

Sociology Curriculum Overview – Year 12

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						
<p>Introduction to Sociology:</p> <p>Families & Households</p>	<p>What is Sociology. Key concepts, theories & methods</p> <p>Theories of the family</p> <p>Universality of nuclear family</p> <p>Marriage, cohabitation</p> <p>Divorce</p> <p>Family Diversity</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>British Values embedded in the Unit on democracy and political participation.</p> <p>Leading for Justice .- exploration of family diversity and understanding & celebrating different family structures.</p> <p>Courageous and resilient-Learning about the ‘dark side’ of the family’ including domestic violence. Discussing this in a sensitive way as well as outlining sources of help for difficult family situations.</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 	<p>This is the first 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>

					<ul style="list-style-type: none"> Widen students' contextual understanding with a 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 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>	
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Autumn Term 2

Families and Households	Childhood and the family Demographic trends	Answering 20 mark questions. Developing PEEEL paragraphs. Exam Technique. Presentation skills Debating skills Group work	Range of Formal and informal assessments including: Regular exam focused timed assessments in class End of topic assessment		Courageous and Resilient learning about the social construction of childhood exploring issues affecting children in different parts of the world e.g. child soldiers United in Harmony – Exploring consensus views of the family and it's positive role in socialisation and the preservation of societal values	Key theories consistently taught across the course e.g. functionalism, Marxism, feminism Key concepts consistently taught across the course e.g. socialisation, culture , social
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			<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: 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>	control and social order
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Spring Term 1

Education	<p>Theories of Education</p> <p>History of Education/Policies</p> <p>Educational Inequalities: Social Class</p>	<p>Further developing skills of analysis, evaluation and interpretation.</p> <p>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.</p> <p>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>
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			<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>internal assessment.</p> <p>Preparing and carrying out a pilot study.</p> <p>Preparing coursework for Unit 2 SV process.</p>	<p>British Values in relation to political parties and democracy. Leading for justice- role of political parties and institutions.</p> <p>Cultural Capital:</p> <ul style="list-style-type: none"> Using formal language and sociological I 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>	<p>socialisation, culture , social control and social order</p>
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Spring Term 2

<p>Education& Research Methods</p>	<p>Educational Inequalities: Gender Ethnicity</p> <p>Social processes within schools</p> <p>Introduction to research Methods:</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>Regular exam focused timed assessments in class</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>Democracy-role of a free media in democracy.</p> <p>Cultural Capital:</p> <ul style="list-style-type: none"> Using formal language and sociological terminology to improve literacy 	<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>
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	Quantitative, Qualitative, primary, secondary		End of topic assessment Self-assessments and reflections on learning and feedback Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Regular AFL activities in class	internal assessment. Preparing and carrying out a pilot study. Preparing coursework for Unit 2 SV process.	<ul style="list-style-type: none"> 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>	socialisation, culture, social control and social order
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Summer Term 1

Research Methods	<p>Primary Methods :questionnaire's, interviews, observations etc.</p> <p>Secondary Methods: Official statistics, documents etc.</p> <p>Methods in Context of Education</p>	<p>Research Methods Skills- Opportunity to design and carry out research. Independent work Presentation skills. Application and interpretation</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</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 political schools of thought e.g. socialism and conservatism and trying to understand the meanings and motivations of proponents of ideologically opposed camps</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 	
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			<p>techniques, quizzes, Exit tasks,</p> <p>Regular AFL activities in class</p>		<ul style="list-style-type: none"> • 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>	
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Summer 2

Introduction to Beliefs in Society	Introduction to Beliefs in Society	Further developing skills of analysis, evaluation and interpretation. Learning how to balance arguments and conflicting views and reach a balanced conclusion	<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</p>	<p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular:</p> <ul style="list-style-type: none"> • British Values- strong links to the philosophy of liberalisms e.g. Individual rights and responsibilities. <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 culture, and developing cultural awareness and 	<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>
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					<p>appreciation of cultural variations both across and within cultures.</p> <p>Cross-curricular: CC Links to most other A Level and subjects in particular, Sociology, BTEC Applied Psychology, English, History and Philosophy</p> <p>Careers: Politics, Media, Civil Service, Law, social work, education</p>	
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