

Curriculum Content Summary

SUBJECT: Sociology

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Term One						Introduction to the core themes - Socialisation, Culture and Identity Introduction to the core themes - Differentiation, Power and Stratification Industrialisation Functionalism and society Marxism and society Feminism and society Postmodernism and society Defining families and households Social structure, social change and the family – Functionalism Social structure, social change and the family – Marxism Social structure, social change and the family – Feminism Social structure, social change and the family –	Functionalist views of religion Functionalist views of religion Feminist views of religion Marxist views of religion Marxist views of religion Religion, social change and the work of Weber Religion, social change and the work of Weber Religion social change and conflict Fundamentalism Fundamentalism Churches, sects and denominations Churches, sects and denominations Cults, sects and NRMs Cults, sects and NRMs

						Postmodernism Functions of the family Functions of the family - Functionalism Functions of the family - Marxism Functions of the family - Feminism Functions of the family - Postmodernism Familial ideology Changing patterns of marriage Changing patterns of cohabitation Changing patterns of marital breakdown Changing patters of child- bearing The decline of conventional families The growth of family diversity Family diversity and lone parenthood	The growth of sects and cults Development of sects New Age Movements
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						<p>Family diversity and ethnicity</p> <p>The changing life course</p> <p>Recap/revision</p> <p>Assessment preparation - answering the exam paper</p> <p>Assessment</p> <p>Levelling up</p> <p>Buffer/recap</p>	
Term Two						<p>Gender roles in the family</p> <p>Ann Oakley 'Housewife' video</p> <p>Ann Oakley 'Housewife' video</p> <p>Domestic labour</p> <p>Conjugal roles - the symmetrical family</p> <p>Conjugal roles - the dual burden</p> <p>Power relationships</p> <p>Emotion work</p> <p>Conjugal roles in same-sex households</p> <p>Domestic violence and abuse</p>	<p>Sociology and Social Policy</p> <p>Social class, age and participation</p> <p>Gender and religious participation</p> <p>Ethnicity and religious participation</p> <p>Secularisation</p> <p>Secularisation</p> <p>Secularisation</p> <p>Secularisation</p> <p>Modernity, postmodernity and religion</p>

						<p>The social construction of childhood</p> <p>Changing childhood - pre-industrial childhood</p> <p>Changing childhood - industrial childhood</p> <p>Changing childhood - Contemporary childhood</p> <p>Childhood in different societies</p> <p>Demography and sociology</p> <p>The birth rate</p> <p>Migration</p> <p>The aging population - "'No Sex Please We're Japanese" video</p> <p>The death rate</p> <p>Sociology and Social Policy</p> <p>Marriage, divorce and social policy</p> <p>Conjugal roles, domestic violence and social policy</p> <p>Childhood and social policy Demography and social policy</p> <p>Recap/revision</p>	
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						<p>Assessment preparation - advanced exam techniques</p> <p>Assessment</p> <p>Levelling up</p> <p>Buffer/recap</p> <p>Introduction to SCLY2</p> <p>Education study planning</p> <p>Education study planning</p>	
Term Three						<p>Education in the UK - 1870-1945</p> <p>Education in the UK - 1944 Education Act</p> <p>Education in the UK - 1988 Education Act</p> <p>Education in the UK - Post-1997</p> <p>Education in the UK - 2010-present</p> <p>The role of education in society - Functionalism</p> <p>The role of education in society - Marxism</p> <p>The role of education in society - Neo-Marxism</p> <p>The role of education in society - Social Democratic</p>	<p>Patterns of crime and deviance</p> <p>Patterns of crime and deviance</p> <p>Patterns of crime and deviance</p> <p>Distribution of crime and deviance by social group</p> <p>Distribution of crime and deviance by social group</p> <p>The social construction of the official crime statistics</p> <p>The social construction of the official crime statistics</p> <p>The social construction of the official crime statistics</p> <p>Functionalist explanations of crime and</p>

						<p>The role of education in society - New Right</p> <p>Social class and differential educational achievement</p> <p>Social class and subcultures</p> <p>Social class - external factors</p> <p>Social class - internal factors</p> <p>Social class - internal factors</p> <p>Ethnicity and differential educational achievement</p> <p>Ethnicity and social class</p> <p>Ethnicity and cultural factors</p> <p>Ethnicity - external factors</p> <p>Ethnicity - internal factors</p> <p>Gender and differential educational achievement</p> <p>Gender - socialisation</p> <p>Gender - classroom behaviour</p> <p>Gender - aspirations and careers</p>	<p>deviance</p> <p>Functionalist explanations of crime and deviance</p> <p>Subcultural explanations of crime and deviance</p> <p>Subcultural explanations of crime and deviance</p> <p>Subcultural explanations of crime and deviance</p> <p>Ecological explanations of crime and deviance</p> <p>Ecological explanations of crime and deviance</p> <p>Marxist explanations of crime and deviance</p> <p>Marxist explanations of crime and deviance</p> <p>Neo-Marxist explanations of crime and deviance (New Criminology)</p> <p>Interactionist explanations of crime and deviance</p> <p>Interactionist explanations of crime and deviance</p> <p>Left realist explanations</p>
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						<p>Gender - 'Lad' culture</p> <p>Assessment preparation - answering the exam paper</p> <p>Assessment</p> <p>Assessment</p> <p>Levelling up</p> <p>Buffer/recap</p>	<p>of crime and deviance</p> <p>Left realist explanations of crime and deviance</p> <p>Left realist explanations of crime and deviance</p> <p>Right realist explanations of crime and deviance</p> <p>Right realist explanations of crime and deviance</p> <p>Explanations of gender differences in crime rates - feminism</p> <p>Explanations of gender differences in crime rates - masculinity</p> <p>Explanations of ethnic differences in crime rates</p> <p>Explanations of ethnic differences in crime rates</p> <p>Explanations of ethnic differences in crime rates</p>
Term Four						<p>The hidden curriculum</p> <p>Pupil subcultures</p> <p>Ethnicity and subcultures</p> <p>Teacher-pupil relationships</p> <p>The organisation of teaching and learning</p>	<p>Globalisation and crime</p> <p>Globalisation and crime</p> <p>Green crime</p> <p>Green crime</p> <p>Green crime</p>

						Education and social policy	Human rights and state crime
						Educational policy - 1944-1965	Human rights and state crime
						Educational policy - 1965-1979	Mass media and crime
						Educational policy - 1979-1997	Mass media and crime
						Educational policy - 1997-2010	Mass media and crime
						Introduction to research methods - qualitative and quantitative	Victimisation
						Practical, Ethical and Theoretical considerations	Victimisation
						Practical, Ethical and Theoretical considerations	Control and prevention of crime
						Practical, Ethical and Theoretical considerations	Control and prevention of crime
						Primary research methods - sampling and case studies	Control and prevention of crime
						Primary research methods - surveys and questionnaires	Sociological study of suicide
						Primary research methods - observations	Sociological study of suicide - Emile Durkheim
						Primary research methods - interviews	Sociological study of suicide - Douglas
						Primary research methods - longitudinal research	Sociological study of suicide - Atkinson
							Sociological study of suicide - Taylor

						<p>Secondary research methods - secondary sources</p> <p>Secondary research methods - official statistics</p> <p>Secondary research methods - qualitative sources</p> <p>Positivism and interpretivism</p> <p>Positivism and interpretivism</p> <p>Research methods in education recap</p> <p>Research methods in education recap</p> <p>Assessment preparation - answering the exam paper</p> <p>Assessment</p> <p>Assessment</p>	<p>Assessment</p> <p>Assessment</p> <p>Levelling up</p>
Term Five						<p>Revision SCLY1 and SCLY2</p>	<p>Functionalism and consensus theory</p> <p>Functionalism and consensus theory</p> <p>Functionalism and consensus theory</p> <p>Marxism and conflict theory</p>

							Marxism and conflict theory
							Feminism
							Feminism
							Feminism
							Social action theory
							Social action theory
							Modernity and postmodernity
							Modernity and postmodernity
							Modernity and postmodernity
							Positivist research methods
							Positivist research methods
							Sampling
							Sampling
							Sampling
							Interpretivists research methods
							Interpretivists research methods

							Sociology and science Sociology and values Sociology and social policy Assessment Assessment
Term Six						Science and religion – Religious work sheet Construction of reality Science and ideology as belief systems Feminism and religion	Revision - TBA