

Sociology Department: Curriculum Overview 2024-25

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:

- 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.
- Sociology students will develop the evaluative and analytical skills to pick apart the key social trends and phenomena that affect their lives.
- 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 [15 lessons] 7 weeks 2 days (students) INSET days 2 nd , 3 rd September and 25 th October	Half Term 2 [14 lessons- all classes] 6 weeks 3 days (students and staff) INSET days 4 th November & 20 th December Assessment 1-November 13 th -24 th -some lessons affected	Half Term 3 (10 lessons) 5 weeks and 3 days (students) INSET days 6 th January & 29 th January	Half Term 4 [12 lessons] 6 weeks	Half Term 5 [10 lessons] 4 weeks and 4 days	Half Term 6 [14 lessons] Assessment 2-June 17 th -28 th -some lessons affected Work experience 7 weeks INSET day 30 th June	
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	
Skill	<ul style="list-style-type: none"> 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 to construct arguments, make judgements and draw conclusions. 	<ul style="list-style-type: none"> AO1: Demonstrate knowledge and understanding of sociological methodology and evidence. AO2 AO3 – Analysis of trends. 	<p>AO1: Knowledge and understanding of evidence.</p> <p>AO2: Assessment – applying knowledge.</p>	AO1, AO2 and AO3 (of theories)	<p>AO1: Knowledge and understanding of evidence.</p> <p>AO2: Assessment – applying knowledge.</p>	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	<ul style="list-style-type: none"> What is sociology? What do sociologists' study? How did sociology develop (brief history) Culture: Nature versus nurture. Norms and values Roles and socialisation (primary and secondary) Where will sociology take you? (Careers) Functionalism (Durkheim) Marxism Feminism Science of society? Versus social construct? <p>Research Methods</p> <ul style="list-style-type: none"> Qualitative and quantitative data Reliability and validity, questionnaires, interviews, longitudinal studies, observation, ethnography, case studies Primary and secondary data 	<ul style="list-style-type: none"> Types of schools Tripartite Comprehensives: Study on setting – 21st Century: Academies and Pupil Premium: Marketisation of education – (Ball, Bowe and Gerwitz) Social class, including (Halsey, Lee and Ridge). Gender and achievement and subject choices. Ethnicity and achievement. Internal factors affecting achievement - (Ball Beachside study) Bowles and Gintis' correspondence principle. Willis – Learning to Labour and other anti-school 	<ul style="list-style-type: none"> Family types Life course and family diversity (Rapoport and Rapoport) Reasons for family diversity The nuclear family Alternatives to the family Families in a global context Functionalist approach to the family (Parsons) The New Right (Murray Underclass) Marxist approach (Zaretsky) Conjugal roles Gender roles (Willmott and Young symmetrical family) 	<ul style="list-style-type: none"> Feminist theories on the family (Oakley and Delphy and Leonard) Relationships within families Marriage trends Arranged and forced marriages Divorce trends Consequences of divorce Theories about divorce Distribution of power Demographics 	<ul style="list-style-type: none"> Defining crime and deviance Measuring crime - (official statistics, victim survey, self-report study) Social construction of crime and deviance Factors effecting criminal behaviour (psychological/biological) Subcultural theories (Cohen, Cloward and Ohlin, Merton) Interactionism (Becker's labelling <i>theory</i>) Crime and class (white-collar crime/corporate crime) Marxism 	<ul style="list-style-type: none"> Crime and gender Feminism (Carlen and Heidensohn) Crime and ethnicity (Stephen Lawrence) Crime and age (county lines, edgework, media stereotypes) Informal social control Formal social control (prisons, CJS) Media reporting of crime (Riots 2011 and moral panics, deviancy amplification) Functionalism Right realism Assessment 2 Assessment 2 feedback 	<p>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.</p> <p>By the end of the year students can intersperse different topics with one another to present a more holistic understanding of social behaviour.</p>

	<ul style="list-style-type: none"> Aims, hypothesis, ethics and pilot studies Bias, ethics, practical factors 	<ul style="list-style-type: none"> subcultures (Jackson and Archer). Parsons and Durkheim's respective theories on education. Alternative education (Home schooling and deschooling, democratic schools) Assessment 1 Assessment feedback and Sampling 					
Prior Knowledge Required	None – pupils will not have studied Sociology before	N/A	Functionalist Marxist	Feminist	Functionalism Marxism Class	Knowledge about crime statistics and the knowledge of crime from the previous term.	
Feedback Points	Summative quiz at end of unit.	Assessment 1	12-mark question	End of topic assessment	12-mark question	Assessment 2 and end of topic assessment	
Key Questions	<p>What is the distinction between identity and roles? How does this affect our experience of society?</p> <p>How are the overall functionalist and Marxist views reflected in our study of education.</p>	<p>Are certain methodologies more appropriate for certain topics?</p> <p>Do in-school or external factors have a greater impact on student achievement.</p>	Why has there been a change in family and household structures in the UK over the last 40 years?	<p>Is the nuclear family the best basis for a healthy society?</p> <p>Is the decline in marriage a result of the advancement of women in society?</p> <p>Are family relationships more democratic in the 21st Century.</p>	<p>Is crime a result of the labels issued by agents of social control?</p> <p>Is middle class crime ignored by the police?</p> <p>Why do working class males commit disproportionately high levels of crime?</p>		
Direct Vocab Instruction	Agents of socialisation Identity Culture Anomie Conflict/consensus Social construct Capitalism Bourgeoisie/proletariat Value consensus Patriarchy Meritocracy Collective conscience Reliability Validity	Representativeness Generalisability Objectivity Marketisation Setting Streaming Material deprivation	Life course Life cycle Beanpole family Extended family Domestic division of labour Stabilisation of adult personalities Expressive role Instrumental role Conjugal roles Commune	Democratic Autocratic	Master status Self-fulfilling prophecy Deviance White-collar crime Status Anomie Safety valve Illegitimate opportunity structure Dark figure of crime	Chivalry thesis Double deviance Institutional racism CJS Deviancy amplification Moral panic Folk devil	
Standardised Homework	Creating revision materials and own retrieval techniques for key concepts and theories.	Research project in small groups into differential educational achievement. 3- and 4-mark exam questions	Research task into the domestic division of labour in their own home. 3- and 4-mark exam questions	Secondary research into key trends regarding families/households. 3- and 4-mark exam questions	Extended writing piece into the importance of interactions for society. 3- and 4-mark exam questions	Revision techniques/materials. 3- and 4-mark exam questions	
Year 11	Term 1		Term 2		Term 3		End Points
	Half Term 1 [15 lessons]	Half Term 2 [14 lessons]	Half Term 3 [10 lessons]	Half Term 4 [12 lessons]	Half Term 5 [9 lessons] Exams start May 8th		

		Assessment 1-November 23rd th -December 6 th -some lessons affected	Assessment 2 optional-Feb 26 th -March 8 th -some lessons affected		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		
Content	<ul style="list-style-type: none"> What is social stratification? (class, caste, estates) Functionalism (Davis and Moore) Measuring class Socioeconomic class (elite, super rich) Marxism class – means of production, polarisation. Weber – Market situation. Life chances 	<ul style="list-style-type: none"> New Middle Class – Saunders + Goldthorpe and Lockwood. Devine and <i>New Affluent Workers</i>. Social mobility What is poverty? Townsend – relative deprivation Murray – Underclass 	<ul style="list-style-type: none"> Globalisation Welfare state Weber power Political power Power relationships Feminism (Walby) Media: Beauty Myth and Male Gaze Weber's class theory 	<ul style="list-style-type: none"> Ethnicity Age Disability 	Connecting theories: Education and inequality Family and Crime Research methods in context		Students will be able to apply key sociological arguments to a mixture of knowledge-based and evaluative essay questions.
Prior Knowledge Required	Social class Marxism	Socioeconomic class	Feminist and functionalist perspectives	Social inequalities (from crime unit)	All course content		
Feedback Points	4-mark questions mixing data with conceptual knowledge.	12 Mark Question	12-mark question on class inequality.	4-mark-questions	Set essay question pack		
Key Questions	What is social stratification? Is Marx still relevant in the 21 st Century?	What does poverty look like in the 21 st Century? Has social mobility improved in recent years?	Is patriarchy expressed in more subtle messages we receive in society? Do we live in a status-oriented society?	Why do certain groups dominate positions of power in the UK? Does inequality increase motivation to succeed?	Do all four topics interconnect with one another? How?		
Direct Vocab Instruction	Life chances Social mobility Functional uniqueness Bourgeoisie Proletariat Means of production Market situation Consumer culture Feudalism Caste system Stratification Apartheid Aristocracy Polarisation Embourgeoisement meritocracy	Relative and absolute definitions of poverty. Welfare state Underclass Objectification	Male gaze Patriarchy	Prejudice Institutional racism Ageism Marginalisation	N/A		

Standardised Homework	Research into the pay of specific jobs and analysis on why this might be.	Data analysis Exam practice	Exam practice	Exam practice			
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Year 12	Term 1		Term 2		Term 3		End Points
	Half Term 1 [19 lessons]	Half Term 2 [22 lessons]	Half Term 3 [10 lessons] (not including mock weeks) Mocks-January 15 th -26 th lessons affected	Half Term 4 [17 lessons]	Half Term 5 [18 lessons]	Half Term 6 [18 lessons] Assessment 2-June 17 th -28 th -some lessons affected Have based it on students being present for 3/6 Work experience July 15-19 th	
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	
Skill	AO1: Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Key concepts (socialisation and culture). Nature/nurture debate Emergence of 'youth' in 1950s. History of youth subcultures in Britain. - Youth subcultures: <ul style="list-style-type: none"> Functionalism Marxism Feminism Postmodernism 	Trends in youth deviance Theoretical explanations of youth deviance <ul style="list-style-type: none"> Class identity Gender identity Ethnic identity Age identity Disability and identity Sexuality and identity 	Labelling explanations of youth deviance. Research methods: <ul style="list-style-type: none"> Positivism versus interpretivism. Key concepts behind sociological methodology. Ethnographic research. Link between theory and methods drawn. 	Class inequality <ul style="list-style-type: none"> Statistics on class inequality. Theoretical approaches to class inequality: Marx Weber Functionalism New Right Postmodernism Gender inequality <ul style="list-style-type: none"> Statistics on gender inequality Theoretical approaches to class inequality: Feminist approach (all strands) 	<ul style="list-style-type: none"> Weberian ideas Functionalism New Right Ethnicity and inequality <ul style="list-style-type: none"> Statistics Functionalist explanations of both. Marxist explanations of both Weberian explanations of both. Postmodernist explanations of both 	Revision for Unit 1 mock Age and inequality <ul style="list-style-type: none"> Statistics Functionalist Marxist Weber The New Right Feminist 	End of the youth subcultures unit should see students drawing analytical links between the <i>identity/culture</i> unit and youth subcultures. By the end of the year, students can draw evaluative links between <i>identity and inequality</i> .
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 and gender 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?	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?	- Is it still relevant to explain inequality in socio-economic terms or have we moved to a status-driven society?	- Why does gender inequality persist in society? - How can why specific ethnic groups experience inequality?	- Is age an invisible form of inequality?	

	- How has British culture changed over the last 70 years? ○ What impact has this had on youth?		- Can sociology be studied scientifically?	- Can social class be categorised into hierarchical definitions in the 21 st Century?			
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 - Intersectionality	- 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.	

Year 13	Term 1		Term 2		Term 3		
	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]	

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	End Points
Skill	A01, A02 and A03	A01 and A03	A01 and A03	A01, A02 and A03	A01, A02 and A03	A01, A02 and A03	Clear evidence that students can connect the A01 and A02 skills for the Crime unit (linking examples/trends with the theoretical knowledge.
Content	<ul style="list-style-type: none"> How police impact on crime levels (including realist and interactionist approaches). Measuring crime: <ul style="list-style-type: none"> Official statistics Victim surveys Self-report studies Functionalist and subcultural explanations of crime Marxist explanations of crime 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Right realist/New Right view of crime. Left realist explanation of crime. Global/spatial explanations of crime. What is globalisation? Postmodernist explanation of globalisation. 	<ul style="list-style-type: none"> Marxist explanation of digital communication. Feminist explanations of digital communication. Inequalities in digital communication Online relationships. Conflict and change through digital communication. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<p>- What impact does the form of policing adopted have on levels of crime in a community?</p> <p>- Is crime a good thing for society?</p>	<p>- Is crime a result of individual and group interactions?</p> <p>- Are middle- and upper-class crimes ignored by the police and trivialised by the media?</p>	<p>- Have government policies to address levels of crime been successful?</p> <p>- Has globalisation transformed our experience of society?</p>	<p>- Has the internet (social media specifically) transformed our social relations?</p> <p>- Has the internet led to the growth of inequalities in the UK?</p>	<p>- How does our study of globalisation and digital media impact on our:</p> <ul style="list-style-type: none"> Culture Identities 	N/A	
Direct Vocab Instruction	<ul style="list-style-type: none"> Safety valve Anomie Dark figure of crime Zero tolerance Ideology 	<ul style="list-style-type: none"> Master status Deviant career Agency White collar crime 	<ul style="list-style-type: none"> Communitarianism Multi-agency approach Globalisation Duality Relativism Cultural homogeneity 	<ul style="list-style-type: none"> Digital divide Digital underclass Cultural imperialism Cookies Big data Alone together 	N/A	N/A	

				- 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	