Sociology Department: Curriculum Overview 2023-24

In Social Sciences, our aims are for all students

- To develop an understanding of the complexities of the society that we live in with a particular focus on understanding why and how we act and the consequences of this.
- To show tolerance and respect for others.
- To provide qualifications and skills that will prepare students for life after Fullbrook and equip them with knowledge that they will use for the rest of their life.

Sociology Curriculum Intent:

o Adopt an inquiring and sceptical approach to issues in wider society and give students the confidence to look deeper at why different groups in society have different experiences of the world around them.

o Sociology students will develop the evaluative and analytical skills to pick apart the key social trends and phenomena that affect their lives.

o Sociology students will be also able to grasp abstract theoretical concepts, seeing the value in ideas and relating it to contemporary issues.

Year 10	Term 1		Term 2		Term 3		End Points
	Half Term 1 [13 lessons]	Half Term 2 [14 lessons]	Half Term 3 [10 lessons]	Half Term 4 [12 lessons]	Half Term 5 [12 lessons]	Half Term 6 [14 lessons]	
Topic	Core approaches + Education Key Theories	Research Methods + Educational achievement	Trends and Diversity in the Family	Parenting, Marriage and Key Theories on the Family	Social construction of crime + Crime Statistics	Approaches to Crime	End Points
Skill	• AO1: Demonstrate knowledge and understanding of sociological theories and concepts. • AO2: Apply knowledge and understanding of sociological theories and concepts. • AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.	• AO1: Demonstrate knowledge and understanding of sociological methodology and evidence. • AO2 • AO3 – Analysis of trends.	AO1: Knowledge and understanding of evidence. AO2: Assessment – applying knowledge.	AO1, AO2 and AO3 (of theories)	AO1: Knowledge and understanding of evidence. AO2: Assessment – applying knowledge.	AO1, AO2 and AO3	By the end of the year students should be able to make connections between the different topics and be able to analyse and evaluate the use of the different theories for explaining social issues.

Content	• Society
	 • Culture
	 • Roles
	 • Norms and values
	 • Socialisation
	 • Functionalism
	 • Weber
	 • Marxism
	
	 • Bowles and Gintis' hidden curriculum.
	 • Parsons and Durkheim's respective theories on education.
	 • Willis – Learning to Labour
		• Aims, hypothesis, ethics and pilot studies
		 • Sampling
		 • Qualitative and quantitative data
		 • Reliability and validity, questionnaires, interviews, longitudinal studies, observation
		 • Primary and secondary data
		
		 • Study on setting – Beachside
		 • Marketisation of education - B. B. and G.
		 • Social class, gender and ethnicity and achievement, including Halsey, Lee and Ridge.
			• Family types
			 • Life cycle
			 • Alternatives to the family
			 • Rapoport and Rapoport's study.
				• Parent-child relationships
				 • Trends in marriage and divorce
				 • Feminist theories on thr family.
				 • Wilmott and Young's study.
				 • Parsons' study.
				 • Zaretsky's study
					• What is crime
					 • What is deviance
					 • Becker's *labelling theory*
					 • Interactionism and crime and deviance
					 • Moral panics
						• Functionalism
						 • Subcultural theories
						 • Feminism
						     o Carlen
						     o Heidensohn
						 • Marxism and White-Collar crime
							By the end of the first term, students should be able to have a firm grasp of the different theoretical standpoints and key ideas about how these are researched.
							
							 By the end of the year students can intersperse different topics with one another to present a more holistic understanding of social behaviour.

Prior Knowledge Required	Year 9 content on identity, culture and socialisation. Core theoretical approaches from term one of Year 9.	Year 9 knowledge on key concepts around research methods. Basic knowledge, from Year 9, on which groups achieve well and which do not.	Basic knowledge on main family types and alternative forms of family and household structures.	Functionalist view of the family, from Year 9.	Big trends in crime and deviance. The labelling theory, from Year 9.	Knowledge about crime statistics and the knowledge of crime from the previous term.	
Feedback Points	Summative quiz at end of unit.	12 mark education essay.	4 mark questions on the family.	12-mark question	Small and higher mark tariff questions – peer marked as ongoing practice.	Summative quiz at end of year, addressing misconceptions from the mock examination.	
Key Questions	- What is the distinction between identity and roles? How does this affect our experience of society?	- Are certain methodologies more appropriate for certain topics?	- Why has there been a change in family and household structures in the UK over the last 40 years?	- Is the nuclear family the best basis for a healthy society?	- Is crime a result of the labels issued by agents of social control?	Is middle class crime ignored by the police?	

	- How are the overall functionalist and Marxist views reflected in our study of education.	- Do in-school or external factors have a greater impact on student achievement.		- Is the decline in marriage a result of the advancement of women in society? - Are family relationships more democratic in the 21st Century.		- Why do working class males commit disproportionately high levels of crime?	
Direct Vocab Instruction	Agents of socialisation Identity Culture Universalistic values Hidden curriculum Meritocracy Collective conscience	Reliability Validity Representativeness Generalisability Objectivity Marketisation Setting Streaming	Life course Life cycle Beanpole family Extended family Commune Domestic division of labour	Democratic Autocratic Stabilisation of adult personalities Expressive role Instrumental role	Master status Self-fulfilling prophecy Moral panic Folk devil Deviance	White-collar crime Status Anomie Safety valve Illegitimate opportunity structure	
Standardised Homework	Creating revision materials and own retrieval techniques for key concepts and theories.	Research project in small groups into differential educational achievement.	Research task into the domestic division of labour in their own home.	Secondary research into key trends regarding families/households.	Extended writing piece into the importance of interactions for society.	Honing revision techniques/materials.	

Year 11	Term 1		Term 2		Term 3		End Points
	Half Term 1 [9 lessons]	**Half Term 2 [7 lessons]**	**Half Term 3 [8 lessons]**	**Half Term 4 [9 lessons]**	**Half Term 5 [9 lessons]**	**Half Term 6 [? lessons]**	
Topic	Class and Poverty	Key approaches to inequality	Theories of inequality	Types of inequality	Exam Practice	N/A	
Skill	AO1, AO2 and AO3 (both theory and evidence)	AO1, AO2 and AO3	AO1, AO2 and AO3	AO1, AO2 and AO3 (theory)	AO1, AO2 and AO3		Students will be able to apply key sociological arguments to a mixture of knowledge-based and evaluative essay questions.
Content	- Measuring class - Life chances and social mobility - Stratification: caste system and apartheid - Townsend – relative poverty - Murray - underlcass - New Middle Class – Saunders + Goldthorpe and Lockwood. - Devine and *New Affluent Workers.*	- Functionalism - Davis and Moore - Key jobs ranked on pay and functional uniqueness. - Feminism - Walby's key study - Media: Beauty Myth and Male Gaze	- Marx - Applying Marx to contemporary society. - Importance of status and lifestyle in judging inequality. - Weber's class theory	- Ethnicity - Age - Power > Weber's key theory	Connecting theories: Education and inequality Family and Crime		
Prior Knowledge Required	Social class knowledge from Year 10.	Understanding of feminist and functionalist perspectives from Year 10.	Marxist knowledge from Year 10.	Weber from Autumn term.	Entire course		
Feedback Points	4-mark questions mixing data with conceptual knowledge.	Research project feedback (make gaze).	12-mark question on class inequality.	4-mark-querstions, based on Spring assessment.	- Set essay question pack		
Key Questions	- Has social mobility improved in recent years? - What does poverty look like in the 21st Century?	- Is patriarchy expressed in more subtle messages we receive in society? - Does inequality increase motivation to succeed?	- Is Marx still relevant in the 21st Century? - Do we live in a status-oriented society?	- Why do certain groups dominate positions of power in the UK?	- Do all four topics interconnect with one another? How?		
Direct Vocab Instruction	- Life chances - Social mobility - Caste system - Stratification - Apartheid - Embourgeoisement - Relative and absolute definitions of poverty. - Welfare state - Underclass	- Functional uniqueness - Male gaze - Patriarchy - Objectification	- Bourgeoisie - Proletariat - Means of production - Market situation - Consumer culture	- Institutional racism - Authority - Ageism - Marginalisation	N/A		
Standardised Homework	Research into the pay of specific jobs and analysis on why this might be.	Research project into the male gaze and beauty myth.	Extended writing piece on status and lifestyle in the 21st Century.	Essay pack	Essay pack		

Year 12	Term 1		Term 2		Term 3		End Points
	Half Term 1 **[18 lessons]**	**Half Term 2** **[20 lessons]**	**Half Term 3** **[15 lessons]**	**Half Term 4** **[18 lessons]**	**Half Term 5** **[18 lessons]**	**Half Term 6** **[18 lessons]**	
Topic	Key sociological concepts and Youth Subcultures	Youth and Subcultures **Youth and Deviance**	Youth Deviance and Research Methods	Class Inequality	Gender Inequality and Ethnicity and Inequality	Revision of Unit 1 and Age and Inequality	**End Points**
Skill	**AO1:** Demonstrate knowledge and understanding of: • sociological theories, concepts and evidence **AO2:** Apply sociological theories, concepts, evidence and research methods to a range of issues. **AO3:** Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: • present arguments • make judgements • draw conclusions	AO1, AO2 and AO3	AO1 and AO3	AO1, AO2 and AO3	AO1, AO2 and AO3	AO1, AO2 and AO3	

Content	- Introduction to sociology
	- Key concepts (socialisation and culture).
	- Nature/nurture debate
	
	- Emergence of 'youth' in 1950s.
	- History of youth subcultures in Britain.
	
	- Youth subcultures:
	   o Functionalism
	   o Marxism
	   o Feminism
	   o Postmodernism
		- Trends in youth deviance
		- Theoretical explanations of youth deviance
		
		- Class identity
		- Gender identity
		- Ethnic identity
		- Age identity
		- Disability and sexuality and identity
			Labelling explanations of youth deviance.
			
			Research methods:
			- Positivism versus intepretivism.
			- Key concepts behind sociological methodology.
			- Ethnographic research.
			- Link between theory and methods drawn.
				- Class schemes
				- Statistics on class inequality.
				
				Theoretical approaches to class inequality:
				- Marx
				- Weber
				- Functionalism
				- New Right
				- Postmodernism
					• Data on gender inequality
					• Feminist approach (all strands)
					• Weberian ideas
					• Functionalism
					• New Right
						• Data on respective forms of inequality.
						• Functionalist explanations of both.
						• Marxist explanations of both
						• Weberian explanations of both.
						• Postmodernist explanations of both
						• Revision for Unit 1 mock
							End of the youth subcultures unit should see students drawing analytical links between the *idenity/culture* unit and youth subcultures.
							
							By the end of the year, students can draw evaluative links between *idenity and inequality*.

Prior Knowledge Required	None – students who have not studied the subject before will be part of class.	Socialisation, culture and identity from first half term.	Understanding of structuralist arguments about youth deviance.	Class identity from term 1	Gender and ethnicity and identity, alongside other class explanations of inequality.	Age identity and previous areas of inequality.	
Feedback Points	Summative quiz on key concepts.	Essay-style question on youth.	Research methods – shorter mark question, using sources.	Practice 20 marker. Frequent low-stakes quizzes on previous content.	20-mark Unit 1 question.	Summative quiz of content of the year and shorter mark questions.	
Key Questions	- Are we a product of society or born to behave in a certain way? - How has British culture changed over the last 70 years? o What impact has this had on youth?	Why are young people more likely to commit crime? Are identities more fluid than previously?	- Is crime amongst young people a result of labels applied by the media? - Can sociology be studied scientifically?	- Is it still relevant to explain inequality in socio-economic terms or have we moved to a status-driven society? - Can social class be categorised into hierarchical definitions in the 21st Century?	- Why does gender inequality persist in society? - How can why specific ethnic groups experience inequality?	- Is age an invisible form of inequality?	

Direct Vocab Instruction	- Hybrid identity - Social construct - Socialisation - Consumer culture - High culture - Popular culture - Subculture - Spectacular subculture - Postmodernism	- New middle class - Underclass - Ethnocentric - Chivalry thesis - Patriarchy - Social role - Metrosexual	- Positivism - Interpretivism - Deterministic - Falsification - Empirical - Ethnographic - Reflexivity - Structuralism	- Bourgeoisie - Proletariat - Means of production - Market situation - Social mobility - Functional uniqueness - Meritocracy	- Male gaze - Patriarchy - Objectification - Institutional racism - Assimilation	- Ageism - Disengagement	
Standardised Homework	Independent work booklet Presentations on subcultures	Independent work booklet Theoretical standpoint presentation	Small-scale research project.	Gender inequality research project/presentation.	Unit 1 practice questions	Crime research project – identifying trends and explanations for crime.	

	Term 1		Term 2		Term 3		
Year 13	**Half Term 1 [18 lessons]**	**Half Term 2 [20 lessons]**	**Half Term 3 [15 lessons]**	**Half Term 4 [18 lessons]**	**Half Term 5 [18 lessons]**	**Half Term 6 [6 lessons]**	**End Points**
Topic	Police, functionalist and Marxist views of crime and deviance.	Feminist. labelling and neo-Marxist theories of crime and deviance.	Realist explanations of crime and deviance. Sociological explanations of globalisation.	Digital Communication unit	Revision of Unit 1 content.	Revision of Unit 2 and Unit 3 content	
Skill	A01, AO2 and AO3	A01 and AO3	AO1 and AO3	AO1, AO2 and AO3	AO1, AO2 and AO3	AO1, AO2 and AO3	Clear evidence that students can connect the AO1 and AO2 skills for the Crime unit (linking examples/trends with the theoretical knowledge.
Content	• How police impact on crime levels (including realist and interactionist approaches). • Measuring crime: o Official statistics o Victim surveys o Self-report studies • Functionalist and subcultural explanations of crime • Marxist explanations of crime	• Neo-Marxist explanations of crime • Marxist explanations of corporate crime • Labelling: moral panics and deviancy amplification. • 2 lessons revision for November assessments (Unit 2: inequality and research methods)	• Right realist/New Right view of crime. • Left realist explanation of crime. • Global/spatial explanations of crime. • What is globalisation? • Postmodernist explanation of globalisation.	• Marxist explanation of digital communication. • Feminist explanations of digital communication. • Inequalities in digital communication • Online relationships. • Conflict and change through digital communication.	• Digital Communication assessment in lesson. • Revision of Unit 1 content, making links with Units 2 and 3 for synoptic element of the Unit 1 paper. • Exam practice: Unit 1	• Revision of Unit 2 and Unit 3 content, mixed with question planning.	By the end of the Crime and Deviance unit all students should be able to connect broader social issues with crime.
Prior Knowledge Required	Youth deviance topic	First half term and youth deviance knowledge.	Year 12 knowledge on postmodernism.	Holistic knowledge from across the course.	Term 1 of Year 12 content	Across the course.	
Feedback Points	Short-mark question on measuring crime, based on themes from Year 12 mocks.	Summative quiz on crime knowledge.	Essay questions based on November mock mistakes.	Smaller knowledge quizzes in combination with Unit 3 exam practice.	Exam questions pack.	Any questions submitted.	
Key Questions	- What impact does the form of policing adopted have on levels of crime in a community? - Is crime a good thing for society?	- Is crime a result of individual and group interactions? - Are middle- and upper-class crimes ignored by the police and trivialised by the media?	- Have government policies to address levels of crime been successful? - Has globalisation transformed our experience of society?	- Has the internet (social media specifically) transformed our social relations? - Has the internet led to the growth of inequalities in the UK?	- How does our study of globalisation and digital media impact on our: • Culture • Identities	N/A	
Direct Vocab Instruction	- Safety valve - Anomie - Dark figure of crime	- Master status - Deviant career - Agency	- Communitarianism - Multi-agency approach - Globalisation	- Digital divide - Digital underclass - Cultural imperialism	N/A	N/A	

	- Zero tolerance - Ideology	- White collar crime	- Duality - Relativism - Cultural homogeneity	- Cookies - Big data - Alone together - Democratisation		
Standardised Homework	Research into corporate crime.	Organisation of Unit 2 revision: including producing resources		Organisation of Unit 3 revision: including producing resources	Exam questions	N/A