

# IDSALL SCHOOL



## **Our vision for Sociology at Idsall:**

Sociology is academic the study of human social relationships and institutions. We study the AQA A-Level course at Idsall. This specification offers an engaging and effective introduction to the subject, focusing on the study of contemporary British society. Sociology will help our students to come to grips with a diverse and changing Britain, and to a lesser extent the world at large, by giving them opportunities to engage with the social, cultural and political dimensions of the world they live in.

Our Idsall A-Level course is broad and balanced and encourages our students to acquire knowledge and a critical understanding of contemporary social processes and social changes. Additionally, students will learn to appreciate the significance of theoretical and conceptual issues in sociological debate whilst understanding and evaluating sociological methodology and a range of research methods. Students will develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues.

## **The Golden Threads of our Sociology Curriculum:**

Socialisation, Culture and Identity; Power and Stratification; Sociology in the real world - Contemporary UK society; Sociological perspectives and theories; Sociological research methods and design; Sociological debate; Sociology as a science; Sociological debate; Sociology and Social Policy; Sociological debate; The impact of Globalisation on society.

# Year 12 Sociology Overview

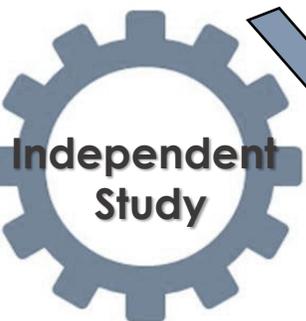
What is my learning journey this year?

Make a sociology key word glossary, updating it throughout the year. This will help you to develop the tier three vocabulary you will need to access the higher grades in your final exams.



Complete the year 11 sixth form transition booklet for sociology

GCSE 5+ in English Language and a humanities subject.



**Introduction To Sociology**

An introduction to key sociological questions, theories and methods, providing a foundation for the course.

**Families & Households**

Sociological theories of families and households examining changes in relationships, childhood, family structure and social policy.

Complete 1 hour of independent study for every taught hour per week. Use the sociology Independent learning guide to lead you - it contains independent study task suggestions as well as recommended resources.

**Education**

Sociological theories of education examining differential achievement of social groups, the role of the education and social policy.

**Methods in Context**

Examining the strengths and limitations of using different research methods to examine the educational context.

**Sociological Research Methods**

Examination of sociological research method, quantitative and qualitative, including the strengths and limitations of using different methods to investigate society.

**Beliefs in Society**

Sociological theories of beliefs examining the changing role of religion and secularisation.



2-hour summer mock exams

Summer mock exam feedback

Onto Year 13

**The Big Picture Intent:**

Sociology is academic the study of human social relationships and institutions. Our A-Level sociology course is broad and balanced and encourages our students to: acquire knowledge and a critical understanding of contemporary social processes and social changes; appreciate the significance of theoretical and conceptual issues in sociological debate; understand and evaluate sociological methodology and a range of research methods through active involvement in the research process; develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society; and develop a lifelong interest in social issues. Teaching encourages an awareness and respect for social diversity and highlights the importance of using both social structure and action to explain social issues. Our curriculum is ambitious for our students who are encouraged to develop their own sociological awareness through active engagement with the contemporary social world, which can be achieved by staying up to date with the news and partaking in wider reading of up-to-date research. The academic study of sociology also helps our students to come to grips with a diverse and changing Britain, and to a lesser extent the world at large, by giving them opportunities to engage with the social, cultural and political dimensions of the world they live in. Y12 Sociology is designed to maximise progression in preparation for Y13 and A-Level outcomes. The year 12 SOW outlines a logical learning journey for our students in year 12, core concepts and theories are introduced and then built upon in each subsequent unit of work, enabling students to build their knowledge, understanding and confidence as the course progresses. All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

**Implementation:**

10 lessons are delivered by a specialist teacher over a two-week timetable. Lessons have clear objectives (highlighted yellow in power-points). Lessons follow a do now, I do, we do, you do structure with clear retrieval practice built in at the start of the lesson. Lessons are chunked and adapted to meet the needs of learners. Consolidation of learning in independent study time is a key requirement of the course, with students asked to maintain a key-word glossary and personalised revision material, which are added to weekly. Students have a topic companion for reading ahead and lesson handouts to support learning in lesson and revision outside of lesson.

Core concepts (highlighted purple in power-points) and theories (highlighted green in power-points) are introduced at the beginning of the course and then built upon in each subsequent unit of work, enabling students to build their knowledge, understanding and confidence as the course progresses. Lessons are based around developing a deeper understanding of concepts, arguments and key sociological questions. Reasoning will be developed through exploration of different sociological explanations and considering the extent to which they are relevant for answering key social questions.

The skills of application, analysis and evaluation are explicitly taught as part of the learning process. Formal structures to answering A-level questions will be embedded as will literacy and use of sociological vocabulary. Students will acquire a basic use of statistics and be able to identify key trends in social data, including that within the census.

**Key Summative Assessments:**

6 formal assessments over the school year, building in challenge from the first to the last.

3 cumulative glossary assessments at the end of each unit of work (2, 3 & 4)

1 X cumulative 2 hour summer-term mock exam based on 3 full units of work (2, 3 & 4).

Each assessment (including mock exams) followed by DIIRT task/s based on the 5 R's (Sherrington, 2017).

Weekly homework based primarily on knowledge retrieval as well as some instances of flipped learning.

Retrieval (do now) task at the start of each lesson, live marking and low stakes quizzing when needed.

**Autumn Term**

1. Introduction to Sociology (non-examined)

2. Families and Households (examined on paper 2)

**Spring Term**

3. Research Methods (examined on papers 1 and 3)

4. Education (examined on paper 1)

**Summer term**

5. Methods in Context (examined on paper 1)

6. Beliefs in Society (examined on paper 2)

**Impact:**

Students will feel challenged and excited by the sociology curriculum and have started to foster a lifelong interest in social issues. Students will have increased understanding and confidence in A-Level Sociology over the course of year 12 and be able to apply new skills to a variety of new and challenging sociological questions. Students will know more and remember more. They will be familiar with a variety of exam questions and be suitably prepared to answer examination style questions. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments.

## Year 12 Curriculum Overview - Sociology

 <b>Autumn Term</b> 	
<p><b>Golden Threads:</b> Socialisation, Culture and Identity; Power and Stratification. Sociology in the real world - Contemporary UK society. Sociological perspectives and theories. Sociological research methods and design. Sociological debate; Sociology as a science. Sociological debate; Sociology and Social Policy. Sociological debate; The impact of Globalisation on society.</p>	
<p><b><u>Unit: Introduction to Sociology</u></b></p> <ol style="list-style-type: none"> <li>1. What is my journey over the next two years going to involve?</li> <li>2. What have I learnt from the summer work and how will this help me?</li> <li>3. What makes us human – nature or nurture?</li> <li>4. What fundamental concepts do sociologists use to understand human behaviour?</li> <li>5. How do different sociological perspectives see the world in different ways?</li> <li>6. How are we socially different and in what ways does this impact our lifecourse?</li> <li>7. What methods do sociologists use to research society and what are some of the key features of different methods to be aware of?</li> <li>8. What does the -A-level course look like and how will I be assessed?</li> </ol>	<p><b><u>Unit: The Sociological Study of Families and Households</u></b></p> <ol style="list-style-type: none"> <li>1. According to sociological research how can family mean different things to different people?</li> <li>2. According to sociological research what is the relationship between gender roles and the domestic division of labour?</li> <li>3. Does sociological evidence suggest that the domestic division of labour is becoming equal?</li> <li>4. According to sociological research how do gender roles and power impact decision making and the division of resources in relationships?</li> <li>5. According to sociological research how do gender roles and power influence incidences of domestic violence?</li> <li>6. According to sociological research to what extent is childhood a social construction?</li> <li>7. According to sociological research to what extent has childhood disappeared?</li> <li>8. According to sociological research to what extent has childhood improved over time?</li> <li>9. According to Functionalist and New Right research what is the key role of the family within society?</li> <li>10. According to Marxist research what is the key role of the family within society?</li> <li>11. According to Feminist research what is the key role of the family within society?</li> <li>12. According to the Personal Life Perspective, what is the key role of the family within society?</li> </ol>

13. What is the study of demographic trends and what can it tell us about society?
14. What has happened to births in the UK over the last 100 years and how has this impacted social life?
15. What has happened to deaths in the UK over the last 100 years and how has this impacted social life?
16. What has happened to life expectancy in the UK over the last 100 years and how has this impacted social life?
17. What has happened to migration in the UK over the last 100 years and how has this impacted social life?
18. According to sociological research what key factors have impacted the growth of family diversity over the last 100 years in the UK?
19. According to sociological research what impact has divorce had on family diversity over the last 100 years?
20. According to sociological research what impact have changes in partnerships had on family diversity over the last 100 years?
21. According to sociological research what impact have changes in childbearing and childrearing had on family diversity over the last 100 years?
22. According to sociological research what impact have migration patterns had on family diversity over the last 100 years?
23. According to modernist sociological research to what extent has family diversity had a significant impact on families and households in the UK?
24. According to postmodernist sociological research to what extent has family diversity had a significant impact on families and households in the UK?
25. How well do I know the topic of demography and how well can I apply my understanding in an exam-style situation?
26. According to sociological research to what impact does government policy have on families and households in the UK?



## Spring Term



**Golden Threads:** Socialisation, Culture and Identity; Power and Stratification. Sociology in the real world - Contemporary UK society. Sociological perspectives and theories. Sociological research methods and design. Sociological debate; Sociology as a science. Sociological debate; Sociology and Social Policy. Sociological debate; The impact of Globalisation on society.

### **Unit: Sociological Research Methods**

1. What are the broad methodological approaches in sociology and why do researchers use different approaches?
2. What are the practical, ethical and theoretical factors influencing researchers choice of method?
3. What are the other factors influencing researchers choice of method and how they approach their research overall?
4. How are experiments used in sociological research and what are the strengths and weaknesses associated with the method?
5. How are questionnaires used in sociological research and what are the strengths and weaknesses associated with the method?
6. How are interviews used in sociological research and what are the strengths and weaknesses associated with the method?
7. How are observations used in sociological research and what are the strengths and weaknesses associated with the method?
8. How are secondary sources used in sociological research and what are the strengths and weaknesses associated with the method?

### **Unit: The Sociological Study of Education**

1. What are sociologists interested in researching about education?
2. According to sociological research how does culture have an impact on the achievement levels of children from different social class backgrounds?
3. According to sociological research how do material circumstances have an impact on the achievement levels of children from different social class backgrounds?
4. According to sociological research how do factors external to the school environment have an impact on the achievement levels of children from different social class backgrounds?
5. What are the key factors within the school environment affecting levels of educational achievement in children from different social class backgrounds?
6. What has sociological research uncovered about the key factors within the school environment affecting levels of educational achievement in children from different social class backgrounds?
7. In what ways are external and internal factors affecting levels of educational achievement interconnected?
8. According to sociological research how do factors external to the school environment have an impact on the achievement levels of children from different ethnic backgrounds?

9. According to sociological research how do factors internal to the school environment have an impact on the achievement levels of children from different ethnic backgrounds?
10. According to sociological research how do factors external to the school environment have an impact on the achievement levels of girls?
11. According to sociological research how do factors internal to the school environment have an impact on the achievement levels of girls?
12. According to sociological research why are working class girls less affected by the factors already examined, leading to low levels of academic achievement?
13. According to sociological research how do factors external to the school environment have an impact on the achievement levels of boys?
14. According to sociological research what influences the subject choice of boys and girls and how does this lead to gender patterns within subject statistics?
15. According to sociological research how do schools reinforce dominant ideas about gender and sexual identities in girls and boys?
16. According to Functionalist research what is the key role of education within society?
17. According to New Right research what is the key role of education within society?
18. According to Marxist research what is the key role of education within society?
19. According to Feminist research what is the key role of education within society?
20. What have been the main educational policies of the past 100 years in the UK and how have they impacted children's experience of education?
21. According to sociological research to what impact does government policy have on education in the UK?

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|  | <ol style="list-style-type: none"><li>22. What are the most important educational policies of the last 45 years and to what extent do they contribute to making education fairer for disadvantaged groups?</li><li>23. According to sociological research how has privatisation of education impacted schools?</li><li>24. How has globalisation influenced government policies around education in the UK and to what extent has this been positive?</li><li>25. What are the most important educational policies of the last 45 years and to what extent do they contribute to making education fairer for disadvantaged groups?</li><li>26. According to sociological research how has privatisation of education impacted schools?</li></ol> |
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## Summer Term



**Golden Threads:** Socialisation, Culture and Identity; Power and Stratification. Sociology in the real world - Contemporary UK society. Sociological perspectives and theories. Sociological research methods and design. Sociological debate; Sociology as a science. Sociological debate; Sociology and Social Policy. Sociological debate; The impact of Globalisation on society.

### **Unit: Methods in Context**

1. What do I need to consider before researching people in any educational context?
2. How suitable are experiments for investigating the educational context?
3. How suitable are questionnaires for investigating the educational context?
4. How suitable are interviews for investigating the educational context?
5. How suitable are observations for investigating the educational context?
6. How suitable are secondary sources for investigating the educational context?

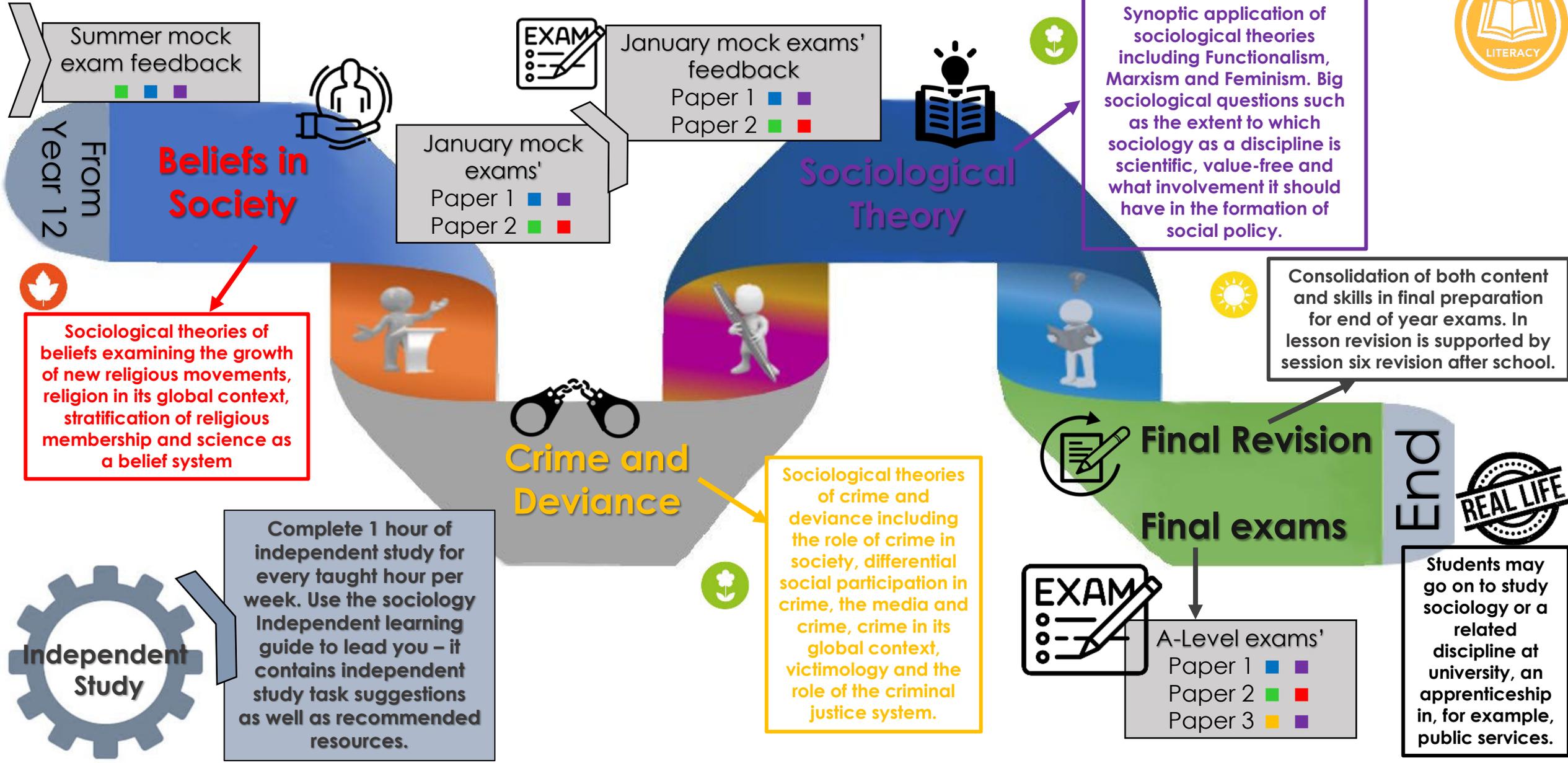
### **Unit: The Sociological Study of Beliefs in Society (first three parts of the unit)**

1. How do different sociologists define religion and why don't they share a universal definition?
2. According to Functionalist research what is the key role of beliefs within society?
3. According to traditional Marxist research what is the key role of beliefs within society?
4. According to Feminist research what is the key role of beliefs within society?
5. In what ways does religion act as a conservative force within society?
6. In what ways does religion act as a force for social change within according to Max Weber?
7. In what ways does religion act as a force for social change within according to Steve Bruce?
8. In what ways does religion have a dual character according to Neo-Marxist research?
9. What is the secularisation debate?
10. According to sociological research to what extent is secularisation occurring in the UK and the world at large?
11. To what extent is the evidence regarding secularisation valuable in today's climate?
12. How well do I know the topic of secularisation and how well can I apply my understanding to exam style questions?

# Year 13 Sociology Overview

What is my learning journey this year?

Continue to add to your sociology key word glossary. This will help you to develop the tier three vocabulary you will need to access the higher grades in your final exams.



**The Big Picture – Intent:**

Year 13 Sociology is designed to maximise progression in preparation for year 13 examination and the study of sociology at degree level. The A-Level sociology curriculum continues to be broad and balanced in year 13 and seeks to continue to foster a lifelong interest in social issues in students, beyond the classroom and into adulthood. Many new topics in year 13 present opportunities to recap on year 12 content, linking this to brand new Year 2 A-Level content. All topics give students the chance to extended themselves on the journey to achieving their potential. The year 13 SOW outlines a continued logical learning journey for our students in the second year of A-Level, where core concepts and theories continue to be embedded and student confidence built in their use in each subsequent unit of work. This approach enables students to build their knowledge, understanding and attainment as the course comes to an end. All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

**Implementation:**

10 lessons are delivered by a specialist teacher over a two-week timetable. Lessons have clear objectives (highlighted yellow in power-points). Lessons follow a do now, I do, we do, you do structure with clear retrieval practice built in at the start of the lesson. Lessons are chunked and adapted to meet the needs of learners. Consolidation of learning in independent study time is a key requirement of the course, with students asked to maintain a key-word glossary and personalised revision material, which are added to weekly. Students have a topic companion for reading ahead and lesson handouts to support learning in lesson and revision outside of lesson.

Core concepts (highlighted purple in power-points) and theories (highlighted green in power-points) are introduced at the beginning of the course and then built upon in each subsequent unit of work, enabling students to build their knowledge, understanding and confidence as the course progresses. Lessons are based around developing a deeper understanding of concepts, arguments and key sociological questions. Reasoning will be developed through exploration of different sociological explanations and considering the extent to which they are relevant for answering key social questions.

The skills of application, analysis and evaluation are explicitly taught as part of the learning process. Formal structures to answering A-level questions will be embedded as will literacy and use of sociological vocabulary. Students will acquire a basic use of statistics and be able to identify key trends in social data, including that within the census.

**Key Summative Assessments:**

Formal Assessment Autumn (2), Spring (1).

2 cumulative glossary assessments at the end of each unit of work (2 & 3)

2 X 2 hour cumulative year 13 January mock exams (paper 1 and 2)

Cumulative year 13 March Mock (paper 3)

Each assessment (including mock exams) followed by DIIRT task/s based on the 5 R's (Sherrington, 2017).

Weekly homework based primarily on knowledge retrieval as well as some instances of flipped learning.

Retrieval (do now) task at the start of each lesson, live marking and low stakes quizzing when needed.

**Autumn Term:**

1. Beliefs in Society (examined on paper 2)

2. Crime and Deviance (examined on paper 3)

**Spring Term:**

3. Crime and Deviance (examined on paper 3)

4. Sociological theory (examined on paper 1 and 3)

**Summer term:**

5. Revision

**Impact:**

Students will continue to feel challenged and excited by the sociology curriculum. Students will have increased understanding and confidence in A-Level Sociology and be able to master skills enabling them to tackle challenging sociological questions. Students will know more and remember more. They will be more familiar with a variety of exam questions and be suitably prepared to answer examination style questions. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments. The study of sociology at A Level could facilitate our students transitioning onto a number of related university and/or apprenticeship courses, as well as into the world of work. Successful sociology students may go on to study the subject at a higher degree level or pursue related degrees in areas such as social policy, anthropology, criminology or law. They may also go onto establish careers in research (market, social or government), social work, teaching, human resources or law.

## Year 13 Curriculum Overview - Sociology

 <b>Autumn Term</b> 	
<p><b>Golden Threads:</b> Socialisation, Culture and Identity; Power and Stratification. Sociology in the real world - Contemporary UK society. Sociological perspectives and theories. Sociological research methods and design. Sociological debate; Sociology as a science. Sociological debate; Sociology and Social Policy. Sociological debate; The impact of Globalisation on society.</p>	
<p><b><u>Unit: The Sociological Study of Beliefs in Society (remaining parts of the unit)</u></b></p> <ol style="list-style-type: none"> <li>1. To what extent are new forms of religion replacing traditional ones?</li> <li>2. To what extent is religion thriving due to the existence of a religious marketplace?</li> <li>3. To what extent is religion thriving due to a lack of security in parts of the world?</li> <li>4. According to sociological research what is fundamentalism and what role does it play in today's world?</li> <li>5. According to sociological research how can religion be used as a cultural defence?</li> <li>6. According to sociological research to what extent can religious beliefs and economic development be linked?</li> <li>7. What different types of religious organisation are there and how do they differ from one another?</li> <li>8. To what extent have NRMs replaced traditional religious movements since the 1960's?</li> <li>9. According to sociological research which social groups are most religious and why?</li> <li>10. According to sociological research to what extent is science a belief system and is it a challenge to religion?</li> <li>11. According to sociological research what is an ideology and to what extent can science and religion be seen as ideologies?</li> </ol>	<p><b><u>Unit: The Sociological Study of Crime and Deviance (first three parts of the unit)</u></b></p> <ol style="list-style-type: none"> <li>1. What are sociologists interested in researching about crime and deviance?</li> <li>2. According to Functionalist research what is the role of crime &amp; deviance within society and why do some people commit crime?</li> <li>3. According to Subcultural research what is the role of crime &amp; deviance within society and why do some people commit crime?</li> <li>4. According to Labelling theory how are crime and deviance a social construction?</li> <li>5. What are the consequences of labelling?</li> <li>6. What are the links between social class and crime and broadly how have sociologists explained these links?</li> <li>7. What are the links between social class and crime and how have traditional Marxists explained these links?</li> <li>8. What are the links between social class and crime and how have traditional Neo-Marxists explained these links?</li> <li>9. What are the links between social class and crime and how have sociologists explained the crimes of the powerful?</li> </ol>



## Spring Term



**Golden Threads:** Socialisation, Culture and Identity; Power and Stratification. Sociology in the real world - Contemporary UK society. Sociological perspectives and theories. Sociological research methods and design. Sociological debate; Sociology as a science. Sociological debate; Sociology and Social Policy. Sociological debate; The impact of Globalisation on society.

**Unit: The Sociological Study of Crime and Deviance (remaining parts of the unit)**

1. How have recent governments explained and sought to control crime and deviance within society?
2. What are the links between gender and crime and how have sociologists explained these links?
3. What are the links between ethnicity and crime and how have sociologists explained these links?
4. What are the links between the media and crime and how have sociologists explained these links?
5. What are the links between globalisation and crime and how have sociologists explained these links?
6. What are the links between globalisation and green crime and how have sociologists explained these links?
7. How have sociologists defined and explained state and human rights crime?
8. According to sociological research. How can crime be controlled?
9. According to sociological research, what are the aims and role of punishment within a society?
10. According to sociological research how can patterns of victimhood be explained?

**Unit: Sociological Theory**

1. According to sociologists, to what extent can sociology (as a subject) be viewed as a science?
2. According to sociologists, to what extent can sociology (as a subject) be value free?
3. According to sociologists, to what extent should sociology (as a subject) be involved in the formation of social policy?
4. What contribution have Functionalist theories made to our understanding of society?
5. What contribution have Marxist theories made to our understanding of society?
6. What contribution have Feminist theories made to our understanding of society?
7. What contribution have Social Action theories made to our understanding of society?
8. According to different sociologists, to what extent are we now living in a postmodern world?
9. How do sociologists investigate society through different methodological approaches?



## Summer Term



**Golden Threads:** Socialisation, Culture and Identity; Power and Stratification. Sociology in the real world - Contemporary UK society. Sociological perspectives and theories. Sociological research methods and design. Sociological debate; Sociology as a science. Sociological debate; Sociology and Social Policy. Sociological debate; The impact of Globalisation on society.

**Unit: Revision/ External Examinations**

**Unit: External Examinations**