

Sociology

HMM Faculty

Vision

Studying Sociology gives student's a valuable knowledge and understanding of today's society through studying families, education, crime and deviance, beliefs and social stratification. It allows students to develop critical and evaluative skills. It is relevant to the society students live in, so learning is about topics that are relevant to everyday life; plus, it opens the door to a fantastic range of interesting careers.

Context

Students within Market Drayton have limited exposure to more diverse and cosmopolitan environments. Sociology opens students to a wide range of social and global issues that can challenge misconceptions and develop more critical thinking.

Disciplinary Knowledge

Studying Sociology gives valuable knowledge and understanding of today's society through studying families, education, crime and deviance, beliefs and social stratification. It allows students to develop critical and evaluative skills.

It is relevant to the society students live in, the topics that are relevant to everyday life; and, it opens the door to a fantastic range of interesting careers. You also learn how to apply various research methods to different sociological contexts including:

- how to investigate facts to make deductions
- how to develop opinions and new ideas on social issues
- how to analyse and understand the social world.

In Sociology students are exposed to a variety of situations removed from their own experiences therefore developing their wider view of the world and cultures.

Supra Curriculum

At both KS4 and KS5 students have access to a range of extended reading material based on the studies completed within the units covered in the course. These can be accessed through teams. There are also age-appropriate films which will allow students to apply the theories and a critical approach to what they represent. The focus will be on academic reading and TED talks.

Key Stage 4

Sociology

Year 10

Sociology is a crucial subject to study when desiring to gain a deeper understanding about how society operates both in the past and present day. It gives students the opportunity to participate in topical debates and also promotes individuality and the right of opinion. We begin the journey of understanding society through the study of classical sociologists, such as Durkheim, Weber and Marx who have been detrimental in the efforts to study society from different theoretical perspectives. In year 10, students will explore the roles that education and families have on the development of contemporary society and what social issues might occur as a result of changes in society.

Year 11

Taking the knowledge of understanding issues within society to the next level, students in Year 11 will explore the reasons why people commit crime and the reasoning as to why it occurs and has existed in every society. Why does crime exist? How does one become labelled as 'criminal' or 'deviant'? Students will then move onto social stratification theories that build on a deeper level of understanding of the differing perspectives that people have on society, such as functionalism and Feminism. Widening their skills in relation to sociology, students will learn about different research methods and will be able to carry out their own sociological research, to put this skill into practice.

Key Stage 5

Sociology

Year 12

In Year 12, students expand their sociological knowledge and critical understanding of society through studying the role that Education plays in contemporary society. What factors have impacted our right to education? Why is it now compulsory and a basic necessity of Westernised life? The development of education has also had its' setbacks; factors such as gender, ethnicity and social class inequalities has led us to question why some individuals are at a disadvantage when it comes to schooling.

The following journey and an integral element of sociology is to understand the strengths and weaknesses of various methodological approaches and research methods. Students will get the opportunity to carry out a piece of sociological research themselves from scratch. Being able to apply aspects of sociological research to societal matters, such as the family, health, welfare and cultural identity is crucial in order to gain a rich understanding of how society has changed over the years and what impacts these changes have on issues.

Year 13

Carrying the vital knowledge and skills developed from Year 12 in relation to the study of the role of Education and Research Methods, Year 13 put themselves in the shoes of enforcers and perpetrators of the law in the Crime and Deviance topic. Students will explore the social attributes of crime and deviance by ethnicity, gender, and social class, including recent trends in crime rates. This will help them to develop their social awareness to issues in today's society and promote intellectual curiosity in terms of why people choose to commit crime. Students will come to combine their prior knowledge of sociology and other humanities subjects such as history and geography when studying globalisation and understand the theories as to why crimes such as genocide and environmental crime occurs on a global scale.

The Big Picture:

Year 13 is the final year for the A-level. The focus for the year is Paper 3 which is Crime and Deviance and theory and research. Sessions will recap on the topics from paper 1 and education. Lessons will also focus on exam skills (AO1, AO2 and AO3) and exam paper format.

Subject:
Sociology

Year Group: 13

Intent

Topic	Skills	Knowledge	Prior knowledge building	Future extensions
Paper 3 Crime and deviance, theory and methods Revision	<ul style="list-style-type: none"> AO1: Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> sociological theories, concepts and evidence sociological research methods AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> present arguments make judgements draw conclusions. 	<p>Acquire knowledge and a critical understanding of contemporary social processes and social changes</p> <p>Appreciate the significance of theoretical and conceptual issues in sociological debate</p> <p>Understand and evaluate sociological methodology and a range of research methods through active involvement in the research process</p> <p>Develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society</p> <p>Develop a lifelong interest in social issues.</p>	<p>Basic knowledge of theories can be applied to C and D</p> <p>Knowledge from topics and education can be applied to theory section</p> <p>Methods from paper 1 applied to paper 3</p>	<p>Paper 1 skills for answering exam questions applied to paper 3 in year 13</p> <p>Paper 2 content an RfM used for paper 3 exam. Concepts from Education, family and beliefs applied to theory content</p>

Implementation

Unit	Topic	SMSC	Homework/Revision	
Autumn Term	Theory Crime and deviance	Spiritual education in Sociology enables students to consider their own relationships with society and the structural processes within it. This allows students to develop an understanding of how they fit into a larger social structure beyond the individual self or close social groups. The study of demographic issues such as gender, ethnicity and social class also allow students to reflect upon their own identity and develop a greater understanding of how this identity impacts on their life chances and opportunities. The study of ideology and hegemony encourages students to take note of the belief systems that impact on their own perception of the world and assess the effects these have on their culture.	<ul style="list-style-type: none"> ✓ Video clips – films from the list given at the start of the year ✓ Exam questions are set fortnightly ✓ PXL sheets ✓ Keyword and definition tests/quizzes ✓ Completion of DIRT process following an RW task. ✓ Flip Learning tasks in readiness for next lesson to ensure best usage of class time. ✓ Revision activities to consolidate learning after each unit 	Autumn Term <ul style="list-style-type: none"> ✓ End of unit Assessment on theory ✓ End of unit Assessment on crime and deviance ✓ Essays routinely set ✓ Mocks P1 and 2
Spring Term	Crime and Deviance Methods recap	Moral education in Sociology involves pupils expressing their own response to moral issues within society, for example, responding to moral issues referring to the labelling of ethnic minorities and its implications within the education and criminal justice system. Sociology also explores the inequality that exists within society and the causes for this including the impact of capitalism and patriarchy on individuals and social groups. Looking at these topics allows students to fully understand the inequality and oppression that certain social groups experience. Students are encouraged to consider these issues from societal perspective in order to understand the numerous factors that lead to such inequalities.		Spring Term <ul style="list-style-type: none"> ✓ Mocks P1, 2 and 3 ✓ End of unit Assessment on paper 3 ✓ Essays routinely set
Summer Term	Revision All topics	Social education in Sociology provides learners with the opportunity to learn tolerance amongst a group and reflect upon their own and other people's beliefs and preferences. Students are required continuously to consider other people's situations and opinions and reflect this within their work. As a result of this, students develop a greater understanding of diversity within society, learning about social groups and issues that they may not experience on a day to day basis.	Literacy/Numeracy <ul style="list-style-type: none"> ➤ Literacy targets for each lesson ➤ Keywords and definition reviews/tests/quizzes ➤ PERCY structure 	Summer Term <ul style="list-style-type: none"> ✓ Essays routinely set ✓ Revision clocks completed for all topics ✓ Model answers marked
		Cultural education in Sociology requires students to consider the impact that British culture has on social processes and individual experiences, for example the effects of our growing dependence on the welfare system, the impact of the media and the reducing importance of religion alongside increasing multi-culturalism. Students are encouraged to reflect on their own and other culture's beliefs in order to fully understand individual and group processes. Diversity is central to this practice and students are encouraged to consider other people's beliefs rather than just basing their understanding on their own individual experiences.		

Impact

Crime and Deviance	Theory and methods
<p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> crime, deviance, social order and social control the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. 	<p>Students must examine the following areas:</p> <ul style="list-style-type: none"> quantitative and qualitative methods of research; research design sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics the distinction between primary and secondary data, and between quantitative and qualitative data the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts' the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research consensus, conflict, structural and social action theories the concepts of modernity and post-modernity in relation to sociological theory the nature of science and the extent to which Sociology can be regarded as scientific the relationship between theory and methods debates about subjectivity, objectivity and value freedom the relationship between Sociology and social policy