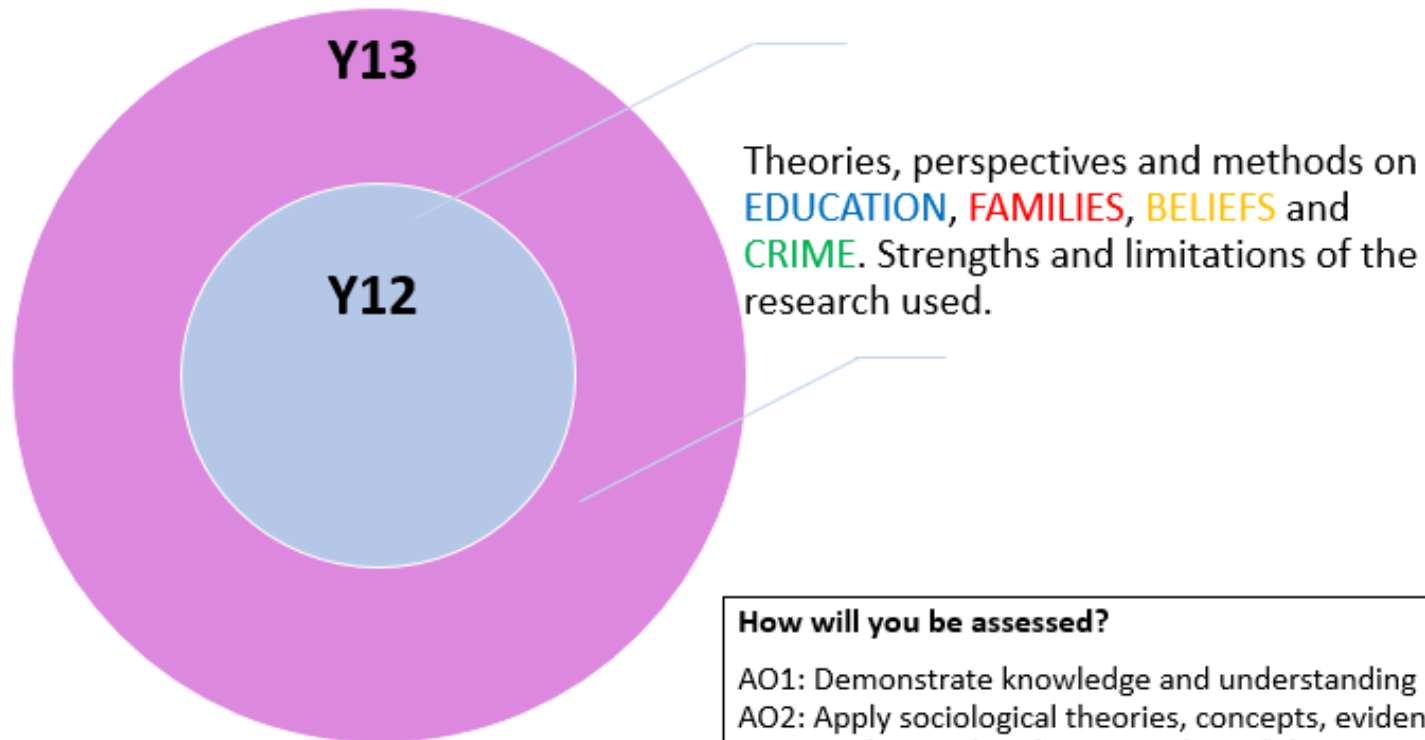


Sociology Curriculum KS5



Theories, perspectives and methods on **EDUCATION** and **FAMILIES**. Strengths and limitations of the research used.

Theories, perspectives and methods on **EDUCATION**, **FAMILIES**, **BELIEFS** and **CRIME**. Strengths and limitations of the research used.

How will you be assessed?

AO1: Demonstrate knowledge and understanding

AO2: Apply sociological theories, concepts, evidence and research methods

AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods.

KS5 Curriculum Overview

SOCIOLOGY

New/Progression from KS4

Curriculum Intent

To examine sociological views on the nature and role of the education system and the family. To examine the relationship between religion and society. To explore the views of sociological theories on the relationship between crime and social groups. To examine the impact of state policies on the education system, families and crime reduction. Core sociological skills include; explanation of key theories, accurate use of specialist terminology, application of relevant studies, examples and sociologists views. **Application of material from a source (piece of writing)**. Evaluation of key theories and ideas. Ability to make reasoned and justified conclusions.

What do students *do* with this knowledge or these skills?

Students will complete **three sociology papers each worth 80 marks (2 hrs long)**. Paper 1 assesses students understanding of the education and **methods topics**. **Paper 2** covers the families and beliefs topics and **paper 3** focuses on the crime and theories topics. Upon completion of their Sociology A Level students can go onto study a number of disciplines at university such as; Sociology, Criminology, Education, Social Policy, International Relations, Politics, Psychology, history, Journalism. Sociology can lead to a diverse range of careers. There are specific occupations involving sociology such as working in sociological institutions such as British Social Attitudes, British Sociological Association or Office for national statistics. Or Government 'think tanks' conducting sociological research, and sociological research for charitable organisations such as Joseph Rowntree Foundation or ESRC (economic social research council). Sociology enables students to have a greater understanding of society and can lead to careers in other areas such as social work, politics, journalism, police, research and teaching.

How does the KS5 curriculum build on that from KS4?

Not all students will have had GCSE Sociology before starting at KS5. However, further areas of sociology are explored (post modernism, etc.), including subdivision of the key areas (functionalism, Marxism, interactionism, feminism).

Sociology builds on KS4 literacy skills. It also builds on students' humanities knowledge such as; globalisation, the enlightenment, industrial revolution, protestant reformation, the global spread of religion and basic differences between religions. Students will have different understandings of these issues based on their KS4 curriculum choices therefore this knowledge is also covered prior to the crime and beliefs topics.

What new knowledge or skills are students taught?					
At the end of KS5, students should be able to	Term	Year 12	Year 13	Choices	How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?
<ul style="list-style-type: none"> - engage in theoretical debate - understand research processes. - have a critical awareness of contemporary social processes and change 	Autumn	<u>Education topic</u> <ul style="list-style-type: none"> • Explain and evaluate sociological theories view on the role and purpose of the education system: Functionalism, Marxism, Feminism & New Right • Explain the impact social class has on academic achievement and evaluate the external factors: cultural and material deprivation. • Explain and evaluate the internal factors (school processes) that impact the academic achievement of working class students • Explain and evaluate the impact ethnicity has on academic achievement – with a focus on White, Asian & Black 	<u>Beliefs topic</u> <ul style="list-style-type: none"> • Examine the nature of Ideology, science and religion • Explain and evaluate theories views on religion & whether religion is a conservative force or force for change. Looking at functionalism, Feminism, Marxism, neo Marxism, Weber, Bruce and McGuire. • Examine and evaluate the different types of Religious organisations: New Religious movements, New Age movements, Churches, Cults, Sects and Denominations. • Examine and evaluate the relationship between Religion and social groups 	(option on paper 2, section A) <u>Families and Households topic</u> By choosing this topic, students working in small groups at Chesterton 6 th Form can use familiar concepts to help develop the skills required at that level. It also builds on from the Education topic, where we discuss family background and the family's influence on achievement. In order to bridge the gap between the students who studied GCSE sociology and those who did not, the family topic is excellent to apply key sociological concepts such as primary	<p>The Chesterton Sociology curriculum is mapped around the National Curriculum, and goes beyond with 5 main challenges:</p> <p>Become a Sociologist. Students at Chesterton create their several studies. Students go beyond the expectation of one small-scale</p>

<p>- draw together the knowledge, understanding and skills learnt</p> <p>- examine topic areas in relation to the two core themes</p> <p>- examine both the evidence of and the sociological explanations for the content</p> <p>- use examples drawn from their own experience of small-scale research.</p> <p>- draw out links with other topics studied</p> <p>- be familiar with sociological explanations of the topics studied.</p>		<p>students. Looking at external factors and internal factors</p> <ul style="list-style-type: none"> Explain and evaluate the impact of gender on academic achievement focusing on the internal and external factors affecting girls and boys. Explain and evaluate the main historical changes affecting the education system and key state policies: 1944 Butler Act, 1988 ERA and recent changes. 	<p>looking at; class, gender, age and ethnicity</p> <ul style="list-style-type: none"> Examine the Secularisation debate. Looking at the UK, USA and the global picture. Examine evidence for and against secularisation. 	<p>socialisation, gender roles, cultural capital, etc.</p> <p>(option on paper 2, section B) <u>Beliefs in Society</u></p> <p>In the UK, where religion and state are still closely linked, and secularisation is very much a process at play, studying beliefs in society is therefore a very contemporary topic. As this topic is studied in Y13, it is an ideal topic to bring together students previous knowledge on Education and Families. It also allows for more contextualisation as Beliefs can be compared globally.</p>	<p>research and instead create at least one per topic.</p> <p>Apply knowledge to the real world. Beyond thinking about the social work around them, students at Chesterton go out and confront it by visiting the Cambridge Crown Court, meeting a judge and sitting through a hearing.</p> <p>Extra Reading. The contemporary issues mentioned in the national curriculum could be seen in relative terms. At Chesterton, students are regularly applying their skills to literal contemporary issues with news articles from the current year.</p> <p>Link to a range of social issues: From books, films and podcasts, students are offered ideas to make their own links with numerous current social issues beyond the NC.</p> <p>Careers: Inspired by Gatsby Benchmark 4, many links are made during the lessons with wider Careers Education.</p>
	Spring	<p><u>Methods topic</u></p> <p>For all methods students need to understand the different types of each method, the design process, practical, ethical and theoretical issues, strengths and weaknesses of using the method in sociological research and examples of studies (using each method).</p> <ul style="list-style-type: none"> Experiments Questionnaires & surveys Interviews Participant Observation Statistics Other smaller methods such as documents, life histories and case studies. <p>Students also need to be able to apply these methods to the context of educational research in a school environment.</p>	<p><u>Crime topic</u></p> <ul style="list-style-type: none"> Examine the key sociological theories view on the nature and role of crime and social order: functionalism, strain theory, sub cultural theories, Marxism, Feminism, right and left realism. Explain and examine patterns and trends in crime looking at; gender, class and ethnicity Examine the impact Globalisation has had on crime, examine the relationship between the media and crime. Understand the nature of green crime & state crime. Examine crime control strategies: right and left realism, looking at USA and the UK. 		
	Summer	<p><u>Families and Households topic</u></p> <ul style="list-style-type: none"> Explain and evaluate the views of Functionalism, new Right, Marxism, Feminism, Post Modernism and personal life perspective regarding the role of the family. Explain and evaluate changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures <ul style="list-style-type: none"> Explain Gender roles, domestic labour and power relationships 	<p><u>Theories topic</u></p> <ul style="list-style-type: none"> Examine and evaluate Consensus and conflict theories (structural), social action theories: Functionalism, Marxism, Feminism, labelling, symbolic interactionism, drama analogy and phenomenology. Examine the arguments regarding modernity, late modernity and post modernity Examine the extent to which Sociology can be viewed as a science 		

		<p>within the family in contemporary society</p> <ul style="list-style-type: none"> • Explain the nature of childhood in UK today, and changes in the status of children in the family and society (looking at positive changes and the conflict view). • Examine demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalization. 	<ul style="list-style-type: none"> • Examine the role of Values in sociology; can sociology be value free? Apply the key sociological theories. • Examine the relationship between Sociology and social policy. Looking at the example of the New Right and labour. 		<p>From highlighting the transferable skills developed and their use in the world of work, to linking the meaning of Careers to concepts seen in lessons: Deviant Career; Dual Careers Families; Triple shift for women; etc.</p>
	<p>Rationale for this sequencing</p>	<p>The education topic is taught first as it covers foundation knowledge regarding the key sociological theories that we later build on in the families, beliefs and crime topics. The education topic is a good place to begin studying sociology as most students are familiar with school processes and changes to the education system. They have experiences of school life which they can draw upon and apply to classroom discussions. Methods is taught second as students need to be able to apply each method to the context of education. Students must have completed the education topic and studied each method before they can do this. The education and methods topics are paper 1 (80 marks). The families' topic is taught in the summer term. This is the first topic from paper 2. This topic is taught first as students will have experiences of family life which they can draw upon and use to evaluate the key theories. The families' topic also covers sensitive material which is best taught once the student/ teacher relationships have been established and students feel comfortable to discuss sensitive issues such as domestic violence, gender norms, and abuse in the home.</p>	<p>The beliefs topic is taught first as it demands students to have good general knowledge about world affairs, key historical events (such as the enlightenment, industrial revolution, protestant reformation) and the global spread of religion and basic differences between religions. This topic is introduced in the summer term after the families' topic. Students are given a series of enhanced learning tasks aimed at improving their general knowledge on the issues mentioned above – this independent learning will aid their understanding of the Beliefs topic and improve their evaluation skills. The crime topic is taught after beliefs and builds on students' knowledge of sociological theories (this topic is best taught after students have covered the families/ education topics and are secure in their knowledge of the key theories). Links are made between the education and crime topics as the exam questions have the same structure and allocation of assessment objectives. The theories topic is taught last as it contains a synoptic element. Students need to apply the key sociological theories to the 4 topics; crime, beliefs, education and families.</p>		

	<p>How does the KS5 curriculum build on that from KS4?</p>	<p>Not all students will have had GCSE Sociology before starting at KS5. However, further areas of sociology are explored (post modernism, etc.), including subdivision of the key areas (functionalism, Marxism, interactionism, feminism). Sociology builds on KS4 literacy skills. It also builds on students' humanities knowledge such as; globalisation, the enlightenment, industrial revolution, protestant reformation, the global spread of religion and basic differences between religions. Students will have different understandings of these issues based on their KS4 curriculum choices therefore this knowledge is also covered prior to the crime and beliefs topics.</p>		
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