

Sociology Department: Curriculum Overview 2025-26

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	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Topic	Introduction to sociological theory + Research Methods	Education	Education	Family	Family	Crime and deviance	
Skill	<p>AO1: Demonstrate knowledge and understanding of sociological theories and concepts.</p> <p>AO2: Apply knowledge and understanding of sociological theories and concepts.</p> <p>AO3: Analyse and evaluate sociological theories, concepts, evidence and methods to construct arguments, make judgements and draw conclusions.</p>	<p>AO1: Demonstrate knowledge and understanding of sociological theories and concepts.</p> <p>AO2: Apply knowledge and understanding of sociological theories and concepts.</p> <p>AO3: Analyse and evaluate sociological theories, concepts, evidence and methods to construct arguments, make judgements and draw conclusions.</p>	<p>AO1: Demonstrate knowledge and understanding of sociological theories and concepts.</p> <p>AO2: Apply knowledge and understanding of sociological theories and concepts.</p> <p>AO3: Analyse and evaluate sociological theories, concepts, evidence and methods to construct arguments, make judgements and draw conclusions.</p>	<p>AO1: Demonstrate knowledge and understanding of sociological theories and concepts.</p> <p>AO2: Apply knowledge and understanding of sociological theories and concepts.</p> <p>AO3: Analyse and evaluate sociological theories, concepts, evidence and methods to construct arguments, make judgements and draw conclusions.</p>	<p>AO1: Demonstrate knowledge and understanding of sociological theories and concepts.</p> <p>AO2: Apply knowledge and understanding of sociological theories and concepts.</p> <p>AO3: Analyse and evaluate sociological theories, concepts, evidence and methods to construct arguments, make judgements and draw conclusions.</p>	<p>AO1: Demonstrate knowledge and understanding of sociological theories and concepts.</p> <p>AO2: Apply knowledge and understanding of sociological theories and concepts.</p> <p>AO3: Analyse and evaluate sociological theories, concepts, evidence and methods to construct arguments, make judgements and draw conclusions.</p>	<p>Having subject knowledge in order to apply knowledge to exam questions.</p> <p>Evaluate the use of the different theories for explaining social issues.</p>
Content	<p>Introduction to sociological theory</p> <ul style="list-style-type: none"> • What is sociology? What do sociologists' study? • Careers within sociology • Culture: Nature versus nurture. • Norms and values • Roles and socialisation (primary and secondary) • Functionalism (Durkheim) • Marxism • Feminism <p>Research Methods</p> <ul style="list-style-type: none"> • Stages of research: Aims, hypothesis • Primary and secondary data • Qualitative and quantitative data • Reliability and validity • Questionnaires, interviews, longitudinal studies, observation, ethnography, case studies • Bias, ethics, practical factors, pilot studies • Sampling 	<p>Education</p> <ul style="list-style-type: none"> • Types of schools • Tripartite System • Comprehensives: Study on setting – • 21st Century: Academies • Bowles and Gintis' correspondence principle. • Willis – Learning to Labour and other anti-school subcultures (Jackson and Archer). • Parsons and Durkheim's respective theories on education. • Alternative education (Home schooling and deschooling, democratic schools) 	<p>Education cont.</p> <ul style="list-style-type: none"> • In-school and out of school factors affecting achievement • 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) 	<p>Families</p> <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) • 	<p>Families cont.</p> <ul style="list-style-type: none"> • Conjugal roles • Gender roles (Willmott and Young symmetrical family) • Feminist theories on the family (Oakley and Delphy and Leonard) • Relationships within families • Marriage trends • Arranged and forced marriages • Consequences of divorce • Distribution of power • Demographics, marriage and divorce 	<p>Crime and Deviance</p> <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 theory) • Crime and class (white-collar crime/corporate crime) • Marxist views on crime 	<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 link topics with one another and compare their usefulness in understanding social behaviours.</p>
Prior Knowledge Required	None – pupils will not have studied Sociology before	Functionalism Marxism Interactionism Feminism Research Methods	Functionalism Marxism Interactionism Feminism Research Methods	Functionalism Marxism Interactionism Feminism Research Methods	Functionalism Marxism Interactionism Feminism Research Methods Family types	Functionalism Marxism Interactionism Feminism Research Methods	
Feedback Points	Summative quiz at end of unit.	Assessment 1	End of topic assessment	12-mark question	End of topic assessment	Assessment 2	

Key Questions	What are the key sociological approaches? Are certain methodologies more appropriate for certain topics?	How do different sociological approaches view education?	Do in-school or external factors have a greater impact on student achievement?	Is the nuclear family the best basis for a healthy society?	Is the decline in marriage a result of the advancement of women in society? Are family relationships more democratic in the 21 st Century. Why has there been a change in family and household structures in the UK over the last 40 years?	Is crime a result of the labels issued by agents of social control? Is middle class crime ignored by the police? Why do working class males commit disproportionately high levels of crime?
Direct Vocab Instruction	Socialisation Culture Capitalism Bourgeoisie Value consensus Patriarchy Reliability Generalisability Objectivity	Value consensus Meritocracy Social mobility Democratic Anti-school subculture Ascribed status	Material deprivation Parentocracy Self-fulfilling prophecy Ethnocentric Attainment	Nuclear family Cohabitation Stabilisation of adult personalities Underclass Expressive role Instrumental role	Democratic Demographics Conjugal roles Commune Domestic division of labour Life expectancy	Deviance White-collar crime Anomie Dark figure of crime Chivalry thesis Double deviance Institutional racism Criminal justice system Moral panic
Standardised Homework	<ul style="list-style-type: none"> 2 and 3-mark questions Creating revision materials 	<ul style="list-style-type: none"> 3-, 4-, and 12-mark exam questions. Creating revision materials 	<ul style="list-style-type: none"> 3-, 4-, and 12-mark exam questions. Creating revision materials 	<ul style="list-style-type: none"> 3-, 4-, and 12-mark exam questions. Creating revision materials 	<ul style="list-style-type: none"> 3-, 4-, and 1- mark exam questions. Creating revision materials 	<ul style="list-style-type: none"> 3-, 4-, and 12-mark exam questions. Creating revision materials

Year 11	Term 1		Term 2		Term 3		End Points
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5		
Topic	Crime and deviance	Social Stratification	Social stratification	Social Stratification	Exam Practice Public Examinations	Public Examinations	
Skill	AO1, AO2 and AO3	AO1, AO2 and AO3	AO1, AO2 and AO3	AO1, AO2 and AO3	AO1, AO2 and AO3		
Content	<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 	<ul style="list-style-type: none"> What is social stratification? (class, caste, estates) Functionalism (Davis and Moore) Measuring class Socioeconomic class (elite, super rich) Marx class Weber – Market situation. Life chances Social mobility Poverty 	<ul style="list-style-type: none"> Globalisation Welfare state Weber power Political power Power relationships Feminism (Walby) Weber's class theory New Middle Class – Saunders + Goldthorpe and Lockwood. Devine and <i>New Affluent Workers</i>. Townsend – relative deprivation 	<ul style="list-style-type: none"> Ethnicity Age Disability Gender Media: Beauty Myth and Male Gaze 	Connecting theories: Education and stratification. 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.

	panics, deviancy amplification) <ul style="list-style-type: none"> • Functionalism • Right realism 	<ul style="list-style-type: none"> • Murray – Underclass 					
Prior Knowledge Required	Functionalism Marxism Interactionism Feminism Research Methods	Functionalism Marxism Interactionism Feminism Research Methods	Functionalism Marxism Interactionism Feminism Research Methods	Families Education Crime	All course content		
Feedback Points	End of topic assessment	Assessment 1	12-mark question	End of topic assessment	Exam questions to include 2,3, 4 and 12 mark-questions		
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?		
Direct Vocab Instruction	Institutional racism Moral panic Deviancy amplification Broken Windows	Life chances Functional uniqueness Market situation Feudalism Caste system Stratification Apartheid Aristocracy	Male gaze Polarisation Embourgeoisement Relative and absolute poverty Welfare state Instrumentalism Means of production	Prejudice Institutional racism Ageism Marginalisation Stigma	N/A		
Standardised Homework	Research into the pay of specific jobs and analysis on why this might be.	<ul style="list-style-type: none"> • 3-, 4-, and 12-mark exam questions. • Creating revision materials 	<ul style="list-style-type: none"> • 3-, 4-, and 12-mark exam questions. • Creating revision materials 	<ul style="list-style-type: none"> • 3-, 4-, and 12-mark exam questions. • Creating revision materials 	<ul style="list-style-type: none"> • 3-, 4-, and 12-mark exam questions. • Using revision materials 		

Year 12	Term 1		Term 2		Term 3		End Points
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Topic	Introduction to sociology Education	Education and Methods	Education and Methods	Families and households	Families and households	Media	
Skill	AO1, AO2 and AO3	AO1, AO2 and AO3	AO1, AO2 and AO3	AO1, AO2 and AO3	AO1, AO2 and AO3	AO1, AO2 and AO3	
Content	Introduction to sociology <ul style="list-style-type: none"> Introduction to sociological theory consensus, conflict, structural and social action theories Key sociological concepts Education <ul style="list-style-type: none"> Theories of the role of education Educational achievement by social class, gender and ethnicity Educational policies The role and functions of the education system, including its relationship to the economy and to class structure. 	Education <ul style="list-style-type: none"> Relationships and processes within schools Teacher/pupil relationships, pupil identities and subcultures Hidden curriculum, and the organization of teaching and learning Educational policies. Research Methods <ul style="list-style-type: none"> Practical, ethical and theoretical factors. Quantitative and qualitative Methods of research; research design Questionnaires, interviews, observation, ethnography, experiments, secondary sources 	Education <ul style="list-style-type: none"> Problems and opportunities that researching educational issues presents The impact of globalization on educational policy Research methods: <ul style="list-style-type: none"> Positivism v. interpretivism Sociology is a science Debates about subjectivity, objectivity and value freedom The relationship between Sociology and social policy. The concepts of modernity and post-modernity in relation to sociological theory 	Families and households <ul style="list-style-type: none"> Relationship of the family to the social structure and social change. Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, Diversity of contemporary family and household structures Gender roles, domestic labour and power relationships within the family in contemporary society 	Families and households <ul style="list-style-type: none"> Family, economy and state policies The nature of childhood, and changes in the status of children in the family and society Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation 	The Media <ul style="list-style-type: none"> The New media understanding of the role of the media in contemporary society Relationship between ownership and control of the media 	<p>Students should be able to:</p> <p>Have a critical awareness of contemporary social processes and change.</p> <p>Draw together the knowledge, understanding and skills learnt in different aspects of the course.</p> <p>Ability to critically analyse and evaluate different perspectives on social issues.</p>
Prior Knowledge Required	None – some students may have never studied sociology before.	Theory	Theory and Methods	Theory	Theory	Theory and Methods	
Feedback Points	Summative Quiz	Exam Questions Assessment 1	Exam Questions	Exam Questions	Exam Questions	Exam Questions Assessment 2	
Key Questions	<p>What are the major sociological theories and issues?</p> <p>What is the role of education in society?</p> <p>How do social characteristics affect educational achievement?</p>	<p>How do internal and external factors influence educational outcomes?</p> <p>How has education policy evolved in the UK?</p> <p>What are PET issues in research?</p>	<p>How can sociological research methods be applied to the study of education?</p> <p>What are the strengths and limitations of different methods when used in an educational setting?</p>	<p>What are the sociological views on the role of the family?</p> <p>How do gender roles and relationships vary within families?</p> <p>What are the reasons for changes in family structure?</p>	<p>How has demographic change impacted family structure?</p> <p>How do social policies affect families?</p>	<p>What is the role of new media in contemporary society?</p> <p>How does ownership and control of the media affect the content produced?</p>	
Direct Vocab Instruction	<ul style="list-style-type: none"> Culture Norms/Values Roles Status Cultural Capital Neoliberalism The New Right Self-fulfilling prophecy Social mobility Material deprivation 	<ul style="list-style-type: none"> Interpretivists Positivists Generalisability Reliability Validity Ethnocentric Privatization Marketization Tripartite system Meritocracy Institutional racism 	<ul style="list-style-type: none"> Reflexivity Value freedom Standardisation Objectivity Verstehen Hawthorne effect Credibility - 	<ul style="list-style-type: none"> Nuclear family Primary socialisation Division of labour March of progress Symmetrical Underclass Alienation Commodification Patriarchy Conjugal roles 	<ul style="list-style-type: none"> Geographical mobility Secularisation Migration Immigration Emigration 	<ul style="list-style-type: none"> New media Ownership Ideology Instrumentalist Pluralist Globalization Postmodernist Neophilic perspective McDonaldisation Metrosexual Beauty Myth 	

Standardised Homework	Exam questions. Flipped learning tasks. Expand tasks to enhance subject knowledge.	Exam questions. Flipped learning tasks. Expand tasks to enhance subject knowledge.	Exam questions. Flipped learning tasks. Expand tasks to enhance subject knowledge.	Exam questions. Flipped learning tasks. Expand tasks to enhance subject knowledge.	Exam questions. Flipped learning tasks. Expand tasks to enhance subject knowledge.	Exam questions. Flipped learning tasks. Expand tasks to enhance subject knowledge.	
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Year 13	Term 1		Term 2		Term 3		End Points
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Topic	The Media	Crime and deviance Methods in context	Crime and deviance Methods in context	Crime and deviance Methods in context	Exam Practice Public Examinations	Public Examinations	
Skill	AO1, AO2 and AO3	AO1, AO2 and AO3	AO1, AO2 and AO3	AO1, AO2 and AO3	AO1, AO2 and AO3		
Content	The Media <ul style="list-style-type: none"> The media, globalisation and popular culture Media representations of age, social class, ethnicity, gender, sexuality and disability The relationship between the media, their content and audience 	Crime and deviance <ul style="list-style-type: none"> Crime, deviance, social order and social control The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime Theory and Methods <ul style="list-style-type: none"> Revision of methods Application of methods to the context of researching crime and deviance 	Crime and deviance <ul style="list-style-type: none"> Globalisation and crime in contemporary society; the media and crime; green crime human rights and state crimes. Theory and Methods <ul style="list-style-type: none"> Revision of methods Application of methods to the context of researching crime and deviance 	Crime and deviance <ul style="list-style-type: none"> Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. Theory and Methods <ul style="list-style-type: none"> Revision of methods Application of methods to the context of researching crime and deviance 	<ul style="list-style-type: none"> Revision of content from the linear course, to include all topics of Families and Households, Education, Research methods, Crime and Deviance and Media Exam skills Exam practice 		Students should be able to: Have a critical awareness of contemporary social processes and change. Draw together the knowledge, understanding and skills learnt in different aspects of the course. Ability to critically analyse and evaluate different perspectives on social issues.
Prior Knowledge Required	Theory Parts of the media topic from end of year 12.	Theory Methods	Theory and Methods	Theory and Methods	All A-level content		
Feedback Points	Summative Quiz	Exam Questions Assessment 1	Exam Questions	Exam Questions Assessment 2	Exam Questions		

Key Questions	<p>How does globalisation influence the media and popular culture, and what impact does this have on cultural diversity and media consumption?</p> <p>How do media representations of age, social class, ethnicity, gender, sexuality, and disability shape audience perceptions and experiences?</p>	<p>What are the sociological explanations for crime and deviance?</p> <p>How do social class, gender, ethnicity, and age influence patterns of crime?</p> <p>What is the role of the media in the construction of crime?</p>	<p>What are the trends in crime in contemporary British society?</p> <p>How has globalisation led to new forms of crime, such as cybercrime and human trafficking?</p>	<p>How is crime controlled and punished?</p> <p>What are the strengths and limitations of official statistics and victim surveys in measuring crime?</p>			
Direct Vocab Instruction	<ul style="list-style-type: none"> - Social construction - Globalisation - Churnalism - Symbolic annihilation - Stereotypes - Stigmatised - Popular culture - Hypodermic syringe - Censorship 	<ul style="list-style-type: none"> - Disintegrative labelling - Reintegrative labelling - Criminogenic capitalism - Marginalisation - Repressive state apparatus - Anomie 	<ul style="list-style-type: none"> - Globalization - Green Crime - Utilitarian crime - Non-utilitarian crime - Zemiology - Glocalisation 	<ul style="list-style-type: none"> - Synoptic surveillance - Actuarial justice - Panopticon - Surveillance 			
Standardised homework	<p>Exam questions. Flipped learning tasks.</p> <p>Expand tasks to enhance subject knowledge.</p>	<p>Exam questions. Flipped learning tasks.</p> <p>Expand tasks to enhance subject knowledge.</p>	<p>Exam questions. Flipped learning tasks.</p> <p>Expand tasks to enhance subject knowledge.</p>	<p>Exam questions. Flipped learning tasks.</p> <p>Expand tasks to enhance subject knowledge.</p>	Revision and Exam Practice		