

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 A Level syllabus in year one and two. Students will study core topics of Education, Theory and Methods and Crime and Deviance and optional topics of Families and Households and Beliefs. A Level is assessed through three external exam papers in the summer.

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

	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 Y12 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	Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice	<u>Theory Topic</u>	Objectivity and value freedom		
	Y12 Content Retrieval Practice	Y12 Content Retrieval Practice	Functionalism Marxism Feminism Interactionism Post modernity Y12 Content Retrieval Practice	Sociology and Social policy Is Sociology a Science Y12 Content Retrieval Practice		