark item question, introducing extended analysis and evaluation for AO3

2. Selection and Presentation of the News

Identify what news values are. Examine a variety of news articles to identify key news values. Review the work of Galtung and Ruge. Consider social construction of the news.
Examine the influence of owners in the production of the news. Consider the ways in which citizen journalism impacts the production of the news. Review organisational constraints and how they impact the production of the news. Examine the difference between agenda setting and gate keeping. Look at how the media is responsible for norm setting. Establish what a moral panic is. (reference to previous work on Crime and Deviance) Explore contemporary examples of moral panics. Judge whether moral panics are still relevant in the new media age.

Assessment: Tier 3 vocabulary 10 mark question

2 Crime and Deviance, Gender, Ethnicity, Media

Examine the main patterns of gender and criminal behaviour and why these patterns exist. Explore why women commit less crime than men. Evaluate the key arguments. Explore notions of differential treatment of men and women within the criminal justice system. Understand key concepts; hegemonic masculinity and body capital.
Identify the key trends and patterns in the rates of offending by different ethnic groups. Explore the reasons behind the patterns. Understand the relationship between the criminal justice process and ethnicity. Evaluate sociological explanations of the relationship between ethnicity, offending and criminalisation. Examine victim surveys. Develop an understanding of self-report studies. Understand why certain ethnic groups are more likely to be victimised.
Know the main patterns of media representation of crime and how these differ from the picture of crime in official statistics. Understand and evaluate different views of the media as a cause of crime. Understand what a moral panic is. Examine the media's role in the creation of moral panics. Identify contemporary examples of moral panics.

Assessment: Report about bias against women using a case study - Myra Hindley, Maxine Carr, Karen Matthews or any other

1. Media - Globalisation and Popular Culture

Review key beliefs of post-modernism. McCluhan and the Global Village. Develop an understanding of the work of Baudrillard and Strinati. Assess post-modern views of the media. Understand the difference between High, folk and popular culture. Explore the marxist theory of cultural imperialism, Americanisation, Mcdonaldisation and the postmodern theory of Cultural Hybridisation, participatory culture, hybridised media culture. Evaluation of theories

Assessment: Student presentations on popular culture.

1. Crime and Deviance - Perspectives

Understand the functionalist perspective on crime. Outline and evaluate the work of Durkheim.
Examine the strain theory. Understand the concept of strain theory. Outline and evaluate the work of Merton Identify the subcultural theory Cohen. Explain the difference between strain theory and subcultural theory. Examine the development of subcultural theory by Cloward and Ohlin. Evaluate subcultural theory. Understand why labelling theories regard crime and deviance as socially constructed. Examine the key problems associated with crime statistics. The labelling process and its consequences for those who are labelled. Evaluate labelling theory.
Understand why Marxists see crime as inevitable within capitalism. Understand traditional Marxist approaches to crime. Examine why capitalism is criminogenic. Examine the work of Chambliss and Box. Explore notions of white collar crime. Evaluate Marxist theories.
Examine the key foundations of realism as a contrast to labelling. Explore right realism. Explore rational choice theory and Wilson's zero tolerance. Identify key policy associated with right realism. Develop an understanding of left realism. Identify key policy associated with left realism. Evaluation. Young and theories of late modernity.

Assessment: Tier 3 vocabulary 10 mark question

Year 12 recap

We will be revisiting all of the skills and knowledge developed in Year 12. Throughout all of the units in Year 13, we will be adding to the layers of prior knowledge and developing our skills and knowledge further.

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Curriculum theme:

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13

6. The relationship between the media, their content and presentation, and audiences

Outline the range of media effects models. Examine the hypodermic syringe model. Develop an understanding of the key features of this model. Examine the cultural effects model. Review the work of Neo-Marxism. Develop an understanding of the key criticisms of this theory. Distinguish the key features of the two-step flow model. Examine the work of Katz and Lazarsfeld. Develop an understanding of the strengths and weaknesses of this model. Outline the key features of the encoding/decoding and reception analysis model. Develop an understanding of the selective filter model. Establish key criticisms of both models.

Assessment/Revision: Past papers, modelling, assessing sample answers, self and peer assessment

6. Theory - Structuralist, Action, Globalisation and post modernity

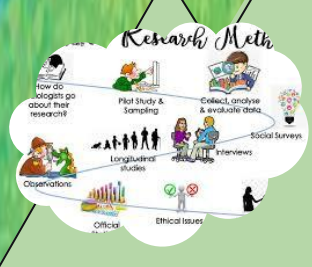
Review structure versus action. Examine key functionalist Concepts. Society as a system. Merton's internal critique. External critiques. Outline work of Marxism. Explore the two marxisms, Gramsci and Althusser. Evaluate Marxism. Explore four types of feminism. Evaluate. Review structure versus action. Identify key concepts associated with action perspectives. Weber, social Action Theory, Mead, Symbolic Interactionism. Review phenomenology, ethnomethodology and structuration theory. Review modern society. Explore globalisation and the impact this has had on society in creating a post-modern society. Re-examine late modernity and Marxist theories of post-modernity.

Assessment/Revision: Past papers, modelling, assessing sample answers, self and peer assessment, Tier 3 vocabulary

5. Media Representations - Age and Gender

Examine representations of childhood and of youth and associations with folk devils. Develop an understanding of how adults are represented. Summarise media stereotypes of the elderly. Identify how representations are changing and consider whether the changes are ideologically or economically driven. Identify the main representations of gender. Examine the work of Connell and Wolf. Understand how males and females are stereotyped in the media. Review how men and women are stereotyped in the media. Identify theoretical explanations for gender stereotyping. Explore how stereotypes are changing.

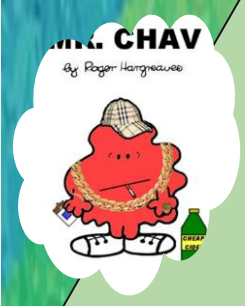
Assessment: 20 mark question exploring Media representation



5. Theory and Methods

Methods will have been covered in the first year as part of preparation for the methods question in A-level Paper 1. This topic will be reviewed and discussed in more detail than covered previously and will look at more synoptic links with regards to methods. It will also develop students' knowledge of key studies that have used each method. Review what values are. Recap objectivity, subjectivity and committed sociology. Examine funding and the impact of funding on values. Discuss the debate – should sociology be a science. Review key policy and identify theoretical viewpoints on policy. Review positivism and interpretivism. Identify how theory guides social research.

Assessment: 20 mark methods question, self and peer assessment



4. Media representations - Class and Ethnicity

Consider the media representation of class. Recap on the meaning of social class. Consider representation of the upper classes, the monarchy, wealth, the middle classes, the working class and poverty/underclass. Explore general features of representations. Summarise media stereotypes Identify how representations are changing.

Explore general features of representations of ethnicity. Summarise media stereotypes of ethnicity. Explore Islamophobia. Develop an understanding of theoretical explanations for stereotyping of ethnicity. Identify how representations are changing.

Mock exam 3 papers exploring all units

4. Crime and Deviance - Crime Prevention and control, Victimology

Understand and be able to evaluate a range of crime prevention and control strategies. Examine the use of surveillance as a form of control. Understand and evaluate the different perspectives on punishment. Know the main trends in sentencing and understand their significance. Examine the work of Wilson, Foucault and others. Use case studies to illustrate theories, such as Zero tolerance policing in New York and Perry pre-school project.

Identify patterns of victims of crime. Explore reasons why certain groups are more likely to be victimised. Evaluate impact of positivist and critical victimology.

Assessment: Mock exam 3 papers exploring all units

Year 12 recap

We will be revisiting all of the skills and knowledge developed in Year 12. Throughout all of the units in Year 13, we will be adding the layers of prior knowledge and developing our skills and knowledge further.

WEST LAKES ACADEMY