



**Key Stage 4 Sociology  
Programme of Study**

<b>Year 9: What is Sociology?</b>					
<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>	
<i>Teacher A</i>	<i>Teacher B</i>	<i>Teacher A</i>	<i>Teacher B</i>	<i>Teacher A</i>	<i>Teacher B</i>
Introduction to sociology- <ul style="list-style-type: none"> <li>• What is sociology?</li> <li>• How is it different to other subjects</li> <li>• What are social issues? Explore inequality – Racism, sexism, prejudice</li> <li>• Why do sociologists study social issues?</li> </ul>	<ul style="list-style-type: none"> <li>• What is sociological theory?</li> <li>• How do they see society?</li> <li>• Macro Vs Micro theory</li> <li>• What is Functionalism?</li> <li>• How do they view Education/family/ Crime/inequality</li> <li>• Who are the New Right?</li> <li>• How do they view the family?</li> </ul>	Research methods – <ul style="list-style-type: none"> <li>• What are research methods?</li> <li>• How is research used in sociology?</li> <li>• Quantitative Vs Qualitative</li> <li>• Sampling methods</li> <li>• Pilot studies</li> <li>• Ethical considerations – what does this mean?</li> </ul>	Sociological approaches (continued) - <ul style="list-style-type: none"> <li>• What is Marxism?</li> <li>• How do they view education/family/ Crime/inequality</li> <li>• What is Feminism?</li> <li>• How do they view education/family/ Crime and inequality</li> </ul>	Research methods continued – <ul style="list-style-type: none"> <li>• Interviews</li> <li>• Questionnaires</li> <li>• Observations</li> <li>• Strengths and weaknesses of each method</li> <li>• Practical, ethical and theoretical considerations for each method</li> <li>• Secondary sources</li> </ul> Through-out this unit links should be made to the introduction of Sociology unit – considering how sociologists research social issues and what is then done with the research information – e.g. to guide government officials with policy implementation	Exam skills <ul style="list-style-type: none"> <li>• Break down of the types of questions</li> <li>• Analysing items</li> <li>• Introduction to 12 mark questions</li> </ul> Link to be made to skills developed in English e.g. paragraph structuring, evaluation, conclusions.
			Exam skills <ul style="list-style-type: none"> <li>• Break down of the types of questions</li> <li>• Analysing items</li> <li>• Introduction to 12 mark questions</li> </ul> Link to be made to skills developed in English e.g. paragraph structuring, evaluation, conclusions.		

				<ul style="list-style-type: none"> <li>• What will we study?</li> <li>• How are these topics presented in the media?</li> </ul> <p>An opportunity to expose students to sociology in society – identifying how the social issues addressed in lessons are presented in reality. Appropriate documentaries will be reviewed regularly – for example Marcus Rashford’s ‘Feeding Britain’s children’ touches on the social issue of poverty.</p>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Progress checks on a cycle of teacher, peer and self assessment.</li> <li>• Formal assessment – End of Topic test with exam style questions</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Progress checks on a cycle of teacher, peer and self assessment</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Progress checks on a cycle of teacher, peer and self assessment</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Progress checks on a cycle of teacher, peer and self assessment.</li> <li>• Formal assessment – End of Topic test with exam style questions</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Progress checks on a cycle of teacher, peer and self assessment.</li> <li>• Formal assessment – End of Topic test with exam style questions</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Formal assessment – end of year 9 assessment with exam style questions</li> </ul>
<p><b>Homework:</b> Sociology in the media? Examples of social issues in the current society</p>	<p><b>Homework:</b> Sociology in the media? Can you find examples of different sociological perspectives in the media</p>	<p><b>Homework:</b> Carrying out your own research project.</p>	<p><b>Homework:</b> Sociology in the media? Can you find examples of different sociological perspectives in the media</p>	<p><b>Homework:</b> Carrying out your own research project.</p>	<p><b>Homework:</b> Creating effective revision resources</p>



**Year 10: Topics in Sociology**

Term 1		Term 2		Term 3	
Teacher A	Teacher B	Teacher A	Teacher B	Teacher A	Teacher B
<p>Family and households –</p> <ul style="list-style-type: none"> <li>• What is a family?</li> <li>• What is the difference between a family and a household?</li> <li>• Family diversity – including the rise of LGBT+ families</li> <li>• What is the functionalist perspective of the different roles within the family?</li> <li>• How are roles changing within the family?</li> </ul> <p>Links should be made to prior learning of sociological theory and social issues</p>	<p>Education –</p> <ul style="list-style-type: none"> <li>• What is the role of education?</li> <li>• School diversity</li> <li>• How are you assessed in school?</li> <li>• What is the functionalist perspective of the education system?</li> <li>• What is the Marxist perspective of the education system?</li> </ul> <p>Links should be made to prior learning of sociological theory and social issues</p>	<p>Family and households continued –</p> <ul style="list-style-type: none"> <li>• What is the Marxist perspective of the family?</li> <li>• What is the feminist perspective of the family?</li> <li>• What are the similarities and differences of the different views?</li> <li>• How has childhood changed?</li> <li>• The dark side of the family</li> </ul> <p>Links should be made to prior learning of sociological theory and social issues</p>	<p>Education continued –</p> <ul style="list-style-type: none"> <li>• Internal factors affecting educational achievement</li> <li>• External factors affecting educational achievement</li> <li>• Educational policies</li> <li>• How did the 1988 educational reform Act affect education</li> <li>• What did New Labour implement in 1997 which affected education?</li> <li>• What have the coalition government done which has changed education?</li> </ul> <p>Links should be made to prior learning of sociological theory and social issues</p>	<p>Mock Feedback –</p> <ul style="list-style-type: none"> <li>• How to improve your grade</li> <li>• Studying model answers</li> <li>• Development of 12 mark essays</li> <li>• Examiner reports</li> </ul>	<p>Crime continued –</p> <ul style="list-style-type: none"> <li>• Why do people commit crime?</li> <li>• Functionalist explanations</li> <li>• Marxism Explanation – white Vs Blue collar crime</li> <li>• Feminism explanation</li> <li>• Interactionist explanation – Labelling</li> <li>• New Right explanations</li> <li>• Prison reform – do they work?</li> <li>• How should young offenders be dealt with?</li> </ul> <p>Links should be made to prior learning of sociological theory and social issues</p>
		<p>Revision and preparation of year 10 mock –</p> <ul style="list-style-type: none"> <li>• Revise year 10 content covered so far</li> <li>• Develop exam skills</li> <li>• Walk through papers</li> </ul>		<p>Year 9&amp;10 Revision –</p> <ul style="list-style-type: none"> <li>• Creating effective revision material for paper 1</li> <li>• How to effectively revise</li> </ul>	

		<ul style="list-style-type: none"> <li>• Whole class feedback</li> </ul>	<p><u>Crime and deviance –</u></p> <ul style="list-style-type: none"> <li>• What is the difference between crime and deviance?</li> <li>• How is crime socially constructed?</li> <li>• How is crime measured and what is the problem with some of these methods?</li> </ul> <p>Links should be made to prior learning of sociological theory and social issues</p>		
<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Progress checks on a cycle of teacher, peer and self assessment.</li> <li>• 2x mini essays to be teacher assessed</li> <li>• Formal assessment - Mid Topic assessment</li> </ul>	<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Progress checks on a cycle of teacher, peer and self assessment.</li> <li>• 2x mini essays to be teacher assessed</li> <li>• Formal assessment – Mid Topic assessment</li> </ul>	<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Progress checks on a cycle of teacher, peer and self assessment.</li> <li>• 2x mini essays to be teacher assessed</li> <li>• Formal assessment – end of topic assessment</li> </ul>	<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Progress checks on a cycle of teacher, peer and self assessment.</li> <li>• 2x mini essays to be teacher assessed</li> <li>• Formal assessment – end of topic assessment</li> </ul>	<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Mock exam</li> </ul>	<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Progress checks on a cycle of teacher, peer and self assessment.</li> <li>• 2x mini essays to be teacher assessed</li> <li>• Formal assessment – end of topic assessment</li> <li>•</li> </ul>
			<ul style="list-style-type: none"> <li>• Progress checks on a cycle of teacher, peer and self assessment.</li> </ul>		

			<ul style="list-style-type: none"> <li>• 2x mini essays to be teacher assessed</li> <li>• Formal assessment – Mid-topic assessment</li> </ul>		
<p><b><u>Homework:</u></b></p> <ul style="list-style-type: none"> <li>• Media example of the family – how are they presented?</li> </ul>	<p><b><u>Homework:</u></b></p> <ul style="list-style-type: none"> <li>• Media example of the education system – is it effective? What policies are recently been introduced which effects education?</li> </ul>	<p><b><u>Homework:</u></b></p> <ul style="list-style-type: none"> <li>• Revision of topic – Revision booklets to be provided – set work from these booklets as well as the revision guides provided to them</li> </ul>	<p><b><u>Homework:</u></b></p> <ul style="list-style-type: none"> <li>• Revision of topic Revision booklets to be provided – set work from these booklets as well as the revision guides provided to them -</li> </ul>	<p><b><u>Homework:</u></b></p> <ul style="list-style-type: none"> <li>• 12 mark planning – question banks of 12 mark questions to be planned out using class notes</li> </ul>	<p><b><u>Homework:</u></b></p> <ul style="list-style-type: none"> <li>• Development of exam skills – smaller mark questions, including MIC questions to be completed</li> </ul>

**Year 11: What is social stratification and who does it affect?**

Term 1		Term 2		Term 3	
<i>Teacher A</i>	<i>Teacher B</i>	<i>Teacher A</i>	<i>Teacher B</i>	<i>Teacher A</i>	<i>Teacher B</i>
<p>Social Stratification –</p> <ul style="list-style-type: none"> <li>• What is social stratification?</li> <li>• Who does it affect?</li> <li>• Socio-economic stratification – how is this measured</li> </ul>	<p>Social Stratification –</p> <ul style="list-style-type: none"> <li>• What can affect your life chances?</li> <li>• How does, age, race, disability, sexual orientation affection your chances in life?</li> <li>• What is social mobility?</li> <li>• What can effect social mobility?</li> </ul>	<p>Family and Education Recap –</p> <ul style="list-style-type: none"> <li>• Identify the key themes of the topics</li> <li>• What are the key studies?</li> <li>• How can you evaluate the key studies?</li> </ul>	<p>Social stratification continued -</p> <ul style="list-style-type: none"> <li>• What is the voting system in the UK</li> <li>•</li> </ul>	<p>Revision for exams</p>	<p>Revision for exams</p>
<p>Mock preparation - Paper 1</p> <ul style="list-style-type: none"> <li>• Walk through mock in preparation</li> <li>• Model answers</li> </ul>			<p>Mock preparation – Paper 2</p>		

<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Mock exam</li> </ul>	<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Progress checks on a cycle of teacher, peer and self assessment.</li> <li>• 2x mini essays to be teacher assessed</li> <li>•</li> </ul>	<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Walk through Mock – self assessment</li> </ul>	<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Progress checks on a cycle of teacher, peer and self assessment.</li> <li>• 2x mini essays to be teacher assessed</li> <li>• Formal assessment – end of topic assessment</li> </ul>	<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Exam papers</li> </ul>	<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Exam papers</li> </ul>
<p><b><u>Homework:</u></b></p> <ul style="list-style-type: none"> <li>• Family (1<sup>st</sup> half term) &amp; Education (2<sup>nd</sup> Half term) Key studies booklet</li> <li>• Ongoing Revision</li> </ul>	<p><b><u>Homework:</u></b></p> <ul style="list-style-type: none"> <li>• Ongoing revision</li> </ul>	<p><b><u>Homework:</u></b></p> <ul style="list-style-type: none"> <li>• Crime Key studies booklet (1<sup>st</sup> half term)</li> <li>• Stratification Key studies booklet (2<sup>nd</sup> half term)</li> <li>• Ongoing revision</li> </ul>	<p><b><u>Homework:</u></b></p> <ul style="list-style-type: none"> <li>• Ongoing Revision</li> </ul>	<p><b><u>Homework:</u></b></p> <ul style="list-style-type: none"> <li>• Ongoing revision</li> </ul>	<p><b><u>Homework:</u></b></p>







**Key Stage 5 Sociology  
Programme of Study**

Year 12: Methods, Families and Households and Education					
Term 1		Term 2		Term 3	
Teacher A	Teacher B	Teacher A	Teacher B	Teacher A	Teacher B
<p>Methods -</p> <ul style="list-style-type: none"> <li>• Difference between Quantitative/Positivism and Qualitative/Interpretivism</li> <li>• Evaluation of all quantitative methods</li> <li>• Evaluation of all qualitative</li> <li>• Factors affecting choice of method and topic</li> </ul>	<p>Education –</p> <ul style="list-style-type: none"> <li>• The role and functions of the education system, including its relationship to the economy and to class structure</li> <li>• differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</li> <li>• relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and</li> </ul>	<p><b>Families and Households –</b></p> <ul style="list-style-type: none"> <li>• the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies</li> <li>• changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of</li> </ul>	<p>Education Cont-</p> <ul style="list-style-type: none"> <li>• 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; the impact of globalisation on educational policy.</li> </ul>	<p>Families and Households Cont-</p> <ul style="list-style-type: none"> <li>• the nature of childhood, and changes in the status of children in the family and society</li> <li>• demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</li> </ul> <p><b>Start Beliefs in society</b></p> <ul style="list-style-type: none"> <li>• the relationship between social change and social stability, and religious beliefs,</li> </ul>	<p>Crime and Deviance cont –</p> <ul style="list-style-type: none"> <li>• The role of the criminal justice system and other agencies.</li> <li>• globalisation and crime in contemporary society;</li> <li>•</li> </ul>

	<p>subcultures, the hidden curriculum, and the organisation of teaching and learning</p>	<p>contemporary family and household structures</p> <ul style="list-style-type: none"> <li>gender roles, domestic labour and power relationships within the family in contemporary society</li> </ul>	<ul style="list-style-type: none"> <li>Methods in Context apply sociological research methods to the study of education.</li> </ul> <p><b>Crime and Deviance</b></p> <ul style="list-style-type: none"> <li>crime, deviance, social order and social control</li> <li>the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</li> </ul>	<p>practices and organisations</p> <ul style="list-style-type: none"> <li>religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice</li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Progress checks throughout lessons</li> <li>EOT's on a cycle of teacher, peer and self assessment.</li> <li>Formal assessment – End of Topic test with exam style questions</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Progress checks throughout lessons</li> <li>EOT's on a cycle of teacher, peer and self assessment.</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Progress checks throughout lessons</li> <li>EOT's on a cycle of teacher, peer and self assessment.</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Formal assessment – End of Topic test with exam style questions</li> <li><b>Mock Paper 1</b></li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Progress checks throughout lessons</li> <li>EOT's on a cycle of teacher, peer and self assessment.</li> <li>Formal assessment – End of Topic</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Progress checks throughout lessons</li> <li>EOT's on a cycle of teacher, peer and self assessment.</li> </ul>



Year 13:					
Term 1		Term 2		Term 3	
Teacher A	Teacher B	Teacher A	Teacher B	Teacher A	Teacher B
<p><b>Finish Beliefs in society</b></p> <ul style="list-style-type: none"> <li>the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</li> </ul> <p><b>Start Theory</b></p> <ul style="list-style-type: none"> <li>the distinction between primary and secondary data, and between quantitative and qualitative data</li> </ul>	<p><b>Crime and deviance</b></p> <ul style="list-style-type: none"> <li>the media and crime;</li> <li>green crime; human rights and state crimes</li> <li>crime control, surveillance,</li> <li>prevention <ul style="list-style-type: none"> <li>role of punishment,</li> <li>patterns in victims</li> </ul> </li> </ul>	<p><b>Theory Cont-</b></p> <ul style="list-style-type: none"> <li>the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'</li> <li>debates about subjectivity, objectivity and value freedom</li> </ul>	<p><b>Start Theory</b></p> <ul style="list-style-type: none"> <li>consensus, conflict, structural and social action theories</li> <li>the concepts of modernity and post-modernity in relation to sociological theory</li> </ul>	<p><b>Theory Cont-</b> the relationship between Sociology and social policy</p> <p><b>Revision</b></p>	<p><b>Theory Cont-</b> the nature of science and the extent to which Sociology can be regarded as scientific</p> <p><b>Revision</b></p>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Progress checks throughout lessons</li> <li>EOT's on a cycle of teacher, peer and self assessment.</li> <li>Formal assessment – End of Topic test with exam style questions</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Progress checks throughout lessons</li> <li>EOT's on a cycle of teacher, peer and self assessment.</li> <li>Formal assessment – End of Topic test with exam style questions</li> <li><b>Mock Paper 3</b></li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Progress checks throughout lessons</li> <li>EOT's on a cycle of teacher, peer and self assessment.</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Progress checks throughout lessons</li> <li>EOT's on a cycle of teacher, peer and self assessment.</li> </ul> <p><b>Mock - Paper 2</b></p>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Progress checks throughout lessons</li> <li>EOT's on a cycle of teacher, peer and self assessment,</li> <li>Formal assessment – End of Topic test with exam style questions</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Progress checks throughout lessons</li> <li>EOT's on a cycle of teacher, peer and self assessment.</li> </ul>

<b>Homework:</b> • Independent learning booklets	<b>Homework:</b> • Independent learning booklets	<b>Homework:</b> • Independent learning booklets	<b>Homework:</b> • Independent learning booklets	<b>Homework:</b> • Independent learning booklets	<b>Homework:</b> • Independent learning booklets
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NB\*Year 13 is slightly different this year and seems to overlap but that is because year 12 is changing next Sept 2018 (as above) yet we taught things slightly differently this academic year .