

Sociology Department Curriculum Overview



Curriculum Overview

The Sociology Department at Bentley Wood High School aims to inspire students to reflect upon the world we live in and become curious and motivated to learn more about sociological issues within British society.

By studying sociology, students will acquire a greater understanding and awareness of social, political, legal and educational changes in society and their implications. They will develop a greater sense of tolerance and understanding of class, gender and ethnic diversity and differences in society. They will obtain a broad insight into the inter-relationships between individuals, groups, institutions and societies.

Sociology will provide students with the exciting opportunity to reflect on contemporary social issues that are often relevant to their own social experiences. It also opens up fascinating discussions, for example 'nature versus nurture?', 'how do sociologists investigate inequality in society?' and 'what is the purpose of education?'.

Students will acquire knowledge and a critical understanding of contemporary society. They will have the opportunity to develop a broad set of desirable key skills, including the ability to analyse and formulate clear, logical arguments, with scope for extensive evaluation from a range of theoretical perspectives. They will be supported to develop growth mindsets and become independent and reflective learners.

The course content has been designed to inspire, nurture and develop learners.

Students follow the AQA AS syllabus in year one and the AQA A Level syllabus in year two. Students will study core topics of Education, Theory and Methods and Crime and Deviance and optional topics of Families and Households and Beliefs.

Core themes of socialisation, culture and identity, social differentiation, power and stratification run throughout the course with a central focus on contemporary UK society and changes within a globalised context.

Sociological theories are central to the course and students will examine the significance of conflict and consensus theories in relation to key institutions and social groups.

Students will develop an in depth practical, ethical and theoretical analytical understanding of how society can be studied and investigated through research methods.

Year 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><u>Education Topic</u></p> <p>Introduction to sociology and education topic</p> <p>Functionalist perspective of the roles of education</p> <p>New Right perspective of the role of education</p> <p>Marxist perspective of the role of education</p> <p>Feminist / Postmodern Perspective of the role of education</p> <p><u>Families and Households Topic</u></p> <p>Core themes: Socialisation, culture and identity</p> <p>Social differentiation, power and stratification.</p> <p>Childhood</p> <p>Functionalist Theories of the Family</p> <p>New Right Theory of the family</p> <p>Marxist theory of Family</p> <p><u>Research Methods Topic</u></p> <p>Introduction to Research Methods</p> <p>Influences on choice of research topic and methods and research design. Practical, ethical and theoretical PET</p>	<p><u>Education Topic</u></p> <p>Educational achievement and social class - External Factors</p> <p>Educational achievement and social class - Internal Factors</p> <p>Educational achievement and Ethnicity - External Factors –</p> <p>Educational achievement Ethnicity – Internal Factors</p> <p><u>Families and Households Topic</u></p> <p>Feminist theory of family</p> <p>Post modernism and the Family</p> <p>Gender roles, DDOL and Power Relationships in Contemporary society</p> <p><u>Research Methods Topic</u></p> <p>Experiments – scientific, experimental and the comparative method</p> <p>Secondary sources public and private documents including case studies and life histories</p>	<p><u>Education Topic</u></p> <p>Educational achievement Ethnicity – Internal Factors</p> <p>Educational achievement Gender – External Factors</p> <p>Educational achievement Gender – Internal Factors</p> <p><u>Families and Households Topic</u></p> <p>Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalization</p> <p>Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, and the diversity of contemporary family and household structures.</p> <p><u>Methods in Context Topic</u></p> <p>Methods in context – Research Context and Characteristics; pupils, teachers and classrooms</p> <p>Methods in Context – The Research Context and Characteristics; school and parents & How to answer a MIC Question</p>	<p><u>Education Topic</u></p> <p>Gender- Subject choice and Vocational Education</p> <p>Educational Policy Aims of Educational Policy and Tripartite System and Comprehensive Act. Marketisation and parentocracy. Education Policies from 1997</p> <p><u>Families and Households Topic</u></p> <p>Family diversity</p> <p>Social Policy and Family Life</p> <p>The Sociology of Personal Life and Contemporary Developments of the Family</p> <p><u>Methods in Context Topic</u></p> <p>Methods in Context - Experiments and Education - Focus on Rosenthal and Jacobson’s study and lab examples too.</p> <p>Methods in Context - Questionnaires and Education</p> <p>Methods in Context - Interviews and Education</p>	<p><u>Education Topic</u></p> <p>Educational Policy Privatisation and globalization</p> <p>Revision lessons</p> <p>AS Exam</p> <p><u>Families and Households Topic</u></p> <p>Revision lessons</p> <p>AS Exam</p> <p><u>Methods in Context Topic</u></p> <p>Revision lessons</p> <p>AS Exam</p>	<p><u>Crime and Deviance Yr 13 Topic</u></p> <p>Introduction to A-Level Topics</p> <p>Media and Crime</p> <p><u>Beliefs Yr 13 Topic</u></p> <p>Introducing Beliefs</p> <p>Definitions of Religion</p> <p>Religious organisations</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Positivism & interpretivism Questionnaires and sampling methods. Interviews Observations Participant and non-participant	Secondary Sources - Content analysis and official statistics Strong conclusions - Methodological pluralism and triangulation / Mini mock on research methods		Methods in Context - Observations and Education Methods in Context – Official Statistics and Education Methods in Context – Secondary Sources - documents and Education		
Year 13	<u>Crime and Deviance Topic</u> Introduction to Crime and Deviance Functionalist explanations of crime Subcultural theory explanation of crime Social Bond Theory Marxist explanations of crime Neo -Marxist explanations of crime New Criminology and Critical Criminology – Zeminology <u>Beliefs Topic</u> Functionalist approaches to understanding religion Marxist theories of Religion The Neo-Marxist approach to understanding religion	<u>Crime and Deviance Topic</u> Interactionist explanations of crime Realist explanations of crime Left realist explanations of crime Post-modernism and crime and feminism and crime. Measuring Crime <u>Beliefs Topic</u> Post-modernist approaches to understanding religion Social action Interpretivist approaches to understanding religion Religion, social change, conflict and stability	<u>Crime and Deviance Topic</u> Gender and Crime Ethnicity and Crime Class and Crime Globalisation and Crime <u>Beliefs Topic</u> Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices	<u>Crime and Deviance Topic</u> Green and State Crime Crime Prevention and Control Surveillance Victimology <u>Beliefs Topic</u> The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions Ideology, science and religion, including both Christian and non-Christian religious traditions <u>Theory Topic</u>	<u>Crime and Deviance Topic</u> Revision A Level Exam <u>Beliefs Topic</u> Revision A Level Exam <u>Theory Topic</u> Conflict theories revision Consensus theories revision Social action theories revision Key debates revision AS Content Revision	Support with career / higher education preparation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Feminist approaches to understanding religion <u>Theory Topic</u> Functionalism Marxism Feminism AS Content retrieval practice	<u>Theory Topic</u> Interaction -ism AS Content retrieval practice	<u>Theory Topic</u> Post modernity Is Sociology a Science AS Content retrieval practice	Objectivity and value freedom Sociology and Social policy AS Content retrieval practice		