

**CURRICULUM MAP**

<b>Subject</b>	<b>Sociology</b>
<b>Head of Department</b>	<b>Seana Mates</b>

**SCHOOL INTENT**

**Rutlish School Vision:** Rutlish School is committed in providing **the highest quality education and opportunities** for students.

*Through all we do, we prepare students for opportunities, responsibilities and experiences later in life. We aim to inspire, enable and facilitate lifelong learners able to build on their individual strengths and capabilities, who achieve their ambitions. We seek to support our students becoming **healthy, happy, successful** modern people young adults; knowledgeable, kind, aware, confident, capable and skilful members of society. (Curriculum Intent)*

**Rutlish School Mission Statement: “Modeste, Strenue, Sancte: Be modest, be thorough, pursue righteousness”**

*We want students to:*

**succeed** *(we strive to provide pathways to support their success)*

**embrace challenge**, *build resilience, overcome setbacks and become increasingly independent in pursuit of their goals*

**be aware of their responsibilities** *and feel confident to participate and contribute to society. (Curriculum Intent)*

**Rutlish School: Curriculum Intent**

Rutlish School provides a meaningful, broad and balanced curriculum, which is accessible to all, as well as supports and challenges all students.

**The School aims to:**

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point;
- ensure all students can successfully access the curriculum offer, making any reasonable adjustments required where particular needs are identified;
- ensure that the curriculum is accessible to all abilities and that planning and teaching aim to support, stretch and challenge all learners across a full range of abilities;
- provide a curriculum that is sequenced to build skills and knowledge throughout students’ time at Rutlish School, to equip them for their next steps in education, and careers and in life;
- provide a curriculum that promotes a deeper and wider understanding of the world outside of the classroom;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allow students to form informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- provide opportunities for students to personalise and apply learning in other contexts, including personal and cross-curricular;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers;
- provide opportunity to encourage students’ curiosity, creativity, self-expression, resilience, and confidence;
- develop staff to deliver skills beyond their own subject specialism and incorporate cross curricular initiatives, in particular Literacy, Reading, Numeracy, ICT and Enterprise;
- ensure that our curriculum offer support for different educational and career pathways, including EBACC and vocational;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

**DEPARTMENT INTENT**

We have constructed a curriculum that is engaging, ambitious, and is designed to stretch and challenge all learners in our classrooms. Through excellent provision & planning which is aimed at meeting the needs of all learners, and with the use of well executed differentiation. We do this to ensure that all can access the curriculum and so that all can make expected progress or more.

Within Sociology we aim to develop our learners into well rounded, open minded, critical thinking young adults. We hope that our learners become active members of society who whole-heartedly embrace our diverse culture and rigorously engage with topical issues as and when they arise throughout their lives.

All learners will study a full curriculum, encompassing core sociological theories, research and debates that are underpinned by critical analysis and independent thinking.

**KEY STAGE 5 RATIONALE/ INTENT**

Sociology is an engaging and challenging subject which aims at developing our students’ to take an analytical approach to understand society, challenging ideas and forming arguments on topics relative to them but rarely considered as impacting individuals. At Rutlish, we aim to develop students’ love of insight and knowledge through the study of Sociology. Students will develop their ability to think critically and to defend their own positions with the use of technical and sociological terminology. Pupils will gain a deeper understanding of some of the fundamentals of Sociology, such as theories and researching wider society. Pupils will question and challenge existing theory and apply their understanding supported by scholarly discourse.

Sociology provides students with invaluable skills that will benefit them in a cross-curricular manner, allowing them to develop their essay writing, critical thinking, analysis and concept synthesis abilities.



## YEAR 12

## KNOWLEDGE

**UNIT OF WORK:****Families and Households**

Pupils study seven key areas in families and households;  
**Couples-** This area of families and households outlines the different ways that members may be treated (positively and negatively) within the family or interact with their roles within the family; including the decision- making process and significance of decisions in couples. There is a focus on male and female couples but there are contemporary links to the way the families may appear in modern society- same- sex couples.

**Childhood-** The following topic addresses the social construction of the notion of childhood- how this varies culturally and over time. In relation to the time and place of childhood, this topic also delves into the contrast within childhood and the treatment of children- both positively and negatively.

**Theories of families-** This topic unifies all the other ideas, taking into consideration the main structural approaches to understanding the family (Functionalist, Marxist, Feminist). Interest is paid to the role of the family for wider society and individual perception of the family is acknowledged through the personal life perspective.

**Demography-** This topic has considerable relations to topics found in Geography whereby there is understanding of the correlation between birth and death rates over the years, and how this relates to who is giving birth and the life span of those born into different societies.

**Changing family patterns-** Linking to the many ideas that stem from demography, this topic allows students to see how family structures have changed. Aspects of this topic prepare the students for their venture into family diversity and social policy's influence on these changes.

**Family diversity-** Identifies the varying ways that the family could be presented to the wider society. The differences looked at consider social factors, sexuality, and ethnic differences to allow the students to collate their understanding and present arguments using evidence of

**UNIT OF WORK:****Education**

Pupils study six key areas in education;  
**Class differences in achievement (internal and external)** – This area of education in sociology allows the students to understand the impact of factors inside and outside of school in impacting academic success. They can find out how the home (the environment and the income) may improve or impede on a student. As well as, how the teachers view may be influenced by the student's individual traits and characteristics.

**Ethnic differences** – This aspect of education delves into institutional racism; how education as an institution could uphold ethnic discrimination. This perception about educational attainment dependent of racial privilege and restrictions, whether intentionally or unintentionally.

**Gender differences in education** – Allowing the students to understand the academic differences between male and female students. This links to who is most likely to underachieve and in which subject, and why this may be. Overall, beginning to understand how social policies have led to possible gender differences in academic success.

**The role of education in society** – Applying the understanding of education to the wider society in the form of individual identity and studies into long-term bearings this may have on self-actualisation.

**Educational policy and inequality-** This final topic inks the politics to education. It ventures into the ways in which the government have combatted the differences outlined (gender and ethnic, also socio- economic). This sums up and could provide justification for arguments within the other topics e.g. evaluating the reasons for the gender differences found amongst male and female students.

**UNIT OF WORK:****Research Methods with Methods in Context**

Pupils study seven key areas in research methods;  
**Choosing a research method-** This introductory topic invites students to understand the many steps that researchers need to consider before beginning the research process. Students are encouraged to think about the research topic and the researcher themselves, this will allow them to analyse the many reasons that a researcher may choose their chosen methodology. They will also be introduced to key terminology that will be needed throughout the topic and linked to their understanding of education to address the methods in context question. This includes practical, ethical and theoretical issues that are themes when studying different research methods in depth.

**Experiments-** The students will be introduced to and learn to evaluate the usefulness of the different types of experiments: laboratory, field, comparative methods

**Questionnaires-** The students will be introduced to and learn to evaluate the usefulness of the different types of questionnaires and the questions that may be included: structured and unstructured questions.

**Interviews-** The students will be introduced to and learn to evaluate the usefulness of the different types of interviews the questions that may be included: structured, unstructured, face- to- face, telephone, group.

**Observations-** The students will be introduced to and learn to evaluate the usefulness of the different types of observations: participant, non- participant, overt, covert.

**Secondary sources-** The students will be introduced to and learn to evaluate the usefulness of the different types of secondary sources of data including documents and diaries. By now the students should be able to understand the different between primary and secondary research and apply this knowledge to their evaluation of using secondary sources to research and generalise to society.



	<p>different types of family, in relation changes in family patterns.</p> <p><b>Families and social policy-</b> This final topic inks the politics to the family. It ventures into the ways in which the government and the varying social institutions have and continue to be involved with the family. This sums up and could provide justification for arguments within the other topics e.g. evaluating the reasons for the changing patterns in the family.</p>		
KEY SKILLS	<ul style="list-style-type: none"> <li>- Literacy skills developed through essay writing and exam question practice.</li> <li>- In depth analysis.</li> <li>- Evaluation, appraisal and reaching a conclusion.</li> <li>- Synoptic linking.</li> <li>- Critical thinking.</li> <li>- Debate.</li> <li>- Theory development and debate.</li> <li>- Defending positions/ perspective.</li> <li>- Application of content to exam requirements.</li> <li>- Concept synthesis.</li> <li>- Abstract concept analysis.</li> <li>- Application to wider context (within society)</li> </ul>	<ul style="list-style-type: none"> <li>- Literacy skills developed through essay writing and exam question practice.</li> <li>- In depth analysis.</li> <li>- Evaluation, appraisal, and reaching a conclusion.</li> <li>- Synoptic linking.</li> <li>- Critical thinking.</li> <li>- Debate.</li> <li>- Defending positions/ perspective.</li> <li>- Application of content to exam requirements.</li> <li>- Concept synthesis.</li> <li>- Abstract concept analysis.</li> <li>- Application to wider context (within society)</li> <li>- Linking to society relevance and significance</li> </ul>	<ul style="list-style-type: none"> <li>- Literacy skills developed through essay writing and exam question practice.</li> <li>- In depth analysis.</li> <li>- Evaluation, appraisal and reaching a conclusion.</li> <li>- Synoptic linking.</li> <li>- Critical thinking.</li> <li>- Debate.</li> <li>- Defending methodologies and approaches.</li> <li>- Application of content to exam requirements.</li> <li>- Concept synthesis.</li> <li>- Abstract concept analysis.</li> <li>- Contextual application of approaches and theory.</li> </ul>
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>Content:</p> <ul style="list-style-type: none"> <li>• Sociological subject matter.</li> <li>• Historical and political context to sociological theory and contemporary society.</li> <li>• Sociology in action.</li> <li>• Arguments surrounding the advantages and disadvantages of family diversity.</li> <li>• Argument mapping using premises and conclusions.</li> <li>• Argument identification and analysis.</li> <li>• Defence and critique of arguments leading to reasoned judgements.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• In depth analysis.</li> <li>• Evaluation and appraisal.</li> <li>• Argument identification.</li> <li>• Critical thinking.</li> <li>• Synoptic linking.</li> <li>• Literacy development.</li> <li>• Application of content to exam style questions.</li> <li>• Concept synthesis.</li> <li>• Abstract concept analysis.</li> </ul>	<p>Content:</p> <ul style="list-style-type: none"> <li>• Sociological subject matter.</li> <li>• Historical and political context to sociological theory and contemporary society.</li> <li>• Argument mapping using premises and conclusions.</li> <li>• Argument identification and analysis.</li> <li>• Defence and critique of arguments leading to reasoned judgements.</li> <li>• Academic success and attainment.</li> <li>• Arguments surrounding internal and external factors that impact academic success.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• In depth analysis.</li> <li>• Evaluation and appraisal.</li> <li>• Argument identification.</li> <li>• Critical thinking.</li> <li>• Synoptic linking.</li> <li>• Literacy development.</li> <li>• Application of content to exam style questions.</li> <li>• Concept synthesis.</li> <li>• Abstract concept analysis.</li> </ul>	<p>Content:</p> <ul style="list-style-type: none"> <li>• Sociological subject matter.</li> <li>• Sociological methodology.</li> <li>• Argument mapping using premises and conclusions.</li> <li>• Argument identification and analysis.</li> <li>• Defence and critique of arguments leading to reasoned judgements about validity or reliability.</li> <li>• Research qualities.</li> <li>• Interpretivism.</li> <li>• Positivism.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• In depth analysis.</li> <li>• Evaluation and appraisal.</li> <li>• Argument identification.</li> <li>• Critical thinking.</li> <li>• Synoptic linking.</li> <li>• Literacy development.</li> <li>• Application of content to exam style questions.</li> <li>• Concept synthesis.</li> <li>• Abstract concept analysis.</li> </ul>



<p><b>LINKS TO THE WORLD</b> i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects</p>	<ul style="list-style-type: none"> <li>Sociological arguments about the benefits of family primary socialisation on society</li> <li>Social policy's links to democratic deployment of aid to support and encourage family cohesion to contribute to society.</li> <li>Political link to policy making and implementation impacting families and family diversity.</li> <li>Historical links to pre-industrial and industrial revolution in relation to childhood.</li> <li>Socio-economic links to marginalisation (class, race, gender) nature of some theories.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of educational institutions available in the Sociological arguments about the role of education providing secondary socialisation to members in society</li> <li>Social policy's links to democratic deployment of aid to support and encourage educational success and achievement.</li> <li>Socio-economic links to marginalisation (class, race, gender) nature of some theories.</li> <li>Political link to policy making and implementation impacting education and academic success.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of different theoretical perspectives understanding of the wider world.</li> <li>Discussion of scientific/ numerical and non- scientific/ non-numerical approaches to studying society.</li> </ul>
<p><b>ASSESSMENTS</b> Summative and Formative as applicable</p>	<p><b>Formative:</b> constant AFL; self and peer assessment of tasks; assessment books to track progress. Exam questions to re-cap prior learning every lesson. Comprehension tasks and quizzes to consolidate knowledge.</p> <p><b>Summative:</b> Pupils sit a 10 or 20-mark essay question at the end of each topic to consolidate and assess knowledge and understanding. Diagnostic marking pin points areas for improvement and addresses and issues with application of knowledge to exam criteria/assessment objectives.</p> <p>Assessment fortnight (October). January Mocks.</p>	<p><b>Formative:</b> constant AFL; self and peer assessment of tasks; assessment books to track progress. Exam questions to re-cap prior learning every lesson. Comprehension tasks and quizzes to consolidate knowledge.</p> <p><b>Summative:</b> Pupils sit a 30-mark essay question at the end of each topic to consolidate and assess knowledge and understanding. Diagnostic marking pin points areas for improvement and addresses and issues with application of knowledge to exam criteria/assessment objectives.</p> <p>Assessment fortnight (October). January Mocks.</p>	<p><b>Formative:</b> constant AFL; self and peer assessment of tasks; assessment books to track progress. Exam questions to re-cap prior learning every lesson. Comprehension tasks and quizzes to consolidate knowledge.</p> <p><b>Summative:</b> Pupils sit a 10 or 20-mark essay question at the end of each topic to consolidate and assess knowledge and understanding. Diagnostic marking pin points areas for improvement and addresses and issues with application of knowledge to exam criteria/assessment objectives.</p> <p>Assessment fortnight. June/July Mocks.</p>
<p><b>FEEDBACK SUPPORTS LEARNING</b></p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>
<p><b>SPECIALIST VOCABULARY</b></p>	<p>Class Conjugal roles Demography Dependency ratio Domestic violence Emigration/ Migration/ Immigration Ethnicity Extended families Feminism Functionalism Gender role socialisation Households Industrialisation Instrumental/ Expressive role March of Progress</p>	<p>Achievement Attainment Class Cultural capital Cultural deprivation Ethnicity Feminism Functionalism Gender role socialisation Habitus Ideological State Apparatus (ISA) Institutional racism Internal/ External factors Labelling Marxism</p>	<p>Comparative methods Content analysis Ethical Feminism Functionalism Hawthorne effect Hypothesis Independent/ Dependent variables Interpretivism/ Positivism Laboratory/ Field Experiment Macro/ Micro Marxism Objectivity/ Subjectivity Official statistics</p>



	<p>Marriage/ Divorce</p> <p>Marxism</p> <p>New Right</p> <p>Nuclear families</p> <p>Patriarchy</p> <p>Personal Life Perspective</p> <p>Postmodernity</p> <p>Primary socialisation</p> <p>Reconstituted/ Blended/ Step- families</p> <p>Same- sex families</p> <p>State policy</p> <p>Welfare state</p>	<p>Material deprivation</p> <p>Meritocracy</p> <p>National curriculum</p> <p>Privatisation/ Marketisation</p> <p>Restricted/ Elaborated speech codes</p> <p>School/ Hidden curriculum</p> <p>Self- Fulfilling Prophecy</p> <p>Setting/ Streaming- Banding</p> <p>State policy</p> <p>Subcultures</p> <p>Symbolic capital</p>	<p>Open- ended/ closed- ended questions</p> <p>Operationalise</p> <p>Overt/ Covert</p> <p>Participant/ Non- Observation</p> <p>Practical</p> <p>Primary/ Secondary data</p> <p>Quantitative/ Qualitative data</p> <p>Questionnaires/ Surveys</p> <p>Reliability</p> <p>Representativeness</p> <p>Sampling</p> <p>Social desirability</p> <p>Social Interactionism</p> <p>Structured/ Semi- structured/ Unstructured Interview</p> <p>Theoretical</p> <p>Triangulation</p> <p>Validity</p>
<p><b>QUALITY FIRST TEACHING</b></p>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>		



## YEAR 13

## KNOWLEDGE

**UNIT OF WORK:  
Beliefs in Society**

**Topic 1 – Theories of Religion:** Pupils examine three main sociological definitions of religion, including application and evaluation of each. Pupils explore the role of religion in society, the functions religion performs and who benefits from them according to core sociological perspectives: functionalism, Marxism and feminism. Here pupils are able to apply their understanding of the role of religion to a number of important debates including whether religion as a social institution promotes consensus or conflict within society. Pupils will need to apply their knowledge of a number of research studies, real world examples and be able to demonstrate their ability to analyse and evaluate given theories and functions.

**Topic 2- Religion and Social Change:** Pupils examine examples of religion initiating or supporting social change throughout history and in a number of different societies such as the emergence of capitalism in Northern Europe in 16<sup>th</sup> and 17<sup>th</sup> centuries, the American Civil Rights movement in 1960s and several examples of religion inspiring class consciousness among the proletariat in different societies across the globe. Here pupils will also need to be able to make synoptic links with content from topic 1 in order to assess a wider debate as to whether religion acts as a conservative force or as a force for social change. Pupils will need to apply their knowledge of a number of research studies, real world examples and be able to demonstrate their ability to analyse and evaluate sociological explanations and theories.

**Topic 3- Secularisation:** Pupils examine evidence to suggest that secularisation is occurring in Western societies using evidence from data sources such as the England Church Census and British Attitudes Survey. Pupils examine sociological explanations as to why religion is in decline in these societies, such the rise of modernity bringing with it the growth of technology and a scientific worldview, as well as social, cultural and religious diversity, all of which have threatened the plausibility of a religious worldview. Students must be able to challenge these explanations using knowledge of counter trends. Here students must be able to apply their knowledge of this topic to a wider debate among sociologists as to whether religion is in decline in Western societies or

**UNIT OF WORK:  
Crime and Deviance**

**Topic 1 – Functionalist, Strain and Subcultural Theories:** Pupils examine theory of crime and its functions according to functionalist sociologists. Pupils also explore explanation of deviance, including strain and subcultural theory. Students will be able to outline and explain, analyse and evaluate theories with regard to their contribution to our understanding of crime and deviance.

**Topic 2- Interactionism and Labelling Theory:** Pupils examine the interactionist sociologist perspective on the social construction of crime, including the social construction of definitions of crime and deviance, official statistics and suicide and mental illness. Students will discuss the labelling process and its consequences for who is labelled. Students will be able to outline and explain, analyse and evaluate theories with regard to labelling theory and its contribution to our understanding of crime and deviance, as well as the theory's implications for criminal justice policies.

**Topic 3- Class, Power and Crime:** Pupils examine several sociological theories which explain class differences in crime. Pupils will explore in greater depth Marxist and Neo Marxist theories and functions of crime and the law, analyse their similarities and differences and evaluate their strengths and limitations. Pupils will also examine several theories to explain white collar crimes and assess their strengths and limitations. Students will be able to outline and explain, analyse and evaluate sociological theories of class differences in criminal offending.

**Topic 4- Realist Theories of Crime:** Pupils examine the difference between realist and other approaches to explaining crime. Pupils will explore the main features of right and left realist approaches to crime, as well as their political context and analyse their similarities and differences. Student will also evaluate the strengths and limitation of right and left realist approaches with regard to their contribution of our understanding of crime, as well as the solutions proposed by each to tackle crime.

**Topic 5- Gender, Crime and Justice:** Pupils examine research and official statistics of gender differences in patterns of offending, as well as theories which criticise the validity of statistics. Pupils will explore and assess sociological debates about the treatment of men and women in the criminal justice system. Pupils will outline, analyse and evaluate sociological explanations of why women and men commit crime.

**UNIT OF WORK:  
Theory and Methods**

**Topic 1- Quantitative Research Methods:** Pupils will examine the main features and types of a range of quantitative research methods and sources of data. Students will evaluate the practical, ethical and theoretical strengths and limitations of each method and assess the usefulness of each in relation to wider issues of methodological and theoretical perspective, science, values and objectivity.

**Topic 2- Qualitative Research Methods:** Pupils will examine the main features and types of a range of qualitative research methods and sources of data. Students will evaluate the practical, ethical and theoretical strengths and limitations of each method and assess the usefulness of each in relation to wider issues of methodological and theoretical perspective, science, values and objectivity.

**Topic 3 – Sociology and Science:** Pupils will observe the difference between positivist and interpretivist views of whether sociology can be a science and be able to apply this to the issue of suicide. Students will analyse a range of views on natural science and their implications for sociology as a science. Pupils will evaluate the arguments for and against the view that sociology can or should be a science.

**Topic 4 – Objectivity and Values:** Pupils will explore the meaning of objectivity, subjectivity and value freedom. Pupils will analyse the main views proposed by different sociological perspectives as to the relationship between sociology and values and evaluate the view that sociology can and should be value-free.

**Topic 5 – Functionalism:** Pupils will outline the main features of the functionalist view of the social system. Pupils will analyse Merton's contribution toward the development of functionalism and evaluate the strengths and limitations of the functionalist perspective on society.

**Topic 6- Marxism:** Pupils will outline and explain Marx's main ideas and concepts. Pupils will outline and analyse the differences between humanistic and structural Marxism. Pupils will evaluate the strengths and limitations of the contribution of different Marxist approaches to the study of society.



changing in form as a result of changes in wider society such as greater individualism, choice and consumerism. Pupils will need to apply their knowledge of a number of research studies, real world examples and be able to demonstrate their ability to analyse and evaluate sociological explanations and theories.

**Topic 4- Religion, Renewal and Choice:** Pupils examine research conducted by critics of secularisation theory which suggest that religion is not in decline but rather that religion is changing in form. Here pupils must assess theories proposed by modernist and postmodernist sociologists as to the reasons and ways in which religion is changing rather than declining. Here students must be able make synoptic links with topic 3 content to ensure than can apply their knowledge to the wider debate among sociologists as to whether religion is in decline in Western societies or changing in form as a result of changes in wider society such as greater individualism, choice and consumerism. Pupils will also explore counter trends to theory that secularisation is occurring in western societies, including religious market theory and existential security theory. These theories question the assumption that religiosity is in decline in all western societies. Pupils will need to apply their knowledge of a number of research studies, real world examples and be able to demonstrate their ability to analyse and evaluate sociological explanations and theories.

**Topic 5- Religion in a Global Context:** Pupils will examine a number of examples of ways in which religion interacts with its global context. These include being able to understand and evaluate explanations of the nature of religious fundamentalism; the role of religion with regard to international conflict and the role of religion may play in economic development in a globalising world. Students will be able to use sociological research and theory to assess the interaction between globalisation and religion. Here students will also need to be aware of and respond to the modernist vs postmodernist debate which underpins this topic. Pupils will need to apply their knowledge of a number of research studies, real world examples and be able to demonstrate their ability to analyse and evaluate sociological explanations and theories.

**Topic 6 – Organisations, Movements and Members:** Pupils will examine the main types of religious organisation, their characteristics and be able to evaluate their differences and

**Topic 6- Ethnicity, Crime and Justice:** Pupils examine patterns of ethnicity and criminalisation according to a ranges of sources of data. Pupils will explore sociological research in to the ethnic differences at each stage of the criminal justice process and assess how far they are the result of racism with the criminal justice system. Students will also outline, analyse and evaluate sociological explanations for both ethnic differences in offending and ethnic differences in rates of victimisation of crime.

**Topic 7- Crime and the Media:** Pupils will examine media representation of crime and assess how far they portray a different picture of crime measured in official statistics. Students will outline and evaluate different sociological views about the media as a cause of crime and the fear of crime, as well as the media’s role in generating moral panics in society. Students will also explore the role of new types of media such as the internet and how these new forms of media have created new opportunities for both crime and surveillance.

**Topic 8 – Globalisation, Green Crime, Human Rights and State Crime:** Pupils will examine the ways in which globalisation and crime are related and evaluate explanations of this relationship. Pupils will explore the different types of green crime and evaluate sociological explanations of environmental harm. Pupils will outline, analyse and evaluate the relationship between state crimes and human rights and be able to evaluate definitions and explanations of such crimes.

**Topic 9- Control, Punishment and Victims:** Pupils will examine and evaluate a range of crime prevention and control strategies. Pupils will explore and evaluate different sociological perspectives on punishment and surveillance. Pupils will outline the main trends in sentencing and analyse their significance. Pupils will outline, analyse and evaluate the main patterns of victimisation and be able to evaluate sociological perspectives on victimisation.

**Topic 7 – Feminist Theories:** Pupils will outline the main types of feminist theories and analyse similarities and differences between them. Pupils will evaluate the strengths and limitations of different feminist theories to the study of society.

**Topic 8 – Action Theories:** Pupils will examine the difference between structural theories and action theories. Pupils will outline the main types of action theory and analyse the differences between them. Pupils will evaluate the strengths and limitation of each action theory and their contribution to our understanding of society.

**Topic 9 – Globalisation, Modernity and Postmodernity:** Pupils will outline reasons for the trend towards globalisation. Pupils will examine the difference between modernity, postmodernity and late modernity. Pupils will evaluate the strengths and limitations of postmodernist and other theories of recent changes in society, assessing the view that society now exists in a postmodern era.

**Topic 10 – Sociology and Social Policy:** Pupils will outline the difference between social problems and sociological problems. Pupils will examine the factors that may affect the extent to which sociology can influence social policy. Pupils will analyse the main sociological perspectives on the relationship between sociology and social policy and evaluate their strengths and limitations.



	<p>similarities. Pupils will be able identify classifications proposed by sociologists for new religious movements as well as their criticisms. Pupils will analyse and evaluate explanations for the growth of religious movements, including the dynamics proposed between new religious movements and sects. Pupils will also examine the postmodernist vs modernist debate surrounding explanations for the growth of new age spiritual movements. In the latter part of this topic, pupils will examine the differences between social groups, their religious participation and the types of beliefs they hold, including sociological explanation for these differences. Social groups include gender, ethnicity, age and class. Pupils will need to apply their knowledge of a number of research studies, real world examples and be able to demonstrate their ability to analyse and evaluate sociological explanations and theories.</p> <p><b>Topic 7 – Ideology and Science:</b> Pupils will examine the difference between open and closed belief systems. Pupils will assess the view that science is an open belief system using sociological research and theory. Pupils will also explore the differing views on the nature and role of ideology in society, more specifically the ideology of nationalism and its functions according to functionalist, Marxist, modernist views. Pupils will need to apply their knowledge of a number of research studies, real world examples and be able to demonstrate their ability to analyse and evaluate sociological explanations and theories.</p>		
KEY SKILLS	<ul style="list-style-type: none"> <li>- Literacy skills developed through essay writing and exam question practice.</li> <li>- In depth analysis.</li> <li>- Evaluation, appraisal and reaching a conclusion.</li> <li>- Synoptic linking.</li> <li>- Critical thinking.</li> <li>- Debate.</li> <li>- Theory development and debate.</li> <li>- Defending positions/ perspective.</li> <li>- Application of content to exam requirements.</li> <li>- Concept synthesis.</li> <li>- Abstract concept analysis.</li> <li>- Application to wider context (within society)</li> </ul>	<ul style="list-style-type: none"> <li>- Literacy skills developed through essay writing and exam question practice.</li> <li>- In depth analysis.</li> <li>- Evaluation, appraisal and reaching a conclusion.</li> <li>- Synoptic linking.</li> <li>- Critical thinking.</li> <li>- Debate.</li> <li>- Theory development and debate.</li> <li>- Defending positions/ perspective.</li> <li>- Application of content to exam requirements.</li> <li>- Concept synthesis.</li> <li>- Abstract concept analysis.</li> <li>- Application to wider context (within society)</li> </ul>	<ul style="list-style-type: none"> <li>- Literacy skills developed through essay writing and exam question practice.</li> <li>- In depth analysis.</li> <li>- Evaluation, appraisal and reaching a conclusion.</li> <li>- Synoptic linking.</li> <li>- Critical thinking.</li> <li>- Debate.</li> <li>- Theory development and debate.</li> <li>- Defending positions/ perspective.</li> <li>- Application of content to exam requirements.</li> <li>- Concept synthesis.</li> <li>- Abstract concept analysis.</li> <li>- Application to wider context (within society)</li> </ul>





Content:

- Sociological subject matter.
- Cultural, historical and political context to sociological theory and contemporary society.
- Sociology in action.
- Argument mapping using premises and conclusions.
- Argument identification and analysis.
- Defence and critique of arguments leading to reasoned judgements.
- Discussion of role and function of religion in society.
- Discussion of relevance and rate of religiosity across different societies and social demographics
- Discussion of the interaction of religion in a modern and postmodern society
- Discussion of the characteristics of beliefs systems, religious and scientific, their similarities and differences
- Discussion of the role ideology in society according to different sociological perspectives religious and scientific belief systems

Skills:

- In depth analysis.
- Evaluation and appraisal.
- Argument identification.
- Critical thinking.
- Synoptic linking.
- Literacy development.
- Application of content to exam style questions.
- Concept synthesis.
- Abstract concept analysis.

Content:

- Sociological subject matter.
- Historical and political context to sociological theory and contemporary society.
- Sociology in action
- Argument mapping using premises and conclusions.
- Argument identification and analysis.
- Defence and critique of arguments leading to reasoned judgements.
- Definitions and types of crime
- Measures and rates of criminal offending and victimisation with regard to demographics
- Structural and social action approaches to explaining crime and deviance, including crime prevention.
- Role of globalisation, media and technology in society's perception of crime and types of crime that exist.

Skills:

- In depth analysis.
- Evaluation and appraisal.
- Argument identification.
- Critical thinking.
- Synoptic linking.
- Literacy development.
- Application of content to exam style questions.
- Concept synthesis.
- Abstract concept analysis.

Content:

- Sociological subject matter.
- Sociological methodology.
- Argument mapping using premises and conclusions.
- Argument identification and analysis.
- Defence and critique of arguments leading to reasoned judgements about validity or reliability.
- Theoretical debate, interpretivist vs positivist approaches to the study of society
- Sociology as a science argument
- Sociology as value-free argument
- Structural approach vs social action approach
- Modernist vs postmodernist debate
- Sociological perspective and social policy
- Sociological subject matter
- Historical and political context to sociological theory.

Skills:




- In depth analysis.
- Evaluation and appraisal.
- Argument identification.
- Critical thinking.
- Synoptic linking.
- Literacy development.
- Application of content to exam style questions.
- Concept synthesis.
- Abstract concept analysis.

- Sociological arguments about the role of religion in society and which demographics benefit from these functions i.e. does religion maintain consensus or conflict in society such as class and gender inequality
- Sociological arguments about the role of religion in preserving traditional values or bringing about social change, using real world examples historical and current e.g. The New Christian Right compared to The American Civil Right movement
- Research into rates of secularisation and religiosity across societies and their explanations, including historical links to pre-industrial, industrial revolution and globalisation.
- Impact of globalisation on religion, including religious conflict

- Discrimination in criminal justice system e.g. class, ethnicity, gender, age
- Research methods and data sources investigating types of crime, rates of offending and victimisation of crime
- Media representations of crime
- The impact of new types of media on crime and crime prevention
- The impact of globalisation on crime including environmental crime, human rights abuses and state crimes
- Types of punishment and their significance
- The impact of victimisation
- Careers linked to criminal justice system
- Careers linked to social research
- Careers link to policy making and implementation.

- Research – type of data, their strengths and limitations
- Interpretivist vs positivist debate
- Role of sociologist – value committed or value free
- Sociology and politics – social policy
- Historical links, pre-modern, modern and postmodern societies
- Links to philosophy e.g. discussion of free will and determinism
- Careers link to policy making and implementation.



	<ul style="list-style-type: none"> <li>• Research methods and data sources e.g. rates of religiosity of social groups and across societies</li> <li>• Career linked to social research</li> <li>• Careers linked to policy making and implementation.</li> </ul>		
ASSESSMENTS Summative and Formative as applicable	<p><b>Formative:</b> constant AFL; self and peer assessment of tasks; assessment books to track progress. Exam questions to re-cap prior learning every lesson. Comprehension tasks and quizzes to consolidate knowledge.</p> <p><b>Summative:</b> Pupils sit a 10 or 20-mark essay question at the end of each topic to consolidate and assess knowledge and understanding. Diagnostic marking pin points areas for improvement and addresses and issues with application of knowledge to exam criteria/assessment objectives.</p> <p>Assessment fortnight (October). January Mocks.</p>	<p><b>Formative:</b> constant AFL; self and peer assessment of tasks; assessment books to track progress. Exam questions to re-cap prior learning every lesson. Comprehension tasks and quizzes to consolidate knowledge.</p> <p><b>Summative:</b> Pupils sit a 30-mark essay question at the end of each topic to consolidate and assess knowledge and understanding. Diagnostic marking pin points areas for improvement and addresses and issues with application of knowledge to exam criteria/assessment objectives.</p> <p>Assessment fortnight (October). January Mocks.</p>	<p><b>Formative:</b> constant AFL; self and peer assessment of tasks; assessment books to track progress. Exam questions to re-cap prior learning every lesson. Comprehension tasks and quizzes to consolidate knowledge.</p> <p><b>Summative:</b> Pupils sit a 10 or 20 mark essay question at the end of each topic to consolidate and assess knowledge and understanding. Diagnostic marking pin points areas for improvement and addresses and issues with application of knowledge to exam criteria/assessment objectives.</p> <p>Assessment fortnight. June/July Mocks.</p>
FEEDBACK SUPPORTS LEARNING	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 
SPECIALIST VOCABULARY	<p>Alienation Belief system – open and closed Calvinism Capitalism Class consciousness Collective conscience Conflict Consensus Constructionist Cosmopolitanism Cultural defence and transition Enlightenment project Existential security theory False consciousness Feminism Functional Functionalism Fundamentalism – religious and secular Globalisation Ideology Marginality Marxism Modernity</p>	<p>Amplification spiral Anomie Capitalism Chivalry thesis Critical victimology Determinism Differential association Disciplinary power Environmental crime prevention Ethnicity Functionalism Gender Global risk society Globalisation Globalisation Ideological function Labelling Left realism Liberation thesis Master status Neo-Marxism Patriarchal control Positivist victimology</p>	<p>Difference feminism and poststructuralist Enlightenment project Ethical Ethnomethodology Falsificationism Feminism Flexible accumulation Functionalism Globalisation Hard and soft statistics Hawthorne effect Hegemony Humanistic Marxism Ideological and repressive state apparatus Interpretivism Late modernity Liberal feminism Marxism Marxist feminism Objectify and relativism Paradigms Phenomenology Positivism</p>



	<p>Patriarchy          Postmodernity          Rationalisation          Relative deprivation          Religiosity          Religious market theory          Secularisation          Structural differentiation          Substantive          Vicarious religion</p>	<p>Relative deprivation          Right realism          Situational crime prevention          Social construction          Strain theories—Merton and subcultural          Transnational organised crime          Victimisation</p>	<p>Postmodernity          Practical          Qualitative          Quantitative          Radical feminism          Realism          Reliability          Representative          Social action theory          Social order          Social policy          Structural Marxism          Structuration          Subjective          Symbolic interactionism          Validity          Value consensus          Value freedom and commitment          Verificationism</p>
<p>QUALITY          FIRST          TEACHING</p>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>		