

Subject overview: KS4 Sociology

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

In brief (no more than four sentences)

The Sociology curriculum aims to enable pupils to participate in our interconnected world with understanding and altruism. Through the study of Sociology pupils will examine social phenomena that affect people's lives in profound ways. We aim to nurture thoughtful and motivated young people, who can act responsibly as active citizens, and who believe in their ability to change their community for the better.

Additional details

We provide the opportunity for students to draw on information from different sources and demonstrate their ability to analyse the different research methods used in sociological investigations. Students' knowledge of sociological theories is developed and opportunities to allow them to compare contrast and apply these theories to modern day real life scenarios is embedded. We develop our students' ability to analyse situations, make sustained judgements and draw conclusions.

At KS4 students study the AQA GCSE Sociology syllabus

YEAR 10

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	<p>THE SOCIOLOGICAL APPROACH What is Sociology?</p> <p>Understanding the work of Durkheim, Marx & Weber</p> <p>Sociological debates & theory: Functionalism, Marxism, Feminism, Interactionism & New Right</p> <p>Social structures: ethnicity & gender</p> <p>Social processes: nature vs nurture debate, socialisation & social control</p> <p>Social issues: poverty & crime</p> <p>Links between social structures, processes and issues.</p>	<p>GCSE Sociology starts by ensuring students understand the core essence of this subject is focused on theory and research in various social topics that impact us all, focusing on disciplinary knowledge. It sets the foundation of how important sociology is in contemporary society informing social policies, human behaviour and interaction as well as daily social issues affecting all of us.</p> <p>This topic ensures that students develop substantive knowledge at the start of the course learning the core sociological theories, developing their skills to critically analyse and evaluate social issues. Students will be encouraged to debate contemporary social issues in order to be able to challenge everyday understandings and misconceptions of social phenomena from a sociological perspective. Students develop sociological declarative knowledge and ideas assessing how they have changed over time and how these ideas inform our understanding of the social world in contemporary society</p>	<p>Exam questions</p> <p>12 mark extended writing questions</p> <p>Knowledge book</p> <p>Knowledge Tests</p> <p>Homework</p>
Term 1:2	<p>SOCIOLOGICAL RESEARCH METHODS Research design process (sampling methods & pilot studies)</p> <p>The scientific method of research (Structural approach) & ethnography</p> <p>Practical & ethical research problems in varied research methods: surveys, questionnaires,</p>	<p>This topic develops procedural knowledge where pupils can understand how to undertake small-scale research projects, developing knowledge of practical difficulties faced by the sociologists when conducting research.</p> <p>They will also develop their declarative and conditional knowledge to understand the practical and ethical issues around sociological research, assessing the value, application, and strengths and weaknesses of different methods. Students will also assess the</p>	<p>Exam questions</p> <p>12 mark extended writing questions</p> <p>Knowledge book</p> <p>Knowledge Tests</p>

	interviews, observations, statistics, case studies, longitudinal studies & experiments.	usefulness of the mixed methods approach. Students will develop their procedural knowledge to be able to interpret data, identifying and explaining trends.	Homework Careers based tasks
Term 2:1	<p>FAMILIES & HOUSEHOLDS Functions of the family & criticisms Differing theoretical views of the functions of families (functionalist, feminist and Marxist)</p> <p>Different criticisms of families theoretically.</p> <ul style="list-style-type: none"> • Zaretsky (Marxism) • Delphy and Leonard (Feminism) <p>Family forms How family forms differ in the UK and within a global context - family diversity</p> <ul style="list-style-type: none"> • Rapoport 	<p>Family topic starts with emphasis on theoretical knowledge, embedding conditional knowledge alongside critical evaluation and comparisons and contrast theories - highlighting the key features of each theory linked to the functions/role/purpose of the family</p> <p>Students to develop procedural knowledge, with supported application of Zaretsky's and Delphy & Leonard's studies</p> <p>Students name, describe and explain various family forms, addressing misconceptions (nuclear, extended, reconstituted, lone parent, single sex) - procedural knowledge is developed with supported application of Rapoport's study</p>	<p>Exam questions</p> <p>12 mark extended writing questions</p> <p>Knowledge book Knowledge Tests</p> <p>Homework</p>
Term 2:2	<p>Conjugal role relationships Different theoretical views and historical/contemporary trends of conjugal role relationships (functionalist, feminist and Marxist).</p> <ul style="list-style-type: none"> • Oakley - conventional family. <p>Impact of different conjugal roles in the family structures</p> <p>Changing relationships within families Changing relationships within families over time and development of the symmetrical</p>	<p>This topic explores different roles men and women assume in the family, this declarative knowledge is developed theoretically and historically, also looking at developing contemporary substantive knowledge. Procedural knowledge will be developed with application of Oakley's study</p> <p>Students will enhance their understanding of conjugal roles within the family by assessing the impact of conjugal roles on family life, discussing: decision making, money management, dual career families, child rearing and leisure activities. Students can explore their hinterland knowledge via examples, illustrations and stories of differences in roles and responsibilities within family structures.</p> <p>Students will explain the differences between segregated & integrated conjugal roles - developing procedural knowledge by application of Wilmott & Young's study, highlighting changes in conjugal roles</p>	<p>Exam questions</p> <p>12 mark extended writing questions</p> <p>Knowledge book</p> <p>Knowledge Tests</p> <p>Homework</p>

	<p>family</p> <ul style="list-style-type: none"> • Wilmott & Young's & concept of 'stratified diffusion' <p>Divorce Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.</p> <p>Applying methods in context (conjugal roles & questionnaires)</p>	<p>historically: pre-industrialisation; during industrialisation & post industrialisation.</p> <p>Students will develop their historical understanding of how the law and changes in society impacted divorce trends in Britain since 1945. Students will develop their declarative knowledge explaining reasons for high divorce rates and its consequences on the family and society. Students will build their substantive knowledge about divorce trends into sociological and theoretical discussions.</p> <p>For each topic area students are expected to demonstrate an understanding of relevant methods and methodological issues.</p> <p>Students will enhance their procedural knowledge when applying the use of questionnaires in researching conjugal roles. Here students will address strengths and weaknesses of applying this method in context.</p>	
Term 3:1	<p>EDUCATION Roles & functions of education Education & Capitalism Different theoretical views of the role and functions of education (functionalist, feminist & Marxist)</p> <ul style="list-style-type: none"> • Durkheim • Parsons • Bowles & Gintis <p>Social policies in education and political influences</p>	<p>We begin the education topic with students having substantive knowledge on sociological theory that can be transferred to education. As students are part of the education system, they are encouraged to bring their experiences and interpret these sociologically. Students will further develop their critical declarative knowledge on sociological theory and education. Students will develop their substantive knowledge of differences in private and state education, different types of schools in Britain and the concept of deschooling.</p> <p>Students will apply relevant studies and evaluate the findings using disciplinary knowledge. Students will identify, explain and summarise key social policies in education assessing whether they have contributed to the increase of social inequalities or reduced them.</p>	<p>Exam questions</p> <p>12 mark extended writing questions</p> <p>Knowledge book</p> <p>Knowledge Tests</p> <p>Homework</p> <p>Seneca</p>
Term 3:2	Educational achievement	Students will develop substantive knowledge analysing the inside and	Exam questions

	<p>Internal & external factors affecting educational achievement theoretically (functionalist, feminist and Marxist):</p> <ul style="list-style-type: none"> • Social class - (Halsey et al; Ball et al; Gewirtz et al)) • Gender • Ethnicity <p>Processes within schools Processes within schools affecting educational achievement theoretically (interactionist, functionalist, feminist and Marxist)</p> <ul style="list-style-type: none"> • Ball • Willis 	<p>outside school factors based on social class, gender & ethnicity - supported with declarative sociological theory based knowledge, as well as addressing the common misconceptions based on social class, gender & ethnicity.</p> <p>Students will draw on hinterland knowledge of their experiences in education when developing their understanding of processes within schools. This will be enhanced by their theory based substantive knowledge and also application of relevant sociological studies</p>	<p>12 mark extended writing questions</p> <p>Past papers revision for end of Year 10 exams</p> <p>Knowledge book</p> <p>Knowledge tests</p> <p>Seneca</p>
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YEAR 11			
TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	<p>CRIME & DEVIANCE Social construction of crime & deviance The social construction of concepts of crime and deviance and explanations of crime and deviance, alongside theoretical perspectives (interactionist, functionalist, feminist and Marxist)</p> <ul style="list-style-type: none"> • Merton • Becker <p>Social control</p>	<p>We begin this topic in Year 11, with a lot of their substantive knowledge embedded from Year 10. Also including disciplinary knowledge based on sociological perspectives, studies and key concepts.</p> <p>Students will further enhance their declarative knowledge about crime & deviance supported with theory and application of relevant studies, including Merton, Becker and Heidensohn.</p> <p>Students can refer to hinterland knowledge and use stories and</p>	<p>Exam questions</p> <p>12 mark extended writing questions</p> <p>Knowledge book</p> <p>Knowledge Tests</p> <p>Homework</p>

	<p>Formal and informal methods of social control, including theoretical explanations (interactionist, functionalist, feminist and Marxist)</p> <ul style="list-style-type: none"> • Heidensohn <p>Criminal & deviant behaviour Factors of social class, gender, ethnicity & age affecting criminal and deviant behaviour theoretically and ways in which criminal and deviant behaviour have generated public debate: violent crime, sentencing, the treatment of young offenders, the prison system and media coverage of crime</p> <ul style="list-style-type: none"> • Cohen • Carlen 	<p>appropriate examples to embed their learning about crime & deviance. References to current affairs will be used to build contemporary knowledge of sociology in crime & deviance, highlighting misconceptions.</p> <p>Students will develop substantive knowledge about public debates surrounding violent crime, sentencing, the treatment of young offenders, the prison system and media coverage of crime - references to appropriate case studies will be used to generate class discussions and embed sociological perspectives. This will be supported by application of relevant sociological studies Cohen and Carlen.</p>	
Term 1:2	<p>Data on crime Usefulness of the main sources of data on crime Collection of official data on crime Patterns and trends in crime figures and the 'dark figure' (unreported & recorded crime) Sociological perspectives on the use of data on crime (functionalist, feminist and Marxist)</p>	<p>Students will develop disciplinary knowledge, highlighting the degree of certainty in the usefulness of official crime statistics, victim surveys and self-report studies. Students will interpret data making judgements about patterns of crime in society.</p> <p>Students will develop their substantive knowledge and understanding with application, interpretation, analysis and evaluation of sociological perspectives.</p>	<p>Mock exam revision</p> <p>Timed 12 marks essay questions</p> <p>Knowledge book</p> <p>Seneca</p>
Term 2:1	<p>SOCIAL STRATIFICATION Theories of stratification & life chances Different and contrasting critical views of the functionalist theory and socio-economic class of social stratification (functionalist, feminist and Marxist)</p> <ul style="list-style-type: none"> • Davis & Moore • Marx • Weber 	<p>Social stratification topics encompasses the majority of knowledge from prior topics in the specification and looks at social inequalities in society based on social class, gender, ethnicity, age, disability & religion within the social issues of power, status, wealth, poverty. Students reflect on prior knowledge and more sophisticated understanding of the topics collectively.</p> <p>This knowledge will enable students to link relevant knowledge of the subject and current events of the world Students will develop considerable substantive knowledge critically</p>	<p>Past exam papers</p> <p>Timed 12 mark essay questions</p> <p>Knowledge book</p> <p>Knowledge tests</p> <p>Seneca</p>

	<p>Different sociological theoretical views on factors of social class, gender, race and ethnicity, sexuality, age, disability, religion and belief affecting life chances.(functionalist, feminist and Marxist)</p> <ul style="list-style-type: none"> • Devine <p>Poverty Different sociological perspectives' interpretations of poverty as a social issue (functionalist, feminist and Marxist)</p> <ul style="list-style-type: none"> • Townsend • Murray 	<p>assessing social inequalities and social issues alongside sociological perspectives. This will be supported by relevant sociological studies, which can feature in exam paper items and students' answers in 12 mark essays.</p>	
Term 2:2	<p>Power & authority Different forms of power and authority, looked at with sociological perspectives in mind (functionalist, feminist and Marxist)</p> <ul style="list-style-type: none"> • Weber <p>Power relationships Describe and explain different views on factors affecting power relationships, alongside theoretical consideration (functionalist, feminist and Marxist)</p> <ul style="list-style-type: none"> • The Equality Act 2010 • Walby 	<p>This topic is explored applying substantive knowledge of political parties, pressure groups and different power systems in society. Students develop substantive knowledge about typical voters for different political parties and understand the voting system in England.</p> <p>Students revisit social inequalities specifically linked to power relationships, focused on application of The Equality Act 2010. This is further supported by Walby's work on patriarchy, challenging misconceptions in gender inequalities.</p>	<p>Past exam papers</p> <p>Timed 12 mark essay questions</p> <p>Knowledge book</p> <p>Knowledge tests</p> <p>Seneca</p>
Term 3:1	GCSE Revision	<p>Students embed effective revision techniques using past exam papers, timed exam questions, knowledge organisers and discussions in lessons to address gaps in substantive knowlegde.</p>	<p>Past exam papers</p> <p>Seneca</p>
Term 3:2	GCSE Revision	<p>Students embed effective revision techniques using past exam papers, timed exam questions, knowledge organisers and discussions in lessons to address gaps in substantive knowlegde.</p>	<p>Past exam papers</p> <p>Seneca</p>