



## Sociology KS4

Sociology is the critical study of social processes and structures in society by exploring different perspectives of phenomena and the biases held by each perspective. It considers changes in society over time along with their relative causes and the importance different perspectives place on these. An understanding of the research methods of Social Sciences is developed to understand how this knowledge has been socially constructed and be able to evaluate and analyse the validity, reliability and usefulness of such data. Our intent is to create and deliver a **curriculum** which ensures all children master the powerful **knowledge** necessary to excel not only in public examinations but in their interaction with the **world**, leading to **happy** and **successful** lives.

We imbed the Catholic Ethos by supporting the development empathy and tolerance. We encourage students to apply their knowledge outside the classroom by focusing on character enhancing experiences.

	Autumn Term	Spring Term	Summer Term
Yr10	<u>Core 1</u> Primary socialisation: How do we teach children culture? Secondary socialisation: How does wider society teach us culture and how is class identity taught? What do we mean by culture and how do we acquire it? How is gender identity taught? What is social control? How is society organised? What is capital? What is labelling? What has changed since de-industrialisation?  <u>Family</u> What is family and what types of family exist in the UK? How do families vary cross-culturally? How has the family changed over the last 100 years? What are the different explanations of families?	<u>Education</u> How do sociologists impact my education? What is the purpose of education? What are the patterns of educational achievement? What external material reasons are there for underachievement? How does the culture of working class affect a child's education? What is capital and how does this help middle class achieve in school? How do cultural and material factors both contribute to low attainment? Internal factors: What school processes affect educational achievement External factors affecting achievement	<u>Research Methods – part 1:</u> How useful are different types of data? How useful are questionnaires and interviews? How useful are observations? How can you improve sociological research? What ethical considerations need to be made in sociological research? What practical considerations need to be made in sociological research? How can a representative sample be obtained in sociological research? What theoretical issues need to be considered in sociological research?



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	<p><b>Assessment 1: Core concepts of sociology</b></p> <p><b>Assessment 2: End of topic assessment on families with interleaved core questions</b></p>	<p><b>Assessment 1: Core concepts on education. Focus on short answer questions</b></p> <p><b>Assessment 2: Education section of paper 1</b></p>	<p><b>Assessment 1: Interleaved research methods questions</b></p> <p><b>Assessment 2: Mock Exam – Full paper 1</b></p>
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Yr11	<p><u>Core 2:</u>            What inequality exists in the UK?            What factors influence access to life changes and power?            How does the media contribute to inequality?            How are our identities socially constructed?            How does class influence inequality?            How does gender influence inequality?            How does ethnicity influence inequality?            How does age, disability, sexuality and religion contribute to inequality?</p> <p><u>Crime – Part 1:</u>            What is the difference between crime and deviance            What is informal social control and does it stop crime and deviance?            What is formal social control?            What are the patterns of criminal behaviour according to official statistics?            What is the function of crime?  <b>How can Functionalism explain subcultural crime?</b></p>	<p><u>Crime – Part 2:</u>            What is the Marxist view of crime?            What type of crimes are there and who commits white collar crime?            What is corporate crime?            How can criminal behaviour be socially constructed using labelling theory?            How do the media help keep social order?            What drives women to commit crime?            Why do ethnic differences in crime statistics occur?</p>	<p><b>Revision of paper 1</b>  <b>Revision of paper 2</b></p> <p>Students will consolidate the knowledge that they have learnt throughout years 10 and 11 in order to compare and contrast theories from different topics using the debates and issues they have learned throughout the course. The focus will be on application of knowledge, developing key skills and making synoptic links</p>
	<p><b>Assessment 1: Paper 2 Core and methods</b></p> <p><b>Assessment 2: Mock Exams</b>  <b>Students sit two exam papers: Full paper 1, half of paper 2</b></p>	<p><b>Assessment 1: Paper 2 – Understanding social structures</b></p> <p><b>Assessment 2: Mock Exams</b>  <b>Students two exam papers in full: paper 1 and paper 2 Sat in examination conditions</b></p>	<p><b>Summer Examinations</b></p>



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