

Subject group	Faculty	Social Science
	Subject	Sociology

Year 10		Term	Aut 1	Unit	1	Term	Aut 2	Unit	1	Term	Spr 1	Unit	1	Term	Spr 2	Unit	1	Term	Sum 1	Unit	1	Term	Sum 2	Unit	1
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Paper 1: The sociology of families and education. The sociological approach and social structures, social processes and social issues.				Paper 1: The sociology of families and education. Research methods.				Paper 1: The sociology of families and education. Families.				Paper 1: The sociology of families and education. Families				Paper 1: The sociology of families and education. Education				Paper 1: The sociology of families and education. Education			
	Subject Knowledge introduced / developed / revised	The sociological approaches. Students are introduced to how sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world. They explore the key sociological perspectives and the interrelationship between the core areas of sociology.				Students are introduced to research methods and consider the most appropriate methods for collecting data. Students will evaluate the strengths and weaknesses of samples and methodology.				Students are introduced to family forms and the functions of the family. They explore conjugal role relationships and changing relationships within families.				Students consider criticisms of families and divorce in the UK. Both traditional and contemporary families are investigated.				Students explore the roles and functions of education. They develop their knowledge by considering the relationship between education and capitalism.				Students discuss educational achievement and processes within schools.			
	skills developed / extended / used	Students demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists. They critically analyse and evaluate how the issues have been interpreted by these sociologists.				Students undertake a small-scale research projects in order to develop their understanding of the practical difficulties faced by the sociologists working in the field.				Students will develop their skills to describe, compare and contrast a variety of sociological perspectives on the functions of families.				Students use data to identify patterns and trends in divorce rates in the UK and use their sociological knowledge to offer explanations for these.				Students identify, describe and explain the functions of education including serving the needs of the economy, facilitating social mobility and fostering social cohesion. They develop skills to effectively describe, compare and contrast a variety of sociological perspectives.				Students identify, describe and explain various factors affecting educational achievement including class, gender and ethnicity. They interpret and use research to support their own explanations.			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Topics discussed include different cultures, norms, values, roles, labelling, discrimination, power and authority.				Understanding of socially sensitive research and the ethical code.				A variety of family types are discussed including traditional and contemporary families and family types in different cultures.				Students are respectful during discussions about different family types. They recognise divorce can be traumatic and could have impacted their peers.				Students discuss diversity within the education system and consider events celebrated from a diverse range of cultures.				Students discuss inclusivity within schools and how this affects educational achievement including, streaming, setting, mixed ability teaching, labelling and the self fulfilling prophecy.			
	Links to 'Destinations and Employability'	The knowledge, understanding and skills students develop will provide a basis for further study and career choices.				These skills will equip students to undertake and analyse research in higher education.				The knowledge, understanding and skills students develop will provide a basis for further study and career choices.				Students develop skills in data analysis which is a transferable skill used in study and employment.				Students develop an insight into the education system and its role in facilitating upward social mobility. Discussions include post 16 options.				Students understand how educational achievement can impact further study and employability choices.			
	Enrichment Opportunities offered or developed	Students explore and debate contemporary social issues in order to be able to challenge everyday understandings of social phenomena from a sociological perspective.				Students are offered support in extra study sessions.				Students are offered support in extra study sessions.				Students are offered support in extra study sessions.				Exploring developing links with other schools to compare and contrast.				Exploring opportunities for visits to other educational settings.			

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Year 11		Term	Aut 1	Unit	2	Term	Aut 2	Unit	2	Term	Spr 1	Unit	2	Term	Spr 2	Unit	2	Term	Sum 1	Unit	1 & 2	Term	Sum 2	Unit	
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Paper 2: The sociology of crime and deviance and social stratification. Crime and deviance.				Paper 2: The sociology of crime and deviance and social stratification. Crime and deviance.				Paper 2: The sociology of crime and deviance and social stratification. Social stratification.				Paper 2: The sociology of crime and deviance and social stratification. Research methods.				Recap paper 1: The sociology of families and education. Recap paper 2: The sociology of crime and deviance and social stratification.							
	Subject Knowledge introduced / developed / revised	Students are introduced to various sociological explanations of crime and deviance. Students consider factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate.				Students consider the usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure'.				Students are introduced to different views of socio-economic class. They consider different interpretations of poverty as a social issue and discuss different views on factors affecting power relationships.				Students develop their ability to identify, describe and explain various methods and methodological issues. They understand the process of research design for a specific area of research, including practical difficulties and ethical issues.				Review of subject knowledge from both papers in preparation from the exam.							
	skills developed / extended / used	Students develop skills which enable them to describe, compare and contrast a variety of sociological perspectives on the social construction of crime and deviance.				Students use a variety of sources to identify and describe the main sources of data on crime. They develop data analysis skills by describing the pattern and trends in crime figures using relevant statistical data.				Students develop literacy skills as they are required to read, interpret and evaluate the works of key sociologists.				This topic allows students to understand the processes involved in research design: the establishment of appropriate aims and relevant hypotheses, the use of pilot studies, the selection of appropriate sampling methods and the analysis of data.				Students will focus on exam techniques.							
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Students discuss identify, describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age.				This topic allows students to understand that stereotyping and discrimination has an impact on crime statistics. Institutionalised racism within the policeforce is addressed.				Students identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, disability, religion and belief. They understand how these factors can impact themselves and their peers.				Students consider ethical issues of consent, confidentiality and harm to participants and how the issues can be addressed.				Students will recap on previously identified areas.							
	Links to 'Destinations and Employability'	This topic allows students to develop an interest in careers in law enforcement, social work and youth work.				Data analysis skills will equip students to undertake and analyse research in higher education.				Selecting research to read enables students to use this skill in higher education. Careers students are often interested in are teaching, nursing, police force and working directly with the public.				Students develop skills in research methods and data analysis which is a transferable skill used in study and employment.				Revision techniques and time management will be used by students in higher education.							
	Enrichment Opportunities offered or developed	Students have opportunities to analyse the media and continue to debate public debates over criminal and deviant behaviour including concerns over violent crime, sentencing, the treatment of young offenders, the prison system and media coverage of crime.				Students have the opportunity to research and discuss crime rates in the local area. They are able to understand the impact crime has on the community.				Students have the opportunity to collect items to support the local foodbank.				Students are offered support in extra study sessions and given the opportunity to carry out their own pilot study.				Students are offered support in extra study sessions.							

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Year 12		Term	Aut 1	Unit	1 & 2	Term	Aut 2	Unit	1 & 2	Term	Spr 1	Unit	1 & 2	Term	Spr 2	Unit	1 & 2	Term	Sum 1	Unit	1 & 2	Term	Sum 2	Unit	1 & 2
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Component 1: Socialisation, culture and identity. <b>Component 2: Researching and understanding social inequalities.</b>				Component 1: Socialisation, culture and identity. <b>Component 2: Researching and understanding social inequalities.</b>				Component 1: Socialisation, culture and identity. <b>Component 2: Researching and understanding social inequalities.</b>				Component 1: Socialisation, culture and identity. <b>Component 2: Researching and understanding social inequalities.</b>				Component 1: Socialisation, culture and identity. <b>Component 2: Researching and understanding social inequalities.</b>				Component 1: Socialisation, culture and identity. <b>Component 2: Researching and understanding social inequalities.</b>			
	Subject Knowledge introduced / developed / revised	Students develop an understanding of socialisation, culture and identity. They understand the relative nature of culture, norms and values. <b>Students consider the relationship between theory and research methods. They examine the main stages of the research process.</b>				Students understand the link between socialisation and the creation of identities. They explore the overlap between formal and informal social control for work, education and religion. <b>Students explore methods used in sociological research.</b>				Students consider how identities are created including the influence of agencies of socialisation. They understand the different aspects of an individual's identity, their relative importance to individuals and ways in which they may intersect. Students consider changing identities. <b>Students explore social inequality and difference in relation to social class.</b>				Students develop their understanding of families and relationships. They consider the diversity of family and household types in the contemporary UK, using evidence to identify patterns and trends. <b>Students explore social inequality and difference in relation to gender.</b>				Students discuss the ideology of the nuclear family and the theoretical debates about the role and desirability of the nuclear family in contemporary society. <b>Students explore social inequality and difference in relation to age.</b>				Student explore the extent to which roles and relationships within families and households are changing. <b>They explore social inequality and difference in relation to ethnicity.</b>			
	skills developed / extended / used	Students develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society. <b>They are encouraged to foster the development of critical and reflective thinking with a respect for social diversity in terms of social class, gender, ethnicity and age.</b>				Student's sociological knowledge, understanding and skills help them to develop an understanding of the interrelationships between individuals, groups, institutions and societies. <b>They consider the main patterns and trends in relation to work and employment and consider evidence of inequalities from a range of areas of social life.</b>				Students analyse the nature and sources of information and base reasoned judgements and arguments on evidence. <b>They have an understanding of the distinctive concepts and ideas associated with each sociological theory.</b>				Students develop skills in data interpretation and using evidence to identify patterns and trends. <b>They have an understanding of the distinctive concepts and ideas associated with each theory.</b>				Students can organise and communicate their knowledge and reach substantiated judgements. <b>They have an understanding of the distinctive concepts and ideas associated with each theory.</b>				A theoretical approach is taken when discussing this topic. Functionalist, Marxist and feminist approaches are applied and evaluated. <b>They have an understanding of the distinctive concepts and ideas associated with each theory.</b>			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Crosscultural material used to explain concepts. Discussions around norms and values in a variety of societies. <b>Students understand the impact of bias in research.</b>				A variety of religious beliefs discussed respectfully. <b>Students understand ethical issues in research.</b>				Students discuss concepts such as gender identities, sexuality, disability and nationality. They understand the need to be respectful and recognise diversity within their peer groups and the wider community. <b>Students discuss inequalities respectfully and are aware of discrimination individuals face due to these.</b>				Students consider the diversity of family and household types in the contemporary UK. <b>Students discuss inequalities respectfully and are aware of discrimination individuals face due to these.</b>				Students discuss changing attitudes towards the nuclear family and understand there is diversity in family types. <b>Students discuss inequalities respectfully and are aware of discrimination individuals face due to these.</b>				Household roles within different cultures are discussed. <b>Students discuss inequalities respectfully and are aware of discrimination individuals face due to these.</b>			
	Links to 'Destinations and Employability'	The knowledge, understanding and skills students develop will provide a basis for further study and career choices such as teaching, social work, law enforcement and nursing.				The knowledge, understanding and skills students develop will provide a basis for further study and career choices such as teaching, social work, law enforcement and nursing.				The knowledge, understanding and skills students develop will provide a basis for further study and career choices such as teaching, social work, law enforcement and nursing.				The knowledge, understanding and skills students develop will provide a basis for further study and career choices such as teaching, social work, law enforcement and nursing.				The knowledge, understanding and skills students develop will provide a basis for further study and career choices such as teaching, social work, law enforcement and nursing.				The knowledge, understanding and skills students develop will provide a basis for further study and career choices such as teaching, social work, law enforcement and nursing.			
	Enrichment Opportunities offered or developed	Students are able to individuals to focus on their personal identity, roles and responsibilities within society and have the opportunities to be supported in these decisions.				Students have the opportunity to investigate religious events held in the local community. <b>Students have the opportunity to conduct a pilot study.</b>				Students have the opportunities to support students in the school who may face discrimination based on their identity.				Students have the opportunities to support other students in the school who may face discrimination based on their family types.				Students have the opportunities to support other students in the school who may face discrimination based on their family types.				Students have the opportunities to support other students in the school who may face discrimination based on their family types.			

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Year 13		Term	Aut 1	Unit	3	Term	Aut 2	Unit	3	Term	Spr 1	Unit	3	Term	Spr 2	Unit		Term	Sum 1	Unit	All	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Component 3: Debates in contemporary society- Crime and deviance.				Component 3: Debates in contemporary society- Crime and deviance.				Component 3: Debates in contemporary society- Crime and deviance.				Revisit all components.				Revisit all components.							
	Subject Knowledge introduced / developed / revised	Students explore globalisation and the digital social world. They consider how developments in digital communication are related to social capital and have an overview of how developments in digital forms of communication have been theoretically interpreted. Students discuss the impact of digital forms of communication on people's identity, social inequalities and relationships.				Students develop their understanding of the topic of crime and deviance. They consider ways in which crime and deviance defined and measured and identify patterns and trends.				Students examine how crime and deviance can be explained using sociological perspectives. They consider policies relating to crime prevention, punishment and control.				Review of subject knowledge from all papers in preparation from the exam.				Review of subject knowledge from all papers in preparation from the exam.							
	skills developed / extended / used	Students engage in theoretical debates and how these relate to a contemporary global society. They develop knowledge and understanding of social processes and social change.				Students have an awareness that official crime statistics could include police recorded crime figures and the Crime Survey for England and Wales. They interpret the statistics and draw conclusions.				A theoretical approach is taken when discussing this topic. Perspectives are applied and evaluated and students have an understanding of the distinctive concepts and ideas associated with each theory.				Students will focus on exam techniques.				Students will focus on exam techniques.							
	Opportunities to develop 'respectful attitudes' / Inclusion and Diversity	Students discuss the implications for the exclusion of groups in digital communication and the impact this has on them.				Students examine how police stereotyping impacts on the statistics.				Students discuss institutionalised racism within the policeforce and examine the Macpherson Report.				Students will recap on previously identified areas.				Students will recap on previously identified areas.							
	Links to 'Destinations and Employability'	The knowledge, understanding and skills students develop will provide a basis for further study and career choices such as teaching, social work, law enforcement and nursing.				The knowledge, understanding and skills students develop will provide a basis for further study and career choices such as teaching, social work, law enforcement and nursing.				The knowledge, understanding and skills students develop will provide a basis for further study and career choices such as teaching, social work, law enforcement and nursing.				Revision techniques and time management will be used by students in higher education.				Revision techniques and time management will be used by students in higher education.							
	Enrichment Opportunities offered or developed	Students have the opportunity to do their own research into the development of the digital era.				Students are offered support in extra study sessions.				Students are encouraged to develop a lifelong interest in social issues.				Students are offered support in extra study sessions.				Students are offered support in extra study sessions.							