

Autumn Term	Spring Term	Summer Term
<p><b>Key knowledge:</b>  <b>Introduction to Sociology:</b> Students examine key concepts and theories associated with the study of sociology. Includes:</p> <ul style="list-style-type: none"> <li>What are the types of socialisation?</li> <li>What is the Nature versus nurture debate?</li> <li>What factors impact socialisation? Such as social control; culture; status; globalisation and power</li> <li>How are norms and values formed?</li> </ul> <p><b>Education:</b></p> <ul style="list-style-type: none"> <li>What are class differences in achievement?</li> <li>What is cultural deprivation?</li> <li>What is material deprivation?</li> <li>What is cultural capital?</li> <li>How does labelling impact achievement?</li> <li>What is the self-fulfilling prophecy?</li> <li>What are pupil subcultures?</li> <li>How do pupil's class identity and the school impact achievement?</li> </ul> <p><b>Family and Households:</b>  Students explore the meaning of families and households and the roles within the household. Looking at adult roles, childhood and social theories on the family:</p> <ul style="list-style-type: none"> <li>Couples: domestic division of labour; impact of paid work; domestic violence</li> <li>Childhood: social construction; future of childhood; has childhood improved?</li> <li>Theories of the family: Functionalism; Marxism; Feminism; Personal life perspective</li> </ul>	<p><b>Key knowledge:</b>  <b>Education:</b></p> <ul style="list-style-type: none"> <li>What are ethnic differences in achievement?</li> <li>External factors and ethnic differences in achievement: cultural deprivation; attitudes and values; family structure and parental support; material deprivation; class and ethnicity</li> <li>Internal factors: labelling and teacher racism; pupil identities; pupil responses and subcultures; critical race theory; marketisation and segregation; the ethnocentric curriculum; access to opportunity</li> <li>Gender differences in education; the gender achievement gap</li> <li>External factors and gender differences in achievement; the impact of feminism; changes in the family; changes in position of women</li> <li>Internal factors and gender differences in achievement; equality policies; class and gender; boys and achievement; gender and subject choice</li> <li>Pupil's sexual and gender identities: double standards; verbal abuse; the male gaze; male peer groups; female peer groups; teachers and discipline</li> <li>The role of education in society: The functionalist perspective; Neoliberalism and the new Right perspective; the Marxist perspective</li> </ul> <p><b>Families and Households:</b></p> <ul style="list-style-type: none"> <li>Demography:</li> <li>What are patterns of births; death and migration?</li> <li>How does globalisation impact the family?</li> <li>Changing Patterns of the Family:</li> <li>What are patterns of divorce; marriage; parents and children?</li> <li>The family and ethnicity; what is the extended family and what does it look like today?</li> </ul>	<p><b>Key Knowledge:</b>  <b>Education:</b></p> <ul style="list-style-type: none"> <li>Educational policy and inequality; policy in Britain before 1988; Marketisation; Conservative government policies from 2010; the privatisation of education</li> </ul> <p><b>Research Methods:</b></p> <ul style="list-style-type: none"> <li>Choosing a research Method</li> <li>Education: the research context</li> <li>Using experiments - apply to education</li> <li>Using questionnaires - apply to education</li> <li>Using Interviews - apply to education</li> <li>Using Participant Observation - apply to education</li> <li>Using Secondary Sources - apply to education</li> </ul> <p><b>Families and Households:</b></p> <ul style="list-style-type: none"> <li>Family Diversity: Modernism and the nuclear family; Postmodernism and family diversity</li> <li>Families and Social Policy: Comparative view; Sociological perspectives on social policy</li> </ul>
<p><b>Pupils will be able to:</b>  <b>Introduction:</b>  Recognise primary and secondary socialisation and their sources, such as family, peers, media, and education.  Analyse the roles of genetic inheritance (nature) and environmental factors (nurture) in shaping human behaviour and social characteristics.</p> <p>Evaluate how social control, culture, status, globalisation, and power influence the process of socialisation.</p>	<p><b>Pupils will be able to:</b>  <b>Education:</b>  Recognise disparities in academic achievement among different ethnic groups.</p> <p>Understand how cultural deprivation, attitudes and values, family structure and parental support, material deprivation, and the intersection of class and ethnicity contribute to these differences.</p>	<p><b>Pupils will be able to:</b>  <b>Education:</b>  Describe educational policies in Britain before 1988 and how they shaped the education system.</p> <p>Analyse the effects of marketisation in education, including how competition and choice influence educational outcomes.</p> <p>Examine the impact of Conservative government policies on education, including changes in funding, curriculum, and accountability measures.</p>

<p>Describe the processes by which societal norms and values develop, including the role of social institutions and interactions.</p> <p><b>Education:</b> Analyse how socio-economic class affects educational outcomes and access to opportunities.</p> <p>Define cultural deprivation and its impact on educational achievement, focusing on the lack of cultural resources and knowledge.</p> <p>Examine material deprivation, including poverty and lack of resources, and its effect on educational success.</p> <p>Describe the concept of cultural capital and how it affects educational attainment and social mobility.</p> <p>Explore how teachers' labels and expectations can influence student performance and self-concept.</p> <p>Analyse how positive or negative labels can lead to self-fulfilling prophecies, affecting student achievement and behaviour.</p> <p>Investigate how different pupil subcultures form within schools and their impact on academic achievement and social behaviour.</p> <p>Evaluate how students' class identities and the school environment affect their educational outcomes and experiences.</p> <p><b>Family and Households:</b> Understand different family structures and roles, including adult roles, childhood, and how these roles are socially constructed.</p> <p>Examine the domestic division of labour, the impact of paid work on family life, and issues related to domestic violence.</p> <p>Analyse the social construction of childhood, the changing nature of childhood over time, and the impact of these changes on children's lives.</p> <p>Compare and contrast functionalist, Marxist, feminist, and personal life perspective theories on the family, understanding their views on family roles and structures.</p>	<p>Explore the effects of labelling, teacher racism, pupil identities, pupil responses and subcultures, critical race theory, marketisation and segregation, the ethnocentric curriculum, and access to opportunities on ethnic achievement.</p> <p>Assess differences in educational outcomes between genders and factors influencing these gaps.</p> <p>Explore the impact of feminism, changes in family structures, and the evolving position of women on gender differences in achievement.</p> <p>Evaluate the role of equality policies, class and gender interactions, boys' achievements, and gendered subject choices in influencing educational outcomes.</p> <p>Understand how double standards and verbal abuse affect students' sexual and gender identities.</p> <p>Investigate the influence of the male gaze, male and female peer groups, and teachers' disciplinary practices on students' experiences and identities.</p> <p>Describe the functionalist view on the role of education in maintaining social stability and cohesion.</p> <p>Examine how neoliberal and New Right perspectives view education as a means of economic efficiency and individualism.</p> <p>Analyse the Marxist critique of education, focusing on how it perpetuates class inequalities and serves the interests of the ruling class.</p> <p><b>Families and Households:</b></p> <p>Identify and analyse trends in birth rates, death rates, and migration and their effects on family structures.</p> <p>Understand how globalisation influences family patterns and structures.</p> <p>Examine current trends in divorce, marriage, and family formation.</p> <p>Analyse changes in parent-child relationships and the role of the extended family today, including how these structures have evolved.</p>	<p>Assess the implications of the privatisation of education, focusing on how private sector involvement affects access, quality, and inequality in education.</p> <p><b>Research Methods:</b> Evaluate different research methods and choose the most suitable approach for studying educational contexts.</p> <p>Understand how the unique context of education affects research design and methodology.</p> <p>Explore how experimental methods can be used to study educational processes, outcomes, and interventions.</p> <p>Develop and utilise questionnaires to gather data on educational attitudes, experiences, and outcomes.</p> <p>Analyse interviews to gain insights into educational experiences, perceptions, and practices.</p> <p>Understand how participant observations are used to study classroom dynamics, teaching methods, and student behaviour in educational settings.</p> <p>Analyse secondary sources, such as existing research and official statistics, to understand trends and issues in education.</p> <p><b>Family and Households:</b> Explain modernist views on the nuclear family as the dominant family structure.</p> <p>Explore postmodern perspectives on family diversity, including the variety of family forms and relationships in contemporary society.</p> <p>Compare different sociological perspectives on social policy related to families, including how policies vary across different contexts and their impact on family life.</p> <p>Analyse how various sociological theories (e.g., functionalism, Marxism, feminism) interpret and critique social policies affecting families.</p>
<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● socialisation</li> <li>● nature versus nurture</li> <li>● social control</li> <li>● culture</li> <li>● norms and values</li> <li>● status and roles</li> <li>● globalisation</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Marxism</li> <li>● Feminism</li> <li>● functionalism</li> <li>● material deprivation</li> <li>● cultural capital</li> <li>● demography</li> <li>● extended family</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● tripartite system</li> <li>● comprehensive schooling</li> <li>● parentocracy</li> <li>● cream-skimming</li> <li>● Silt-shifting</li> <li>● New labour</li> <li>● Conservative</li> <li>● academies</li> </ul>

<ul style="list-style-type: none"> <li>• power and equality</li> <li>• patriarchy</li> <li>• domestic division of labour</li> <li>• social construct</li> <li>• Marxism</li> <li>• Feminism</li> <li>• functionalism</li> <li>• material deprivation</li> <li>• cultural capital</li> <li>• self-fulfilling prophecy</li> </ul>	<ul style="list-style-type: none"> <li>• nuclear Family</li> <li>• reconstituted family</li> <li>• beanpole family</li> <li>• male gaze</li> <li>• inequality</li> <li>• achievement</li> <li>• underachievement</li> <li>• ideological state apparatus</li> <li>• meritocracy</li> </ul>	<ul style="list-style-type: none"> <li>• free schools</li> <li>• privatisation</li> <li>• cola-isation of schools</li> <li>• reliability</li> <li>• validity</li> <li>• positivism</li> <li>• interpretivism</li> <li>• quantitative</li> <li>• qualitative</li> <li>• representativeness</li> <li>• diversity</li> <li>• nuclear family</li> <li>• reconstituted family</li> <li>• beanpole family</li> <li>• policy</li> </ul>
<p><b>Assessment:</b></p> <p>Paper one: Education with Theory and Methods: short answer questions on Education (4 marks, 6 marks); one item based question on Education (10 marks);</p> <p>Paper two: Topics in Sociology: one freestanding essay question (10 marks)</p>	<p><b>Assessment:</b></p> <p>Paper one: Education with Theory and Methods: short answer questions on Education (4 marks, 6 marks); one item based question on Education (10 marks); One item based question on Education (30 marks)</p> <p>Paper two: Topics in Sociology: one item based question (10 marks); one item based question (20 marks)</p>	<p><b>Assessment:</b></p> <p>Paper one: Education with Theory and Methods: One item based question on Education (30 marks); One Methods in Context question linked to an item (20 marks); One freestanding essay question relating to Theory and Methods (10 marks)</p> <p>Paper two: Topics in Sociology: one freestanding essay question (10 marks); one item based question (10 marks); one item based question (20 marks)</p>
<p><b>Enrichment Opportunities:</b></p>	<p><b>Enrichment Opportunities:</b></p>	<p><b>Enrichment Opportunities:</b></p>

## Year 13

Autumn Term	Spring Term	Summer Term
<p><b>Key knowledge:</b></p> <p><b>Crime and Deviance:</b></p> <ul style="list-style-type: none"> <li>Functionalist explanations of crime, deviance, social order and social control, e.g. positive functions of crime, adaptations to strain, types of subculture, differential association.</li> <li>The Social construction of crime</li> <li>The effects of labelling and crime</li> <li>Labelling and criminal justice policy</li> <li>Mental illness and suicide: the sociology of deviance</li> <li>Explaining class differences in crime</li> <li>Marxist and neo-Marxist explanations of crime, deviance, social order and social control, e.g. criminogenic capitalism, law making and critical criminology.</li> </ul> <p><b>Beliefs in Society:</b></p> <ul style="list-style-type: none"> <li>Theories of Religion: Definitions of religion; functionalism; marxism; feminism</li> <li>Religion and Social Change: Social change; Social protest; Marxism and social change</li> <li>Secularisation: Evidence of secularisation; Explanations of secularisation; Secularisation in the USA</li> <li>Religion, Renewal and Choice: New forms of religion; Religious Market Theory</li> </ul>	<p><b>Key knowledge:</b></p> <p><b>Crime and Deviance:</b></p> <ul style="list-style-type: none"> <li>Realist theories of crime: right realism; cause of crime; Tackling crime</li> <li>Left Realism: taking crime seriously; causes of crime; government policy</li> <li>Comparing right and left realism</li> <li>Gender patterns in crime: the chivalry thesis; evidence against the chivalry thesis</li> <li>Bias against women</li> <li>Explaining female crime: Functionalist sec role theory; Patriarchal control; Liberation thesis; Gender and victimisation</li> <li>Why do men commit more crime? Masculinity and crime; Postmodernity, masculinity and crime; bodily capital</li> <li>Ethnicity and Criminalisation</li> <li>Ethnicity, racism and the criminal justice system</li> <li>Ethnicity and victimisation</li> <li>Crime and the Media: representation of crime; Media as a cause of crime; Moral panic; Cyber crime</li> </ul> <p><b>Beliefs in Society:</b></p> <ul style="list-style-type: none"> <li>Religion in a Global Context: Religious fundamentalism; Religion and development</li> <li>Organisation, Movement and Members: Types of religious organisations; Explaining the growth of NRMs; Religiosity and social groups</li> <li>Science and Ideology: Science as a religion; Science as an ideology</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Crime and Deviance:</b></p> <ul style="list-style-type: none"> <li>Crime and globalisation: the global crime economy; Green crime; State crimes</li> <li>Crime prevention and control: situational crime prevention; surveillance; Punishment; Functionalist perspective; Marxist perspective; The victims of crime</li> </ul> <p><b>Theories and Methods:</b></p> <p>Review of Year 12 content plus: Sociology and science; Objectivity and values in society; Functionalism; Marxism; Feminist theories; Action theories; Globalisation, modernity and postmodernity; Sociology and social policy</p>
<p><b>Pupils will be able to:</b></p> <p><b>Crime and Deviance:</b></p> <p>Understand how crime can serve beneficial functions for society, such as reinforcing social norms and promoting social change.</p> <p>Explore how individuals adapt to societal strain and stress, including Robert Merton's strain theory and its implications for deviant behaviour.</p> <p>Identify different types of subcultures (e.g., criminal, conflict, and retreatist) and their roles in deviance.</p> <p>Analyse how crime is socially constructed, including how societal norms and values define what constitutes criminal behaviour.</p>	<p><b>Pupils will be able to:</b></p> <p><b>Crime and Deviance:</b></p> <p>Understand right realist perspectives on crime, including their focus on individual responsibility, the causes of crime (e.g., rational choice theory, biological factors), and strategies for tackling crime (e.g., increased policing, deterrence).</p> <p>Explore left realist views on crime, emphasising the need to address structural inequalities, the causes of crime (e.g., relative deprivation, marginalisation), and effective government policies to reduce crime (e.g., community-based interventions).</p> <p>Evaluate similarities and differences between right and left realist approaches, focusing on their explanations for crime and proposed solutions.</p>	<p><b>Pupils will be able to:</b></p> <p><b>Crime and Deviance:</b></p> <p>Understand the concept of the global crime economy, including how globalisation has facilitated transnational criminal activities such as drug trafficking, human trafficking, and cybercrime.</p> <p>Explore the concept of green crime, which refers to environmental harm and violations of environmental laws, and its implications for global and local societies.</p> <p>Analyse state crimes, including illegal or immoral activities conducted by state officials or governments, such as corruption, human rights abuses, and war crimes.</p>

<p>Explore how labelling individuals as deviant or criminal can influence their behaviour and social identity, leading to further criminal activity.</p> <p>Examine how labelling theory influences criminal justice policies and practices, including approaches to rehabilitation and punishment.</p> <p>Understand how mental illness and suicide are viewed as forms of deviance, including sociological theories explaining these phenomena.</p> <p>Analyse how socio-economic class impacts patterns of criminal behaviour and access to justice, including the influence of poverty, inequality, and class structure.</p> <p>Understand Marxist views on how capitalism creates conditions that lead to crime (criminogenic capitalism).</p> <p>Explore how laws are made to serve the interests of the ruling class and how critical criminology challenges traditional views on crime and justice.</p> <p><b>Beliefs in Society:</b></p> <p>Understand different definitions of religion and their implications for sociological study.</p> <p>Explore functionalist perspectives on religion, including its roles in maintaining social cohesion and stability.</p> <p>Examine Marxist views on religion as a tool for social control and a reflection of class interests.</p> <p>Analyse feminist critiques of religion, focusing on how religious institutions perpetuate gender inequalities.</p> <p>Explore how religion can drive or resist social change, including its role in social protest and reform movements.</p> <p>Understand how Marxist theory links religion to social change, emphasising its role in maintaining or challenging the status quo.</p> <p>Analyse evidence of secularisation, including declining religious affiliation and practice.</p> <p>Explore theories explaining secularisation, such as modernization and rationalisation.</p> <p>Compare secularisation trends in the USA with other societies, examining factors contributing to differences.</p>	<p>Examine the chivalry thesis, which suggests that women are treated more leniently by the criminal justice system, and evidence that supports or refutes this idea.</p> <p>Analyse evidence of bias against women in the criminal justice system, including how gender can influence sentencing and treatment.</p> <p>Understand functionalist perspectives on female crime, focusing on traditional gender roles and their impact on women's criminal behaviour.</p> <p>Explore how patriarchal control and gendered power dynamics contribute to female crime and victimisation.</p> <p>Investigate the liberation thesis, which links increased female crime rates to women's liberation and changing gender roles.</p> <p>Analyse how gender influences patterns of victimisation and the likelihood of being targeted for crime.</p> <p>Examine theories linking masculinity to higher rates of male crime, including how traditional notions of masculinity may encourage criminal behaviour.</p> <p>Explore the impact of postmodern changes in masculinity on crime rates and criminal behaviour.</p> <p>Analyse how ethnicity and racism influence experiences with the criminal justice system, including disproportionate rates of arrest and sentencing.</p> <p>Explore how ethnicity affects patterns of victimisation and the experiences of different ethnic groups as victims of crime.</p> <p>Assess how crime is portrayed in the media and the impact of these representations on public perceptions of crime.</p> <p>Examine theories suggesting that media representations can contribute to criminal behaviour and moral panics.</p> <p>Investigate the concept of moral panic and how media coverage can amplify fears and influence public responses to crime.</p> <p>Explore the rise of cyber crime, including its nature, prevalence, and the challenges of addressing it.</p> <p><b>Beliefs in Society:</b></p> <p>Understand the rise of religious fundamentalism and its impact on global politics, societies, and conflicts.</p> <p>Explore the relationship between religion and socio-economic development, including how religious beliefs can influence development outcomes.</p> <p>Identify and describe different types of religious organisations, including churches, sects, cults, and denominations.</p>	<p>Examine strategies for situational crime prevention that focus on reducing opportunities for crime through environmental design and increased surveillance.</p> <p>Analyse the role of surveillance in crime control, including technological advancements and their impact on privacy and social control.</p> <p>Understand functionalist views on punishment and crime prevention, emphasising how these practices contribute to social order and cohesion.</p> <p>Examine Marxist critiques of punishment and crime control, focusing on how these mechanisms serve the interests of the ruling class and maintain class inequalities.</p> <p>Explore the experiences and impacts of crime on victims, including factors influencing victimisation and support systems available to victims.</p> <p><b>Theories and Methods:</b></p> <p>Evaluate debates on whether sociology should be considered a science, including comparisons with the natural sciences and the use of scientific methods in sociological research.</p> <p>Understand the challenges of maintaining objectivity in sociological research, including how researchers' values and biases can influence their findings.</p> <p>Review functionalist theories, focusing on their views of social structures, norms, and institutions as components that contribute to social stability and cohesion.</p> <p>Revisit Marxist theories, emphasising their critique of capitalism, class struggle, and the role of ideology in maintaining social inequalities.</p> <p>Review feminist theories, focusing on gender inequalities, patriarchy, and the impact of gender on social structures and relationships.</p> <p>Understand action theories, including Symbolic Interactionism and Phenomenology, which emphasise the role of individual agency and meaning in shaping social interactions and structures.</p> <p>Explore how globalisation, modernity, and postmodernity influence contemporary social structures, identities, and cultural practices.</p> <p>Analyse how sociological research informs and shapes social policies, including the impact of research findings on policy development and implementation.</p>
---	--	--

<p>Investigate new forms of religion and spirituality, including New Religious Movements (NRMs) and their appeal.</p> <p>Understand religious market theory, which explains religious participation and choice as a response to competition among religious groups.</p>	<p>Analyse factors contributing to the growth of new religious movements (NRMs) and their appeal to different social groups.</p> <p>Examine how religiosity varies among different social groups and the factors influencing these variations.</p> <p>Explore the idea of science being viewed as a form of religion, including its rituals, beliefs, and societal role.</p> <p>Analyse science as an ideology, including how scientific knowledge can influence societal values and beliefs.</p>	
<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• crime</li> <li>• deviance</li> <li>• social order</li> <li>• social control</li> <li>• ethnicity</li> <li>• gender</li> <li>• social class</li> <li>• globalisation</li> <li>• contemporary society</li> <li>• green crime</li> <li>• prevention</li> <li>• punishment</li> <li>• agencies</li> <li>• social construction</li> <li>• functionalism</li> <li>• Marxism</li> <li>• Feminism</li> <li>• secularisation</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• patriarchy</li> <li>• ethnicity</li> <li>• discrimination</li> <li>• racism</li> <li>• chivalry</li> <li>• bias</li> <li>• liberation</li> <li>• criminalisation</li> <li>• victimisation</li> <li>• masculinity</li> <li>• moral panic</li> <li>• cyber-trespass</li> <li>• cyber-deception and theft</li> <li>• cyber-pornography</li> <li>• cyber-violence</li> <li>• global cyber-crime</li> <li>• organisation</li> <li>• ideology</li> <li>• science</li> <li>• New Right movements</li> <li>• Liberation theology</li> <li>• Millennialism</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Globalisation</li> <li>• Global economy</li> <li>• Capitalism</li> <li>• Green crime</li> <li>• Primary green crime</li> <li>• Secondary green crime</li> <li>• State crimes</li> <li>• Displacement</li> <li>• Environmental crime</li> <li>• Surveillance</li> <li>• Functionalist</li> <li>• Marxism</li> <li>• Feminism</li> <li>• Quantitative</li> <li>• Qualitative</li> <li>• Positivism</li> <li>• Interpretivism</li> <li>• Modernity</li> <li>• Postmodernity</li> </ul>
<p><b>Assessment:</b></p> <p>Paper three: Crime and Deviance with Theory and Methods.</p> <p>Question types include: short answer questions on Crime (4 marks, 6 marks); one item based question on Crime (10 marks)</p> <p>Paper two: Topics in Sociology: One freestanding essay question (10 marks); One item based question (10 marks)</p>	<p><b>Assessment:</b></p> <p>Paper three: Crime and Deviance with Theory and Methods: short answer questions on Crime (4 marks, 6 marks); one item based question on Crime (10 marks); One item based question on Crime (30 marks)</p> <p>Paper two: Topics in Sociology: One freestanding essay question (10 marks); One item based question (10 marks); One item based question (20 marks)</p>	<p><b>Assessment:</b></p> <p>Paper three: Crime and Deviance with Theory and Methods: Short answer questions on Crime (4 marks, 6 marks); one item based question on Crime (10 marks); One item based question on Crime (30 marks); One free standing question on Theory and Methods (10 marks); One item based question on Theory and Methods (20 marks)</p> <p>Paper two: Topics in Sociology: One freestanding essay question (10 marks); One item based question (10 marks); One item based question (20 marks)</p>
<p><b>Enrichment Opportunities:</b></p>	<p><b>Enrichment Opportunities:</b></p>	<p><b>Enrichment Opportunities:</b></p>