

Sociology Curriculum Overview – Year 13

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
Introduction to Beliefs in society	<p>What are Belief systems. Different types of belief system</p> <p>Theories of religion: Functionalism, Marxism feminism</p> <p>Religious organisations: Church, sect, cult, denomination NRMs</p>	<p>Developing skills of analysis, evaluation and interpretation.</p> <p>Learning how to balance arguments and conflicting views and reach a balanced conclusion</p> <p>Creative skills</p> <p>Group work</p>	<p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class</p> <p>End of topic assessment</p> <p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks,</p> <p>Regular AFL activities in class</p>	<p>Essays and essay plans as most important form of home work</p> <p>Revision for in class assessments</p> <p>Flipped Learning tasks through</p>	<p>Leading for Justice .- exploration of religious teaching and how religion can function for the benefit of the individual and society</p> <p>Courageous and resilient- Learning how religion creates a framework for dealing with life crisis and transitional points in peoples’ lives.</p> <p>Cultural Capital:</p> <ul style="list-style-type: none"> • Using formal sociological language and sociological terminology to improve literacy • Visiting the V&A Museum of Childhood when studying the social construction of childhood • Widen students’ contextual understanding with a 	<p>This is the first Yr 13 Unit and there are links with all others studied subsequently.</p> <p>Key theories consistently taught across the course e.g. functionalism, Marxism, feminism</p> <p>Key concepts consistently taught across the course e.g. socialisation, culture , social control and social order.</p>

					<p>quality documentaries films and reading</p> <ul style="list-style-type: none"> • Opportunities to improve Oracy through presentation and debates • Building Schema and connections to the wider world • Thinking Critically about aspects of culture, and developing cultural awareness and appreciation of cultural variations both across and within cultures. <p>Cross-curricular: CC Links to most other A Level and subjects in particular, Politics, BTEC Applied Psychology, English, History and Philosophy</p> <p>Careers: Links to careers in politics (visit to parliament Careers in Law- Visit to the Supreme court Discussion of Civil Service & the media</p>	
--	--	--	--	--	--	--

Autumn Term 2

Beliefs in Society	<p>The secularisation debate</p> <p>Science & Ideology as belief systems</p>	<p>Answering 30 mark questions. Developing PEEEL paragraphs. Exam Technique. Presentation skills Debating skills Group work</p>	<p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class</p> <p>End of topic assessment</p>		<p>Courageous and Resilient learning about the role of religion in society. United in Harmony – Exploring the role religion plays in bonding individuals together.</p>	<p>Key theories consistently taught across the course e.g. functionalism, Marxism, feminism</p> <p>Key concepts consistently taught across the course e.g.</p>
--------------------	---	---	--	--	--	--

			<p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks,</p> <p>Regular AFL activities in class</p>		<p>Cultural Capital:</p> <ul style="list-style-type: none"> Using formal language and sociological terminology to improve literacy Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading Opportunities to improve Oracy through presentation and debates Building Schema and connections to the wider world Thinking Critically about aspects of politics and culture. <p>Cross-curricular: Cross-curricular: CC Links to most other A Level and subjects in particular, Politics, BTEC Applied Psychology, English, History and Philosophy</p> <p>Careers: Politics, Media, Civil Service, Law, social work, education</p>	<p>socialisation, culture , social control and social order</p>
--	--	--	--	--	---	---

Spring Term 1

<p>Crime & Deviance</p>	<p>Intro to Crime & Deviance</p> <p>Theories of Crime & Deviance</p> <p>The criminal justice system</p>	<p>Further developing skills of analysis, evaluation and interpretation. Learning how to balance arguments and conflicting views and reach a balanced conclusion</p>	<p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class</p> <p>End of topic assessment</p>	<p>Essays and essay plans as most important form of home work</p> <p>Revision for in class assessments</p> <p>Assessment tasks and drafts to prepare for</p>	<p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular:</p> <p>British Values. Loving and compassionate – strive for human rights and civil liberties.</p>	<p>Key theories consistently taught across the course e.g. functionalism, Marxism, feminism</p> <p>Key concepts consistently taught across the course e.g.</p>
------------------------------------	---	--	--	--	--	--

			<p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks,</p> <p>Regular AFL activities in class</p>	internal assessment.	<p>British Values in relation to the criminal justice system and the rule of law. Leading for justice-role of the judiciary and the wider CJS. and institutions.</p> <p>Cultural Capital:</p> <ul style="list-style-type: none"> Using formal language and sociological terminology to improve literacy Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading Building Schema and connections to the wider world <p>Cross-curricular: CC Links to most other A Level and subjects in particular, Politics, BTEC Applied Psychology, English, History and Philosophy</p> <p>Careers: Politics, Media, Civil Service, Law, social work, education, social work, education</p>	socialisation, culture, social control and social order
--	--	--	--	----------------------	---	---

Spring Term 2

<p>Crime Theory &</p>	<p>Globalisation & Crime: Green crime, state crime, the media and crime</p>	<p>Analysis and evaluation</p> <p>Weighing-up the relative strengths and weakness of arguments</p> <p>Debating skills</p> <p>Presentation skills</p>	<p>Range of Formal and informal assessments including:</p>	<p>Essays and essay plans as most important form of home work</p>	<p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular:</p> <p>Democracy-role of a law and order in society.</p>	<p>Key theories consistently taught across the course e.g. functionalism, Marxism, feminism</p>
----------------------------------	---	---	--	---	--	--

	<p>Class, age, gender, location & crime.</p> <p>Soc theories, functionalism, Marxism, feminism, social action theory</p>		<p>Regular exam focused timed assessments in class</p> <p>End of topic assessment</p> <p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks,</p> <p>Regular AFL activities in class</p>	<p>Revision for in class assessments</p> <p>Assessment tasks and drafts to prepare for internal assessment.</p> <p>Preparing and carrying out a pilot study.</p>	<p>Cultural Capital:</p> <ul style="list-style-type: none"> Using formal language and sociological terminology to improve literacy Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading Building Schema and connections to the wider world <p>Cross-curricular: CC Links to most other A Level and subjects in particular, Sociology, BTEC Applied Psychology, Politics, History and Philosophy</p> <p>Careers: Politics, Media, Civil Service, Law</p>	<p>Key concepts consistently taught across the course e.g. socialisation, culture, social control and social order</p>
--	--	--	--	--	--	--

Summer Term 1

<p>Theory & Revision</p>	<p>Sociology & Science</p> <p>Modernity-post-modernity</p> <p>Value freedom & objectivity</p> <p>Theories of methodology</p>	<p>Developing skills of analysis and evaluation by examining sociological problems from different theoretical perspectives.</p> <p>Independent work</p> <p>Presentation skills.</p> <p>Application and interpretation.</p> <p>Debating skills</p>	<p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class</p> <p>End of topic assessment</p> <p>Self-assessments and reflections on learning and feedback</p>	<p>Essays and essay plans as most important form of home work</p> <p>Revision for in class assessments</p> <p>Flipped Learning tasks</p>	<p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular: Listening and attentive-Exploring different theoretical perspectives such as Marxism & feminism and considering the aspects of societal injustice that they are seeking to illuminate.</p> <p>Cultural Capital:</p> <ul style="list-style-type: none"> Using formal language and Sociological terminology to improve literacy 	
------------------------------	--	---	---	--	--	--

			<p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks,</p> <p>Regular AFL activities in class</p>		<ul style="list-style-type: none"> Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading Opportunities to improve Oracy through presentation and debates Building Schema and connections to the wider world <p>Cross-curricular: CC Links to most other A Level and subjects in particular, Politics, BTEC Applied Psychology, English, History and Philosophy</p> <p>Careers: Politics, Media, Civil Service, Law</p>	
Summer 2						
Exams						,