

Subject overview: KS5 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 gain a deeper understanding of the world around them and reflect on social issues that are relevant to their own social experiences. Students can acquire knowledge and a critical understanding of the contemporary social process and social changes. They develop strong analytical and critical thinking skills and are able to apply these to global issues.

At KS5 students study the AQA A Level Sociology syllabus

YEAR 12

| 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? |
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| Term 1:1 | <p>Introduction to Sociology and Sociological Theories</p> <ul style="list-style-type: none"> ● The nature/nurture debate ● Culture, norms, values & socialisation ● Structure & action ● Consensus & conflict ● Diversity, identity & inequality ● The Modernist theories - functionalism, Marxism, feminism & social action ● Postmodernism <p>Families & Households</p> <ul style="list-style-type: none"> ● Couples ● Childhood ● Theories of the family | <p>We start the course by looking at the core themes and perspectives that run throughout the entire course. These are the very basic principles of sociology and it is essential that the students become familiar with this substantive knowledge at this stage to allow them to embed it in every topic moving forward.</p> <p>Students begin to develop disciplinary knowledge early in the course by beginning to understand where our sociological knowledge comes from and how the theories are formulated based on the collection of data.</p> <p>Towards the end of this term, we start to study the first key unit of work about families. This is taught at this stage as students often find the topic the most relatable, therefore making the substantive knowledge easier to understand and remember. We relate all knowledge back to the core themes and concepts studied at the start of the year to embed these keywords into their sociological writing.</p> | Knowledge recall quizzes and past paper questions |
| Term 1:2 | <p>Families and Households</p> <ul style="list-style-type: none"> ● Demography ● Changing Family Patterns ● Family Diversity ● Social Policy <p>Research Methods</p> <ul style="list-style-type: none"> ● Research design ● The scientific method ● Sampling ● Practical, ethical & theoretical problems | <p>We start this term by continuing to study the families topic, thus developing key substantive knowledge that links to the key concepts that were developed early in the first half term. Students will use knowledge from last half term to understand how families can change and the impact that this can have on wider society. Procedural knowledge is developed through the critiquing of sociological theory in each subsection of the families topic.</p> <p>Research methods is taught as the second key unit of the A level. It fits well at this point as students have developed enough substantive knowledge to be able to apply key ideas. Procedural</p> | Knowledge recall quizzes and past paper questions |

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| | <ul style="list-style-type: none"> Types of methods including primary and secondary data | <p>and conditional knowledge is developed thoroughly during this unit of work as students begin to understand how sociological evidence is collected and which research method is appropriate for the context of the data collection. These skills will be vital for the subsequent unit of work.</p> | |
| Term 2:1 | <p>Education</p> <ul style="list-style-type: none"> The role of education in society including the functionalist and Marxist perspective of education External Factors affecting educational achievement Internal Factors affecting educational achievement | <p>This term focuses on the final Year 1 topic of Education. This is taught after research methods as students will need to answer 'methods in context' questions, whereby they have to state the advantages and disadvantages of using a given research method to study a particular issue within the Education unit.</p> <p>The study of the role of education is sequenced first in this unit to allow students to develop their disciplinary knowledge of the different perspectives approaches to the study of education and continue to develop their procedural knowledge of critical analysis.</p> | <p>Knowledge recall quizzes, past paper questions and essay questions</p> |
| Term 2:2 | <p>Education</p> <ul style="list-style-type: none"> Gender and achievement Ethnicity and achievement Educational policy and the impact of marketisation | <p>We continue with the topic of Education in this half term and focus on two of the core themes of gender and ethnicity and how they can impact educational achievement. This builds on the substantive knowledge gained in the first half term and develops this into disciplinary knowledge by applying it to a particular topic area.</p> <p>The Educational policy topic is sequenced as the final part of this unit to allow students to understand how the creation of new laws and policies can impact on the achievement of the different groups studied earlier on in this unit.</p> | <p>Knowledge recall quizzes, past paper questions and essay questions</p> |
| Term 3:1 | <p>Revision</p> <ul style="list-style-type: none"> Preparation for end of Y12 mock exams including a focus on exam technique <p>The Media</p> <ul style="list-style-type: none"> The new media | <p>Students will be developing their conditional knowledge with the use of metacognition strategies when recapping content from all of the units of work covered so far. Through the use of WAGOLLS and the teaching of a specific technique, students will develop their ability to be able to answer the essay exam questions.</p> | <p>Knowledge recall quizzes, past paper questions and essay questions</p> |

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| | <ul style="list-style-type: none"> Ownership and control of the media | <p>The second half of this half term will allow students to begin the Year 2 content of the course. This unit is started in this final term of Y12 to allow students more time to develop understanding of the more complex substantive and disciplinary knowledge that is found within this topic. We start by teaching the topic of New Media as it allows an in depth study of the use of social media, a topic that students find very interesting and engaging. Continued use of exam technique practice is embedded at this stage to ensure that conditional knowledge is practiced.</p> | |
| Term 3:2 | <p>The Media</p> <ul style="list-style-type: none"> Selection and presentation of the news Globalisation and popular culture Media representations of gender, sexuality and disability <p>Revision</p> <ul style="list-style-type: none"> Preparation for the final Y12 paper. | <p>The start of this half term continues the Year 2 unit of Media. The sequencing of each of the topic areas is planned to allow flow, since each subsequent topic area builds on the substantive knowledge from the previous topic.</p> <p>Towards the end of the half term, more of the lessons will become dedicated to exam technique practice through the use of WAGOLLS and structure strips to embed the procedural and conditional knowledge.</p> | <p>Knowledge recall quizzes, past paper questions and essay questions</p> |

| YEAR 13 | | | |
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| 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>The Media</p> <ul style="list-style-type: none"> Media representations of ethnicity, social class and age The impact of media on it's audiences | <p>At the start of this term, we will complete the Media unit of work. The final topics are sequenced here as they will allow for previous substantive knowledge to be recapped and these are two of the topics that students often find the most engaging. Through continued exam practice, students will be encouraged to focus on the AO3 element of analysis and evaluation, enabling them to develop their disciplinary and conditional knowledge.</p> | <p>Knowledge recall quizzes, past paper questions and essay questions</p> |

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| | Theories & Methods <ul style="list-style-type: none"> • Quantitative research methods • Qualitative research methods • Functionalism • Marxism • Feminism • Social Action Theory • Modernism & Postmodernity • Sociology as a science • Values and objectivity • Sociology and social policy | <p>In week 4, we will begin to study the penultimate unit of theory and methods. This unit of work builds on the basic principles studied at the start of Y12 and will allow students to significantly develop their substantive and disciplinary knowledge. Much of what is studied here is at abstract level and requires a well developed sociological imagination and a depth of procedural knowledge.</p> <p>Conditional knowledge will continue to be embedded throughout using a range of metacognition techniques and WAGOLLS.</p> | |
| Term 1:2 | Crime & Deviance <ul style="list-style-type: none"> • Functionalist theory of crime • Labelling theory of crime • Social class and crime Revision <ul style="list-style-type: none"> • Preparation for Paper 1 & 2 including exam technique | <p>For the first three weeks of this half term, we will begin to study the final unit of work on Crime and Deviance. This unit is taught last owing to the overlap with all of the previous units of work. For example, to understand why a person commits crime, we study their family background (Term 1:2 in Y12), their educational achievement (Term 2 of Y12) and the influence of the Media (Term 1:1 in Y13).</p> <p>Students will then continue to develop their conditional knowledge with the use of metacognition strategies when recapping content from all of the units of work covered up to the end of the theories and methods unit. Through the use of WAGOLLS and the teaching of a specific technique, students will embed their ability to be able to answer the essay exam questions.</p> | Knowledge recall quizzes, past paper questions and essay questions |
| Term 2:1 | Crime & Deviance <ul style="list-style-type: none"> • Realist theory of crime • Gender, crime & justice • Ethnicity and crime • Media and crime • Globalisation, green crime & state crime • Crime prevention, control & victims | <p>During this term, we will complete the Crime and Deviance unit of work, drawing together all of the disciplinary knowledge that has been developed across the course and embedding the procedural knowledge of applying key concepts to the core themes.</p> | Knowledge recall quizzes, past paper questions and essay questions |

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| Term 2:2 | Revision <ul style="list-style-type: none"> • Weekly structured revision of all papers including exam technique | Students will be developing their conditional knowledge with the use of metacognition strategies when recapping content for all papers. | Past paper questions and essay questions |
| Term 3:1 | Revision <ul style="list-style-type: none"> • Weekly structured revision of all papers including exam technique | Students will be developing their conditional knowledge with the use of metacognition strategies when recapping content for all papers. | Past paper questions and essay questions |
| Term 3:2 | Revision <ul style="list-style-type: none"> • Weekly structured revision (until the final exam) of papers 2 & 3 including exam technique | Students will be developing their conditional knowledge with the use of metacognition strategies when recapping content for all papers. | Past paper questions and essay questions |