

Sociology Curriculum Map



In sociology we aim to cover a wide range of topics through the lens of **sociological theory**. As a social science, this subject looks to analyse and evaluate explanations of social behaviour and interaction. Our range of topics encourage students to consider ideas close to home as well as parts of life that might be considered deviant. A number of recurring themes exist in the study of sociology, including globalisation, social change, identity and secularisation. Each of these ideas, as well as other key concepts, help to ensure that students complete their A-level course with not only a broader understanding of Sociology as a discipline but also of society.

Control and Prevention

This section looks at how the purpose of prison has changed throughout history. We also look at ways in which a country's population might be controlled and what modern methods are used to try and prevent crime.

Globalisation

Students look at newer forms of crime emerging in modern society such as green crime, state crime and how interconnectedness affects crime.

Realism

Students study realism, looking at Left and Right Realist explanations for why crime occurs. They also learn about strategies Realism suggests to practically solve crime in society.

Media

This section looks at how the media may change the public's perception of crime, as well as the media itself may play a role in causing crime.

End of course

Students end the course by completing a section entitled 'Theory and Methods' which revisits general themes from throughout the course in more depth. We also look at the methodological debate in more detail before focusing on exam preparation and revision.

Religious organisations

Students learn about the definitions of different religious organisations, such as sects, cults and denominations. We also look at ideas such as the New Age, reasons for the growth of newer religious ideas and also how your class, ethnicity and age impact on religious interest.

Secularisation

A theme which appears throughout the whole course, students study a full section on secularisation. This looks at lower levels of religion in Europe and differing levels of belief in the USA. This topic also looks at new forms of religion and ways in which secularisation may be overstated.

Realism

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Theories of Crime

For the final time, students look at the different sociological explanations of Crime and Deviance. This also incorporates ideas of Interactionism covered in Labelling in previous topics.

Crime and Deviance Module 1

Theories of Religion

Similarly to the 'theories' topics in Education and Family, this section focuses on understanding explanations of the purpose of religion in society. This includes ideas such as Marx's idea of opium of the people, as well as the feminist ideas of piety groups.

Social Change

In this topic students consider ways in which religion is considered both a conservative force and also a force for social change, looking at ideas such as Marxism's liberation theology or the Civil Rights Movement in the USA.

Introduction in Y13

Students begin with an introduction to the overall Year 13 course. We begin by looking at the more intricate ideas in Beliefs in Society such as evidence against secularisation and new religious movements.

Global context

This final section looks at growing ideas of fundamentalism across the globe as well as ways in which religion and development are linked. This includes ideas such as how religion may be contributing to India's thriving economy

Family Diversity

Considering growing diversity in British families, students begin to learn about modernist and postmodernist views of family diversity including ideas such as the zombie family and individualisation thesis

Beliefs in Society Module 1

Theories of the Family

Just as students looking at sociological theories on the role of education, students study what sociological perspectives such as functionalism, Marxism and feminist theory view as the role of the family in society. We also begin to look at the personal life perspective, introducing students to ideas of postmodernism as a perspective.

Childhood

Students look at Childhood past and present, evaluating sociological explanations of how children's position in society may have evolved and improved over time. This topic also looks at the predictions on the future of childhood.

Social Policy

Looking at both an international and domestic level, students consider how changes to government policy might have an impact on the family. By looking at historical examples such as Nazi Germany or the China one child policy, students gain a detailed understanding of how policies might be implemented differently across the world. Students look at the priorities of political parties in Britain since the 1950s.

Demographics

Students look at a number of different demographics that appear on the specification such as birth rates, infant mortality, life expectancy and an ageing population. We look at these in relation to topics we have already covered such as the impact of ethnicity on family structure or class on life expectancy.

Couples

Continuing the theme of beginning with the most familiar aspects of a topic, students begin looking at the division of labour and the sociological debate around reasons that couples today may or may not be domestically equal.

Introducing the topic

Studying their first topic on Paper 2 (topics in sociology) students are given an overview of the new types of question they will be answering in assessments. We look at general ideas relating to family such as the various ways in which family can be defined.

Secondary Methods

After understanding primary methods, the students then learn about a smaller number of secondary forms of research. These include important forms of data such as official statistics, the use of documents and other non-written works. Students will again be considering these in the context of education, considering their validity, representativeness, reliability and any ethical issues.



Changing family patterns

Building on changes in the modern British household, students look at the impact of various social changes in the 1960s on the family.

How do factors affect achievement?

The next section explains how sociologists have linked an individual's **ethnicity, class and gender** to their ability to achieve at GCSE and A-Level. Students look at internal and external factors for each characteristic, analysing and evaluating how each one may positively or negatively affect a student's ability to succeed.

Primary Methods

Sociologists look at each of the primary methods used in sociology. They look at advantages and disadvantages of questionnaires, interviews, participant observation and experiments. Applying context, they also consider how these specific methods might be restricted or particularly useful when researching matters related to education learned about in their first topic.

What is the role of education?

For their first topic, students look at sociological explanations of the role of education. A useful introduction to more specific theory, the students look at what Functionalism, Marxism and the New Right all argue is the purpose of education.



How has education changed?

After considering factors and achievement, students look at the history of education and how government policy might have also affected a student's ability to achieve. We look at historical changes, such as the tripartite system and importance of the national curriculum. We later look at more modern changes, such as the push toward academisation for state schools or the importance placed on competition and standards by governments over the last half century.

Methods in Context Module 1

An introduction to Methods in Context and research

Once students have established an understanding of education, they can use these ideas to develop a working knowledge of how a sociologist might conduct research. They learn about interpretivism and positivism and their preferences for conducting sociological research, in the context of education.

Education with Methods in Context

Introduction

Students begin by covering a general overview of the course, the assessment requirements and some basic concepts such as norms, values, culture and identity. We cover the basic ideas they need to understand future theories such as class, ethnicity and gender.



YEAR
12



welcome