
 <p>Nene Valley Partnership Excellence in Education</p>	<p>Wollaston School: 2023/24 Curriculum Map for Sociology Curriculum Lead: Lydia Pickwick</p>	 <p>WOLLASTON SCHOOL</p>
<p><b>Curriculum Aim and scope:</b> To inspire students to reflect on the world we live in, by developing understanding of the inter-relationships between individuals, groups, institutions and societies. To understand power relationships and oppression in the context of structural factors, whilst considering the aspect of agency and free will on individual and group behaviour.</p>		

Year	Term	Unit	Description of what is being taught <u>including</u> end learning goals Clearly outline substantive knowledge required (not just skills)	Links to National Curriculum	Subject Specific Terminology and Key Words	Prior knowledge (including previous key stage/retrieval required)	Assessment and Homework (How is the learning being checked- how do you know it is being remembered?)
Year 12	Half term 1	Teacher 1: Overview of perspectives and families and households	<ul style="list-style-type: none"> <li>To develop basic understanding of the Functionalist and Feminist perspectives of society</li> <li>To understand and be able to evaluate the relationship of the family to the social structure and social change, with particular reference to the economy</li> <li>To understand and be able to evaluate gender roles, domestic labour and power relationships within the family in contemporary society</li> </ul>	<p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>Family types and relationships &amp; domestic violence</li> </ul>	<ul style="list-style-type: none"> <li>Functionalism</li> <li>Consensus</li> <li>Durkheim</li> <li>Parsons</li> <li>Organic analogy</li> <li>Social solidarity</li> <li>Value consensus</li> <li>Collective conscience</li> <li>Feminist</li> <li>Patriarchy</li> <li>Oppression</li> <li>Radical</li> <li>Liberal</li> <li>Murdock</li> <li>Stable satisfaction of sex drive</li> <li>Reproduction of next generation</li> <li>Primary socialisation</li> <li>Meeting economic needs</li> <li>Functional fit theory</li> <li>Parsons</li> <li>Nuclear family</li> <li>Extended family</li> <li>Geographically mobile workforce</li> </ul>	<p>Students will have no prior knowledge of the starting content because Sociology GSCE is not offered</p> <p>Students will have basic understanding of the functions of the family perspectives from introductory week to the perspectives between teacher one and two</p>	<p><b>**The form of homework is in two parts; Pre reading (Flipped learning) of content and revision for in class assessments and Pre Public Exams- PPEs (Mocks).</b></p> <p>Students will be set one piece of flipped learning/ pre reading each week, where students will make notes on content before the following weeks first lesson. This allows more time for exam practice and application to learning, in the lesson.</p> <p>The assessments are completed on paper (An essay) or an exam paper (End of unit assessment) and teacher marking is evident on their assessments.</p> <p>All fix it work is completed and attached to the assessment. Parts of the Fix it work is re-marked to improve the feedback for learning loop and students work is re-graded to increase motivation for improvements to be made during FIX it.</p> <p>There are two assessments per sub- topic, a mid unit and end of unit.</p> <p>Assessments are stored in an assessment folder, kept in school and students are encouraged to take</p>

					<ul style="list-style-type: none"> <li>• Socially mobile workforce</li> <li>• Loss of functions</li> <li>• Capitalist class</li> <li>• Working class</li> <li>• Inheritance of property</li> <li>• Private property</li> <li>• Ideological functions</li> <li>• Unit of consumption</li> <li>• Liberal feminism</li> <li>• Marxist feminism</li> <li>• Reproduction of labour force</li> <li>• Absorption of anger</li> <li>• Takers of shit</li> <li>• Cheap labour force</li> <li>• Radical feminism</li> <li>• Men are the enemy</li> <li>• Matrilocal family</li> <li>• Difference feminism</li> <li>• Personal life perspective</li> <li>• Beyond ties of blood and marriage</li> <li>• Donor-conceived children</li> <li>• Domestic division of labour</li> <li>• Instrumental roles</li> <li>• Expressive roles</li> <li>• Segregated conjugal roles</li> <li>• Joint conjugal roles</li> <li>• Symmetrical family</li> <li>• Dual burden</li> <li>• Triple shift</li> <li>• March of progress</li> <li>• Paid work</li> <li>• Un-paid work</li> <li>• Emotion work</li> <li>• Quality time</li> </ul>	<p>these home prior to assessments to use as revision tools</p> <p><b><u>Social structure of the family</u></b> Mid unit assessment (10 marks) X1 10 mark essay</p> <p>End of unit assessment (20 marks): 20 mark exam question on topic</p>
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					<ul style="list-style-type: none"> <li>• Winston Churchill</li> <li>• Tripartite system</li> <li>• Grammar school</li> <li>• Secondary modern school</li> <li>• Technical college</li> <li>• 11+</li> <li>• School certificate</li> </ul>		
Half term 2	Teacher 1: Families and households	<ul style="list-style-type: none"> <li>• To understand and be able to evaluate gender roles, domestic labour and power relationships within the family in contemporary society</li> <li>• To understand and be able to evaluate the nature of childhood, and changes in the status of children in the family and society</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Students might have some knowledge of policies changes surrounding children through history and learning about the industrial revolution/ child labour</li> </ul>	<ul style="list-style-type: none"> <li>• Money management</li> <li>• Decision making</li> <li>• Allowance system</li> <li>• Pooling</li> <li>• Domestic violence</li> <li>• Official statistics</li> <li>• Self-report</li> <li>• Dark figure of crime</li> <li>• Materialist explanations</li> <li>• Modern notion of children</li> <li>• Cross cultural differences</li> <li>• Social construct</li> <li>• Globalisation of childhood</li> <li>• Historical differences in childhood</li> <li>• Modern cult of childhood</li> <li>• Future of childhood</li> <li>• Disappearance of childhood</li> <li>• Information hierarchy</li> <li>• Postmodernity</li> <li>• March of progress</li> <li>• Child centred family</li> <li>• Toxic childhood</li> <li>• Conflict view of childhood</li> <li>• Inequalities between children</li> <li>• Neglect and abuse</li> <li>• Control of children's space , time, bodies and personal time</li> <li>• Age patriarchy</li> </ul>	Knowledge from family structures from the Functionalist perspectives in regards to instrumental and expressive gender roles of the family	<p>*See top box for details on assessment/ homework*</p> <p><b><u>Gender roles of the family</u></b></p> <p>Mid unit assessment (10 marks) X1 10 mark essay</p> <p><b><u>End of unit</u></b></p> <p>End of unit assessment (30 marks): 20 mark exam question on childhood and X5 knowledge questions, each, on previous two topics, taught by same teacher (Structures of family &amp; gender roles)</p>	

					<ul style="list-style-type: none"> <li>• The new Sociology of childhood</li> <li>• The child's point of view</li> </ul>		
	Teacher 2: Education	<ul style="list-style-type: none"> <li>• To understand and be able to evaluate the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education</li> <li>• To understand and be able to evaluate differential educational achievement of social groups by social class, in contemporary society</li> </ul>			<ul style="list-style-type: none"> <li>• Comprehensive system</li> <li>• Labour</li> <li>• Harold Wilson</li> <li>• Streaming</li> <li>• General certificate in education (GCE)</li> <li>• Certificate of secondary education (CSE)</li> <li>• Marketisation</li> <li>• Education reform act</li> <li>• Margaret Thatcher</li> <li>• GCSEs</li> <li>• Coursework</li> <li>• League tables</li> <li>• Ofsted</li> <li>• Prospectus</li> <li>• Funding formula</li> <li>• Parentocracy</li> <li>• Cream skinning</li> <li>• Silt Shifting</li> <li>• Bartlett</li> <li>• Gewirtz</li> <li>• Myth of parentocracy</li> <li>• New Labour</li> <li>• Tony Blair</li> <li>• Compensatory education policies</li> <li>• Education action zones</li> <li>• Sure start</li> <li>• Operation head start</li> <li>• Education maintenance allowance</li> <li>• Tuition fees</li> <li>• Means-tested</li> <li>• City academies</li> <li>• New Labour paradox</li> <li>• Coalition</li> <li>• Conservative</li> <li>• Liberal democrats</li> <li>• David Cameron</li> <li>• Nick Clegg</li> <li>• Privatisation</li> </ul>	Students have had an introduction to class barriers through the introductory lessons on Marxism and class oppression. The class topics makes lots of links to policy as the majority of educational policies have all aimed to reduce class inequalities, so are all relevant in this topic too, eg: Education maintenance allowance.	<p>*See top box for details on assessment/ homework*</p> <p><b><u>Educational policies</u></b></p> <p>Mid unit assessment (10 marks) X1 10 mark essay</p> <p>End of unit assessment (35 marks): X30 mark exam question on topic and X5 knowledge questions on previous topic, taught by same teacher (Functions of education)</p>

					<ul style="list-style-type: none"> <li>• Fragmented centralisation</li> <li>• Free schools</li> <li>• Academies</li> <li>• Cola-isation</li> <li>• Commodity</li> <li>• FSM (Free school meals)</li> <li>• EAL (English as additional language)</li> <li>• PP (Pupil premium)</li> <li>• Internal factors</li> <li>• External factors</li> <li>• Material deprivation</li> <li>• Housing</li> <li>• Diet and health</li> <li>• Lack of financial support</li> <li>• Fear of debt</li> <li>• Cultural deprivation</li> <li>• Linguistic deprivation</li> <li>• Bernstein</li> <li>• Elaborated code</li> <li>• Restricted code</li> <li>• Attitudes and values</li> <li>• Subcultures</li> <li>• Fatalism</li> <li>• Collectivism</li> <li>• Immediate gratification</li> <li>• Myth of cultural deprivation</li> <li>• Compensatory education policies</li> </ul>		
Half term 3	Teacher 1: Families and households	<ul style="list-style-type: none"> <li>• To understand and be able to evaluate demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</li> <li>• To understand and be able to evaluate changing patterns of marriage, cohabitation, separation,</li> </ul>	<p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Some small overlaps with Human geography, particularly in the migration and globalisation section of the topic</li> </ul> <p><b><u>PSHE/ E&amp;P</u></b></p> <ul style="list-style-type: none"> <li>• Relationship and household diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Demography</li> <li>• Births</li> <li>• Total fertility rate</li> <li>• Decline in infant mortality rate</li> <li>• Economic liability</li> <li>• Child centeredness</li> <li>• Dependency ratio</li> <li>• Public services</li> <li>• Public policies</li> <li>• Deaths</li> <li>• Improved nutrition</li> <li>• Medical improvements</li> </ul>	Builds on the childhood and couples topic. Examining why childhood and couples have changes through demography and diversity	<p>*See top box for details on assessment/ homework*</p> <p><b><u>Demography</u></b></p> <p>Mid unit assessment (10 marks) X1 10 mark essay</p> <p>End of unit assessment (35 marks): 20 mark exam question on topic and X5 knowledge questions, each, on previous three topics, taught by same teacher (Structures of family, gender roles &amp; childhood)</p>	

		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"> <li>• Public health measures</li> <li>• Life expectancy</li> <li>• Ageing population</li> <li>• One person pensioner households</li> <li>• Dependency ratio</li> <li>• Inequality among to old</li> <li>• Policy implications</li> <li>• Migration</li> <li>• Immigration</li> <li>• Emigration</li> <li>• Globalisation</li> <li>• Acceleration</li> <li>• Differentiation</li> <li>• Feminisation of migration</li> <li>• Migrant identities</li> <li>• Transnational identities</li> <li>• Politicisation of migration</li> <li>• Assimilation</li> <li>• Multiculturalism</li> <li>• Shallow diversity</li> <li>• Deep diversity</li> <li>• Divorce</li> <li>• Desertion</li> <li>• Legal separation</li> <li>• Empty shell marriage</li> <li>• Declining stigma</li> <li>• Secularisation</li> <li>• Marriage</li> <li>• Cohabitation</li> <li>• Same-sex marriage</li> <li>• Chosen families</li> <li>• One person households</li> <li>• Living apart together</li> <li>• Childbearing</li> <li>• Lone parent families</li> <li>• Step families</li> <li>• Bean pole family</li> <li>• Obligation to relatives</li> </ul>		
	Teacher 2: Education	<ul style="list-style-type: none"> <li>• To understand and be able to evaluate differential educational achievement of social groups by social class, in contemporary society</li> </ul>	<u>PSHE/History</u> <ul style="list-style-type: none"> <li>• Critical race theory and segregation as a form of oppression and racism in wider society is taught as a</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural capital</li> <li>• Educational capital</li> <li>• Economic capital</li> <li>• Bourdieu</li> <li>• Labelling</li> <li>• Self fulfilling prophecy</li> </ul>	The ethnicity topic is laid out, structurally, the same as the class topics, teaching internal Vs external factors as important	<p>*See top box for details on assessment/ homework*</p> <p><b><u>Social class &amp; achievement</u></b></p> <p>Mid unit assessment (10 marks) X1 10 mark essay</p>

		<ul style="list-style-type: none"> <li>To understand and be able to evaluate differential educational achievement of social groups by ethnicity in contemporary society</li> </ul>	<p>contributor to some ethnic minority underachievement</p>	<ul style="list-style-type: none"> <li>Pygmalion in the classroom</li> <li>Streaming</li> <li>A-c economy</li> <li>Education triage</li> <li>Pupil subcultures</li> <li>Differentiation</li> <li>Polarisation</li> <li>Pro-school</li> <li>Snit-school</li> <li>Pupil responses</li> <li>Class identities</li> <li>Habitus</li> <li>Nike identities</li> <li>Street identities</li> <li>Symbolic violence</li> <li>Symbolic capital</li> <li>Self exclusion</li> <li>Cultural deprivation</li> <li>Intellectual and linguistic skills</li> <li>Family structures</li> <li>Sewell</li> <li>Compensatory education</li> </ul>	<p>contributions to underachievement. Some knowledge crossover too eg: labelling/ material and cultural deprivation.</p> <p>Links to policy topic, particularly compensatory education policies targeted to reduce cultural deprivation</p>	<p>End of unit assessment (40 marks): 30 mark exam question on topic and X5 knowledge questions, each, on previous two topics, taught by same teacher (Functions &amp; policies)</p>
Half term 4	Teacher 1: Families and households	<ul style="list-style-type: none"> <li>To understand and be able to 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</li> <li>To understand and be able to evaluate how state policy have affected families and households in the UK</li> </ul>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>Law and policy changes which have changes females positions since 1960s liberation movement eg: equal act/ divorces act</li> </ul>	<ul style="list-style-type: none"> <li>Family diversity</li> <li>Neo-conventional family</li> <li>Organisational diversity</li> <li>Cultural diversity</li> <li>Social class diversity</li> <li>Life stage diversity</li> <li>Generational diversity</li> <li>Postmodern families</li> <li>Individualisation thesis</li> <li>Pure relationship</li> <li>Same sex couples as pioneers</li> <li>the negotiated family</li> <li>zombie family</li> <li>connectedness thesis</li> <li>Comparative view</li> <li>Democratic societies</li> <li>Policing the family</li> <li>Donzelot</li> <li>Dependency culture</li> <li>Welfare policy</li> </ul>	<p>Family diversity links to demography and changing family patterns, examining how these changes have lead to a more diverse family type.</p> <p>Policy links to each topic in families, particularly childhood, demography and changing family patterns, where names and years of policy which have affected each of the topics mentioned are clarified.</p> <p>Policy topic also links to educational policy</p>	<p>*See top box for details on assessment/ homework*</p> <p><b>Changing family patterns</b></p> <p>Mid unit assessment (10 marks) X1 10 mark essay</p> <p>End of unit assessment (40 marks): 20 mark exam question on topic and X5 knowledge questions, each, on previous three topics, taught by same teacher (Structures of family, gender roles, childhood &amp; demography)</p>



					<ul style="list-style-type: none"> <li>• New Right's solution</li> <li>• Modernisers</li> <li>• Traditionalists</li> <li>• Policy as self fulfilling prophecy</li> <li>• Patriarchal families</li> <li>• Gender regimes</li> <li>• Familistic gender regimes</li> <li>• Individualistic gender regimes</li> <li>• State vs market</li> </ul>	examining the difference in right and left wing politics and how feminism in particular has influence many pro female policies since the liberation movement	
	Teacher 2: Education	<ul style="list-style-type: none"> <li>• To understand and be able to evaluate differential educational achievement of social groups by ethnicity in contemporary society</li> <li>• To understand and be able to evaluate differential educational achievement of social groups by gender in contemporary society</li> </ul>		<ul style="list-style-type: none"> <li>• Material deprivation</li> <li>• Racism</li> <li>• Labelling</li> <li>• Pupil identities</li> <li>• Subcultures</li> <li>• Rejecting negative labels</li> <li>• Fuller &amp; Mac an Ghail</li> <li>• Institutional racism</li> <li>• Critical race theory</li> <li>• Marketisation</li> <li>• Segregation</li> <li>• Locked-in inequality</li> <li>• Ethnocentric curriculum</li> <li>• Assessment</li> <li>• Gender gap</li> <li>• Feminism</li> <li>• Changing ambitions</li> <li>• Equal opportunity policies</li> <li>• Stereotypes in the curriculum</li> <li>• League tables</li> <li>• Liberal feminists</li> <li>• Radical feminists</li> <li>• Literacy</li> <li>• Globalisation &amp; decline of masculine jobs</li> <li>• Feminisation of education</li> <li>• Moral panic</li> <li>• Symbolic capital</li> <li>• Hyper-heterosexual feminine identities</li> </ul>	<p>The gender topic is laid out, structurally, the same as the class and ethnicity topics, teaching internal Vs external factors as important contributions to underachievement. Some more knowledge cross over from pervious two topics; labelling/ pupil identities</p> <p>Links to policy topic, particularly gender gap focused policies form the 1970/80s. Also looking at marketisation and how this benefits females through introduction of GCSE and coursework</p> <p>Links to family policy from other teacher, examining the changing role of the female in the household and law changes have improved female positions in society</p>	<p>*See top box for details on assessment/ homework*</p> <p><b><u>Ethnicity &amp; achievement</u></b></p> <p>Mid unit assessment (10 marks) X1 10 mark essay</p> <p>End of unit assessment (40 marks): 30 mark exam question on topic and X5 knowledge questions, each, on previous three topics, taught by same teacher (Functions, policies &amp; class)</p>	

					<ul style="list-style-type: none"> <li>• Working class girls dilemma</li> <li>• Subject choice</li> <li>• Gender role socialisation</li> <li>• Gender domains</li> <li>• Vocational courses</li> <li>• Gendered subject images</li> <li>• Single sex schooling</li> <li>• Peer pressure</li> <li>• Gendered career opportunities</li> </ul>	and consequently in education.	
Half term 5	Teacher 1: Preparation for mock exams and Research methods	<ul style="list-style-type: none"> <li>• To understand the fundamentals of sociological research, including, aims, hypothesis and sampling</li> <li>• To understand and be able to evaluate primary methods of research including; experiments, observations, questionnaires and interviews</li> </ul>	<u>Maths/ geography/ science</u> <ul style="list-style-type: none"> <li>- Knowledge on data types</li> <li>- Knowledge on control of variables</li> <li>- Knowledge on primary methods of data collection such as experiments</li> </ul>	<ul style="list-style-type: none"> <li>• Primary data</li> <li>• Quantitative data</li> <li>• Qualitative data</li> <li>• Aim</li> <li>• Hypothesis</li> <li>• Operationalization</li> <li>• Pilot study</li> <li>• Sampling</li> <li>• Random</li> <li>• Quasi random</li> <li>• Stratified</li> <li>• Quota</li> <li>• Snowball</li> <li>• opportunity</li> <li>• Sampling frame</li> <li>• Laboratory experiments</li> <li>• Field experiments</li> <li>• Comparative method</li> <li>• Questionnaires</li> <li>• Interviews</li> <li>• Unstructured interviews</li> <li>• Structured interviews</li> <li>• Group interviews</li> <li>• Observation</li> <li>• Participant observation</li> <li>• Non participant observation</li> <li>• Covert</li> <li>• Overt</li> </ul>	Each primary method has an applied example to the education OR families topic students have previously learnt eg: Willis' 'Learning to labour' in education used group interviews	Mock examination: X1 2 hour paper on whole of families and education. Families = 10,10,20 and education = 10,30. Ensure policies (Families) and gender (Education) is tested in mock as end of unit exam.	
	Teacher 2: Preparation for mock	<ul style="list-style-type: none"> <li>• To understand how practical ethical and</li> </ul>	<u>Geography</u> <ul style="list-style-type: none"> <li>- Use of official statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Practical</li> <li>• Cost</li> <li>• Time</li> </ul>	Each secondary method has an applied example to	Mock examination: X1 2 hour paper on whole of families and education. Families = 10,10,20	

	exam and research methods	<p>theoretical issues affect research choices</p> <ul style="list-style-type: none"> <li>To understand and be able to evaluate secondary methods of research including; official statistics and documents</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>Use of public and personal documents</li> </ul>	<ul style="list-style-type: none"> <li>Funding bodies</li> <li>Personal characteristics</li> <li>Subject matter</li> <li>Ethical</li> <li>Informed consent</li> <li>Confidentiality</li> <li>Harm to participants</li> <li>Vulnerable groups</li> <li>Covert research</li> <li>Theoretical</li> <li>Validity</li> <li>Reliability</li> <li>Representativeness</li> <li>Interpretivism</li> <li>Positivism</li> <li>Official statistics</li> <li>Dark figure</li> <li>Documents</li> <li>Public documents</li> <li>Personal documents</li> <li>Authenticity</li> <li>Content analysis</li> </ul>	<p>the education OR families topic students have previously learnt eg: League tables as a use of comparison of schools are evidence of official statistics in use</p>	<p>and education = 10,30. Ensure policies (Families) and gender (Education) is tested in mock as end of unit exam.</p>
Half term 6	Teacher 1: Theory	<ul style="list-style-type: none"> <li>To understand and be able to evaluate the Functionalist (Consensus) explanation of society</li> <li>To understand and be able to evaluate the Feminist (Conflict) view of society</li> </ul>		<ul style="list-style-type: none"> <li>Value consensus</li> <li>Social solidarity</li> <li>Collective conscious</li> <li>Organic analogy</li> <li>System needs</li> <li>Institutions</li> <li>Social integration</li> <li>Latent functions</li> <li>Manifest functions</li> <li>Patriarchy</li> <li>Liberalism</li> <li>Reformism</li> <li>Separatism</li> <li>Political lesbianism</li> <li>Marxism</li> <li>Oppression</li> <li>Malestream</li> <li>Feminist methodology</li> <li>Difference feminism</li> <li>Postmodern feminism</li> <li>Black feminism</li> <li>Dual oppression</li> </ul>	<p>Links to first week of year 12 when this topic was given as an introduction to sociology, as well as being embedded in the functions of the family and education units throughout year 12. Students now build on this knowledge in order to be able to answer a stand alone, non applied 20 mark essay in the theories.</p>	<p><b>Theory</b></p> <p>Mid unit assessment (10 marks) X1 10 mark essay</p> <p>End of unit assessment (40 marks): 20 mark exam question on topic and X20 knowledge questions from anywhere across the course taught this year</p>
	Teacher 2: Methods in context and Theory	<ul style="list-style-type: none"> <li>To understand and be able to evaluate how the use of primary and</li> </ul>	-	<ul style="list-style-type: none"> <li>Research characteristics</li> <li>Power and status</li> <li>Ability &amp; understanding</li> </ul>	<p>Methods in context uses learnt knowledge on whole of research methods</p>	<p><b>Research methods</b></p> <p>Mid unit assessment: 20 mark research methods essay</p>

			<p>secondary research methods can be used to investigate the context the of education</p> <ul style="list-style-type: none"> <li>To understand and be able to evaluate the Marxist (Conflict) view of society</li> </ul>		<ul style="list-style-type: none"> <li>Ethnical issues</li> <li>Laws and guidelines</li> <li>Impression management</li> <li>Gatekeepers</li> <li>Peer groups</li> <li>Schools own data</li> <li>The law</li> <li>School organisation</li> <li>Access to parents</li> <li>Karl Marx</li> <li>Historical materialism</li> <li>Primitive communism</li> <li>Surplus product</li> <li>Surplus value</li> <li>Social relations of productions</li> <li>means of production</li> <li>mode of production</li> <li>ideology</li> <li>false class consciousness</li> <li>exploitation</li> <li>alienation</li> </ul>	<p>and applies to each sub topic in education in order to answer a 20 mark methods in context essay. Student scan only learn this topic/ this essay structure once research methods and education is complete, hence the teaching of this topic at the end of year 12.</p> <p>Links to first week of year 12 when this topic was given as an introduction to sociology, as well as being embedded in the functions of the family and education units throughout year 12. Students now build on this knowledge in order to be able to answer a stand alone, non applied 20 mark essay in the theories.</p>	<p>End of unit assessment: 20 mark methods in context essay</p>
Year 13	Half term 1	Teacher 1: Theory	<ul style="list-style-type: none"> <li>To understand and be ablet to evaluate the Action theorist views of society</li> <li>To understand and be ablet to evaluate views as to whether sociology is a science</li> <li>To understand and be able to evaluate how globalisation has affected modernity</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Control of variables/ evidence and objectivity; what makes natural sciences a science? In order to compare this to the subject of Sociology</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Impacts of globalisation; culturally, technologically,</li> </ul>	<ul style="list-style-type: none"> <li>Weber</li> <li>Verstehen</li> <li>Symbols</li> <li>Symbolic interactionism</li> <li>Labelling</li> <li>Master status</li> <li>Dramaturgical analogy</li> <li>Typification's</li> <li>Reflexivity</li> <li>Positivism</li> <li>Interpretivism</li> <li>Objectivity</li> <li>Hypothetico deductive model</li> <li>Deductive reasoning</li> <li>Hypothesis testing</li> </ul>	<p>Action theory has been taught as part of the labelling theory of education throughout year 12, eg: Becker and Rosenthal and Jacobson (Class, internal factors). Here it is taught as a topic on it's own.</p> <p>The principles of scientific, objective research, favoured by positivists has been taught in research methods in year 12,</p>	<p><b>Theory</b></p> <p>Mid unit assessment: 20 mark essay on Sociology and science and 20 knowledge questions form across the previous year of teaching</p>

			<ul style="list-style-type: none"> <li>The impact of globalisation on the education system</li> </ul>	politically and economically	<ul style="list-style-type: none"> <li>Falsification</li> <li>Paradigm shifts</li> <li>Open systems</li> <li>Closed systems</li> <li>Realism</li> <li>Meta narrative</li> <li>Globalisation</li> <li>Risk society</li> <li>Green crimes</li> <li>Embedding</li> <li>Reflexivity</li> <li>Hyper reality</li> <li>Simulacra</li> <li>Flexible accumulation</li> <li>Modernism</li> <li>Postmodernism</li> </ul>	<p>this topic draws on these methods to decide whether sociology meets criteria to be a science</p> <p>The impact of globalisation on education has been drop fed through the marketisation and coalition policies in the education topic but is taught here as as a stand alone topic once students have been taught he aspects of globalisation in the theory topic. This consolidates students' knowledge, strengthens retrieval practice and gives context to the learning.</p>	
	Teacher 2: Theory	<ul style="list-style-type: none"> <li>To understand and be ablet to evaluate the need for objectivity and values in research</li> <li>To understand and be ablet to evaluate how Sociological perspectives have influenced social policy</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Control of variables/ evidence and objectivity; what makes natural sciences a science? In order to decide whether values should be used in research</li> </ul>	<ul style="list-style-type: none"> <li>Objective</li> <li>Subjective</li> <li>Value laden</li> <li>Taking the role of the underdog</li> <li>Committed sociologists</li> <li>Relativists</li> <li>Early positivists</li> <li>Values</li> <li>Desirable</li> <li>Funding</li> <li>Careers</li> <li>Interactionism</li> <li>Social policy</li> <li>Social problem</li> <li>Sociological problem</li> <li>Electoral popularity</li> <li>Ideological beliefs</li> <li>Interest groups</li> <li>Critical sociology</li> <li>Funding sources</li> <li>Enlightenment project</li> </ul>	<p>Draws on knowledge of scientific ways of researching, taught in research methods, eg: Laboratory experiments. Tightly controlled and the topic of is Sociology a science.</p> <p>The policy topic draws on policies learnt in education and families in year 12, deepening student knowledge as they further understand how perspectives influence policy and not just policies</p>	<p><b>Theory</b></p> <p>End of unit assessment: 20 mark essay on objectivity and values and 20 knowledge questions form across the previous year of teaching</p>	

					<ul style="list-style-type: none"> <li>• Piecemeal approach</li> <li>• Social democrats</li> <li>• Liberal democrats</li> <li>• Broken windows thesis</li> <li>• Breakdown Britain</li> <li>• Black report</li> </ul>	introductions and removals	
Half term 2	Teacher 1: Crime & deviance	<ul style="list-style-type: none"> <li>• To understand and be able to evaluate the perspectives views on crime and deviance, including; Functionalism (And strain theories), Marxism (And white collar crime) and labelling theory</li> <li>• To understand and be able to evaluate the Right and left realist approaches to explaining crime and deviance and relevant crime prevention strategies.</li> </ul>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- Explanations of the causes of crime</li> </ul>	<ul style="list-style-type: none"> <li>• Functional</li> <li>• Inevitable</li> <li>• Universal</li> <li>• Relative</li> <li>• Boundary Maintenance</li> <li>• Adaption and change</li> <li>• Warning light</li> <li>• Strain</li> <li>• American dream</li> <li>• Conformist</li> <li>• Ritualist</li> <li>• Retreatism</li> <li>• Rebel</li> <li>• Innovator</li> <li>• Anomie</li> <li>• Status frustration</li> <li>• Alternative status</li> <li>• Illegitimate opportunity structures</li> <li>• Criminal subculture</li> <li>• Conflict subculture</li> <li>• Retreatist subculture</li> <li>• Techniques of neutralisation</li> <li>• Delinquency and drift</li> <li>• Underclass rabble</li> <li>• Deviance in the eye of the beholder</li> <li>• Moral entrepreneurs</li> <li>• Interactionism</li> <li>• Typifications</li> <li>• Negation of justice</li> <li>• Topic</li> <li>• Resource</li> <li>• Primary deviance</li> <li>• Secondary deviance</li> <li>• Self fulfilling prophecy</li> <li>• Master status</li> <li>• Deviant career</li> <li>• Deviance amplification</li> <li>• Folk devils</li> <li>• Reintegrative shaming</li> <li>• Disintegrative shaming</li> </ul>	Links to previous theory topic where the teaching of functionalism, Marxism and Action theories (labelling) were taught in details. Students now use that deeper knowledge to apply to their year 2 topic- crime	<p><b>Functions of crime</b></p> <p>Mid unit assessment (10 marks) X1 10 mark essay</p> <p>End of unit assessment (50 marks): 30 mark exam question on topic and X5 knowledge questions on the following topics, (5 on education, X5 on families, X5 on research methods and X5 on theory)</p>	

					<ul style="list-style-type: none"> <li>• Criminogenic capitalism</li> <li>• Ideological functions</li> <li>• Fully social theory of deviance</li> <li>• White collar crime</li> <li>• Occupational crime</li> <li>• Organisational crime</li> <li>• State crime</li> <li>• Crimes against consumers</li> <li>• Crimes against employees</li> <li>• Abuse of trust</li> <li>• Financial crimes</li> <li>• Lack of political will</li> <li>• De-labelling</li> <li>• Techniques of neutralisation</li> <li>• Mystification</li> <li>• Right realism</li> <li>• Left realism</li> <li>• Biological predisposition</li> <li>• Social predisposition</li> <li>• Rational choice</li> <li>• Marginalisation</li> <li>• Relative deprivation</li> <li>• Subcultures</li> <li>• Situational crime preventions strategies</li> <li>• Displacement</li> <li>• Environmental crime preventions strategies</li> <li>• Zero tolerance</li> <li>• Social and community crime preventions strategies</li> <li>• ASBO</li> <li>• Military policing</li> </ul>		
		Teacher 2:	OPTIONAL TOPIC				
	Half term 3	Teacher 1: Crime & deviance	<ul style="list-style-type: none"> <li>• To understand and be able to evaluate types of surveillance, prevention and punishment and to analyse the impact of</li> </ul>	<u>PSHE</u> - Strategies and control methods of crime-	<ul style="list-style-type: none"> <li>• Panopticon</li> <li>• Sovereign power</li> <li>• Disciplinary power</li> <li>• Surveillance</li> <li>• Synopticon</li> </ul>	The impacts of gender and ethnicity on education is reviewed in this topic where a number of	<u>Crime prevention and realism</u> Mid unit assessment (10 marks) X1 10 mark essay

			<p>victimology on defining a victim status.</p> <ul style="list-style-type: none"> <li>To understand and be able to evaluate the social distribution of crime and deviance by ethnicity and gender, including recent patterns and trends in crime</li> </ul>	<p>analysing the success of these methods</p>	<ul style="list-style-type: none"> <li>Sousveillance</li> <li>Surveillant assemblages</li> <li>Actuarial justice</li> <li>Risk management</li> <li>Categorical suspicion</li> <li>Social sorting</li> <li>Punishment</li> <li>Reduction</li> <li>Deterrence</li> <li>Incapacitation</li> <li>Rehabilitation</li> <li>Retribution</li> <li>Correspondence principle</li> <li>Repressive state apparatus</li> <li>Prison</li> <li>Transcarceration</li> <li>Populist punitiveness</li> <li>Positivist victimology</li> <li>Victim blaming</li> <li>Critical victimology</li> <li>Patriarchy</li> <li>Capitalism</li> <li>Structural powerlessness</li> <li>Self-report methods</li> <li>Discrimination</li> <li>Racism</li> <li>Institutional racism</li> <li>Myth of black criminality</li> <li>Policing the crisis</li> <li>Moral panic</li> <li>Fold devils</li> <li>Marginalization</li> <li>Relative deprivation</li> <li>Subcultures</li> <li>Stop and search</li> <li>probation reports</li> <li>Criminalisation</li> <li>Hegemonic masculinity</li> <li>Subordinated masculinity</li> <li>Functionalist sex role theory</li> <li>Chivalry thesis</li> <li>Feminist methodology</li> <li>Class deals</li> </ul>	<p>the reasons for gender and ethnic differences in crimes committed are a results of their educational inequalities.</p>	<p>End of unit assessment (55 marks): 30 mark exam question on topic and X5 knowledge questions on the following topics, (X5 on functions of crime, X5 on education, X5 on families, X5 on research methods and X5 on theory)</p>
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					<ul style="list-style-type: none"> <li>• Gender deals</li> <li>• Liberation thesis</li> <li>• Control theory</li> <li>• Petty crime</li> <li>• Domestic violence</li> </ul>		
		Teacher 2:	OPTIONAL TOPIC				
Half term 4	Teacher 1: Crime & deviance	<ul style="list-style-type: none"> <li>• To understand and be able to evaluate globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Impacts of globalisation of global criminal economy, influenced by transnational corporation switching manufacturing to third world countries</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>- Natural and civil rights as human right acts</li> <li>- Taken an anthropocentric view or ecocentric view to harm</li> </ul>	<ul style="list-style-type: none"> <li>• Moral panics</li> <li>• Folk devils</li> <li>• Mods and rockers</li> <li>• symbolisation</li> <li>• Commodification of crime</li> <li>• Relative deprivation</li> <li>• Dark web</li> <li>• Cyber crime</li> <li>• Global criminal economy</li> <li>• De-industrialisation</li> <li>• Glocal organisations</li> <li>• McMafia</li> <li>• Transnational corporations</li> <li>• International financial organisations</li> <li>• World bank</li> <li>• Structural adjustment plans</li> <li>• Green crime</li> <li>• Global risk society</li> <li>• Manufactured risks</li> <li>• Traditional criminology</li> <li>• Anthropocentric view</li> <li>• Green criminology</li> <li>• Transgressive criminology</li> <li>• Zemiology</li> <li>• Ecocentric view</li> <li>• Primary green crime</li> <li>• Secondary green crime</li> <li>• State crimes</li> <li>• Political state crimes</li> <li>• Economic state crimes</li> <li>• State initiated crime</li> <li>• Security/ police state crime</li> <li>• Cultural state crime</li> <li>• International law</li> <li>• Human right</li> </ul>	Draws on the teaching and impacts of globalisation in the theory unit and the re-visit of education in a globalised world. Students can apply their deepened understanding of modernist and post modernist views to crime in a global world	<p><b><u>Social distributions and globalisation of crime</u></b></p> <p>Mid unit assessment (10 marks) X1 10 mark essay on ethnicity or gender</p> <p>End of unit assessment (60 marks): 30 mark exam question on globalisation and X5 knowledge questions on the following topics, (X5 on functions of crime, X5 crime prevention, X5 on education, X5 on families, X5 on research methods and X5 on theory)</p>	

					<ul style="list-style-type: none"> <li>• Natural rights</li> <li>• Civil rights</li> <li>• Labelling definition of state crime</li> <li>• Domestic law</li> <li>• Social harms/ zemiology</li> <li>• Authoritarian personality</li> <li>• Crimes of obedience</li> <li>• Culture of denial</li> </ul>		
		Teacher 2:	OPTIONAL TOPIC				
	Half term 5	Both teachers: Whole exam revision					