



Dallam School

Curriculum Overview

Faculty: Humanities
Subject: Sociology
Year Group: 12 & 13

Year 12				
AUTUMN		SPRING		SUMMER
Education with Methods & Theory	Topics in Sociology	Education with Methods & Theory	Topics in Sociology	Mocks
Role of Education in Society	Family & Households	Research Methods	Family & Households	Theory & Methods
By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i> :				HALF TERM 1
<ul style="list-style-type: none"> ➤ the role and functions of the education system, including its relationship to the economy and to class structure ➤ differential educational achievement of social groups by social class, gender and ethnicity in contemporary society ➤ relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning ➤ the significance of educational policies, including ➤ policies of selection, marketisation privatisation, and ➤ policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; ➤ The impact of globalisation on educational policy 	<ul style="list-style-type: none"> ➤ the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies ➤ changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures ➤ gender roles, domestic labour and power relationships within the family in contemporary society 	<p>Methods in Context – applying research methods to the topic of Education.</p> <ul style="list-style-type: none"> ➤ Using experiments to investigate education ➤ Using interviews to investigate education ➤ Using questionnaires to investigate education ➤ Using observations to investigate education ➤ Using official statistics to investigate education ➤ using documents to investigate education 	<p>Continuation of Families and Households.</p> <ul style="list-style-type: none"> ➤ the nature of childhood, and changes in the status of children in the family and society ➤ demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation. 	<ul style="list-style-type: none"> ➤ Revision and consolidation of Education with Methods & Theory ➤ Examination Practice ➤ Revision and consolidation Family & Households ➤ Y12 Mock examinations & feedback
<i>Tier 3 vocabulary</i>				
<i>Teaching skills and knowledge, Selective role: meritocratic, Socialisation role: teaching acceptance of rules and authority (agent of social</i>	<i>Nuclear family , Extended family , Lone parent family , Reconstituted family , Households , Reproduction , Primary socialisation, Emotional</i>	<i>Attrition rate., Bias, Case study, Closed Questions, Confidentiality ,Covert research, Dependent and independent variables, Ethnography,</i>	<i>Nuclear family , Extended family , Lone parent family , Reconstituted family , Households , Reproduction , Primary socialisation, Emotional</i>	

Year 12				
AUTUMN		SPRING		SUMMER
Education with Methods & Theory	Topics in Sociology	Education with Methods & Theory	Topics in Sociology	Mocks
Role of Education in Society	Family & Households	Research Methods	Family & Households	Theory & Methods
control – formal and informal) , Primary education, Secondary education, further and higher education , Independent sector: private schools and public schools , State schools , social mobility , Educational achievement, Ethnicity, Social class, Nature\ nurture debate, Parents' expectation, Material deprivation, Cultural deprivation, Labelling, self-fulfilling prophecy, Halo effect, Streaming and sets	gratification and nurture, Economic provision , Monogamy, Polygamy, Serial monogamy , Separation , “Empty shell marriage”	Ethics/ ethical factors, Experiments, Extraneous variables ,Field diary, Field experiments –, Focus groups, Formal content analysis, Going native, Group interviews, Hawthorne effect, Hypothesis, Imposition problem, Informed consent, Interpretivism, Interviews, Interviewer bias, Interview schedule, Laboratory experiments, Leading questions, Life documents, Longitudinal studies., Likert scale –, Multistage sampling –., Non-participant observation, Objective knowledge	gratification and nurture, Economic provision , Monogamy, Polygamy, Serial monogamy , Separation , “Empty shell marriage”	
They will understand (key concepts):				HALF TERM 2
<ul style="list-style-type: none"> ➤ the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts' ➤ the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research ➤ consensus, conflict, structural and social action theories ➤ the concepts of modernity and post-modernity in relation to sociological theory ➤ the nature of science and the extent to which Sociology can be regarded as scientific ➤ the relationship between theory and methods ➤ debates about subjectivity, objectivity and value freedom ➤ the relationship between Sociology and social policy. <p>All A level Sociology students' study four of the key institutions in our society - Education, Families, Beliefs (Religion) and Crime. In addition to gaining a deep understanding of the various institutions we have and how they interlink with one another students will also develop their knowledge of how sociologists study society through Research Methods and key Sociological perspectives/theories. Students will develop their ability to apply sociological concepts to current events and topical issues in our society and beyond.</p> <p>Students are able to explain society from different sociological perspectives. They can then use this knowledge to logically and coherently explain differences in Educational Achievement and differences in experiences within families e.g. different experiences in childhood and sociological explanations of family diversity.</p> <p>Students are able to evaluate contrasting theories/perspectives using research evidence to support and refute theories. They are able to analyse and evaluate the use of a range of research studies to study society in a range of contexts. Through the teaching of these topics, they develop their knowledge of how to construct a logical and coherent argument back with evidence and theory.</p>				<ul style="list-style-type: none"> ➤ Introduce Year 13 content – Theory and Methods ➤ Functionalist Theories ➤ Marxism Theories ➤ Feminist theories ➤ Social Action Theories
They will know how to (key skills):				
<ul style="list-style-type: none"> ➤ Use quantitative and qualitative methods of research; ➤ Carry out research design ➤ Use sources of data, including questionnaires, interviews, participant and non-participant ➤ Carry out observation, design and review experiments, interrogate documents and official statistics ➤ Evaluate the distinction between primary and secondary data, and between quantitative and qualitative data 				

Year 13				
AUTUMN		SPRING		SUMMER
Crime & Deviance with Methods & Theory	Topics in Sociology	Crime & Deviance with Methods & Theory	Topics in Sociology	Exam Preparation
	Global Development	Research Methods	Global Development	Theory & Methods
By the end of this term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i> :				HALF TERM 1
<p>Sociological explanations of the following content:</p> <ul style="list-style-type: none"> ➤ crime, deviance, social order and social control ➤ the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime ➤ globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes ➤ crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. 	<p>Sociological explanations of the following content:</p> <ul style="list-style-type: none"> ➤ development, underdevelopment and global inequality ➤ globalisation and its influence on the cultural, political and economic relationships between societies ➤ the role of transnational corporations, non-governmental organisations and international agencies in local and global strategies for development 	<p>Methods in Context – applying research methods to the topic of Crime & Deviance.</p> <ul style="list-style-type: none"> ➤ Using experiments to investigate crime & deviance ➤ Using Interviews to investigate crime & deviance ➤ Using questionnaires to investigate crime & deviance ➤ Using observations to investigate crime & deviance ➤ Using official statistics to investigate crime & deviance ➤ Using documents to investigate crime & deviance 	<p>Continuation of Global Development</p> <ul style="list-style-type: none"> ➤ development in relation to aid and trade, industrialisation, urbanisation, the environment, and war and conflict ➤ employment, education, health, demographic change and gender as aspects of development. ➤ . 	<ul style="list-style-type: none"> ➤ Revision and consolidation of Education with Methods & Theory ➤ Examination Practice ➤ Revision and consolidation Family & Households
Tier 3 vocabulary				
<p><i>Anomie , The context Dependency Deviance – , Corporate Crime , Crime , Crimogenic Capitalism , Dark figure of crime , Deviance , Dog Eat Dog Society , Ideology , Ideological Functions , Labelling , Moral Entrepreneurs , Neutralisation of Opposition , Official Crime Statistics , Police recorded Crime , Rational Choice Theory , Relative Deprivation , Self-Report Studies , Selective Law Enforcement , Self-Fulfilling Prophecy , Social Regulation , Socially Constructed , Society of Saints , Victim Surveys , Status frustration , Subculture , The Underclass , White Collar Crime , Zero Tolerance Policing ,</i></p>	<p><i>TNCs, globalisation, underdevelopment, World Systems Theory, Theories of Development, inequality, inequity,</i></p>	<p><i>Official statistics , Open-ended question , Operationalising concepts, Positivism, Practical factors, Pre-coded, or closed questions, Qualitative data, Quantitative data., Quota sampling, Random sampling, , Sampling frame, Secondary data, Semi-structured interviews – , Snowball sampling, Socially constructed, Stratified sampling., Structured or formal interviews, Subjective knowledge, Systematic sampling, Target population, Textual analysis, , Thematic analysis, Theoretical factors, Transcription, Triangulation, Unstructured interviews, Validity – , Value Freedom, Verstehen</i></p>	<p><i>Industrialisation, urbanisation, demographic change, gender relations, feminization of labour, marianismo</i></p>	
They will understand <i>(key concepts)</i> :				

- the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research
- consensus, conflict, structural and social action theories
- the concepts of modernity and post-modernity in relation to sociological theory
- the nature of science and the extent to which Sociology can be regarded as scientific
- the relationship between theory and methods
- debates about subjectivity, objectivity and value freedom
- the relationship between Sociology and social policy.

All A level Sociology students' study four of the key institutions in our society - Education, Families, Beliefs (Religion) and Crime. In addition to gaining a deep understanding of the various institutions we have and how they interlink with one another students will also develop their knowledge of how sociologists study society through Research Methods and key Sociological perspectives/theories. Students will develop their ability to apply sociological concepts to current events and topical issues in our society and beyond.

Students are able to explain society from different sociological perspectives. They can then use this knowledge to logically and coherently explain differences in Educational Achievement and differences in experiences within families e.g. different experiences in childhood and sociological explanations of family diversity.

Students are able to evaluate contrasting theories/perspectives using research evidence to support and refute theories. They are able to analyse and evaluate the use of a range of research studies to study society in a range of contexts. Through the teaching of these topics, they develop their knowledge of how to construct a logical and coherent argument back with evidence and theory.

They will know how to (*key skills*):

- Use quantitative and qualitative methods of research;
- Carry out research design
- Use sources of data, including questionnaires, interviews, participant and non-participant
- Carry out observation, design and review experiments, interrogate documents and official statistics
- Evaluate the distinction between primary and secondary data, and between quantitative and qualitative data