








Key Stage 5 Curriculum Journey:

The curriculum in the Sociology department at Ashlawn seeks to teach learners the importance of socialisation, identity and social differentiation. In order that they know, understand and can apply sociological perspectives to social situations, institutions and contemporary examples. This is important because it will enable young people to understand how interactions between social groups shape outcomes for themselves and other groups in both a positive and negative way.

THE YEAR 12 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3 and 4	HALF TERM 5	HALF TERM 6
Topic and learning focus					
	Introduction to Sociology: Family and Households		Education	Research Methods	Beliefs in Society
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> How do we explain differences in life chances? CAGE 	<ul style="list-style-type: none"> Understand why families exist in society. The different purposes of; Socialisation Freedom & choice Gender roles Identify the role of the family in society using sociological perspectives. 	<ul style="list-style-type: none"> Understand and review of theoretical ideas in previous topics. Identify role of education in society – start to analyse concepts such as; Consensus, Conflict, Inequality, Norms & values 	<ul style="list-style-type: none"> Understand why researchers use different methods to study different topics? Consider how would students carry out investigations? Examine the different types of methods. 	<ul style="list-style-type: none"> To understand the different types of religious and non-religious beliefs
Core Knowledge and skills	<ul style="list-style-type: none"> Understand the difference between external forces and internal forces - sociological theory 	<ul style="list-style-type: none"> Explore how does the family prepare us for life and impacts they can have on society and the individual. Ultimately to answer; Are some families 'better' than other? Become familiar with how has the family changed over the last 100yrs? 	<ul style="list-style-type: none"> Explore how education prepares us for future roles in society. Become familiar with why some students do better than others in the education system. Understand how education has changed over the last 100 years. 	<ul style="list-style-type: none"> Explore what are the advantages and disadvantages of different methods and sampling techniques. 	<ul style="list-style-type: none"> Explore the debate around secularisation and make links to the nature of different types of religious organisations.
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Understand ideas of consensus and conflict 	<ul style="list-style-type: none"> Examine who benefits from families in society. Develop understanding of why have families changed. Identify trends in gender equality in the modern family. 	<ul style="list-style-type: none"> Examine who benefits most from education. Identify trends between social groups and develop an understanding of social and individual factors which have created these differences. 	<ul style="list-style-type: none"> Examine why do some sociologists select certain methods. Identify the importance of the theory of method 	<ul style="list-style-type: none"> Examine the growing importance of religious fundamentalism across the world



		<ul style="list-style-type: none"> To understand why are some families a problem for society / individual 			
Complex Knowledge	<ul style="list-style-type: none"> Evaluate the importance of patriarchy and class in 21st century Draw conclusions about the impact of globalisation on society and attitudes. 	<ul style="list-style-type: none"> Draw conclusions about how different families prepare people for society and how governments have impacted on modern families through laws and policies. Make ideological interpretations of how the family affects future life chances such as likelihood of committing crime and success in education 	<ul style="list-style-type: none"> Draw conclusions about how different ideologies are passed onto students and what impact this has for those in power. Make ideological interpretations about the importance of different ways education impacts on student's identity and life chances. Apply knowledge of government policies on education to their understanding of the role of education in society. 	<ul style="list-style-type: none"> Draw conclusions about whether sociology can be objective. 	<ul style="list-style-type: none"> Draw conclusions about the future of beliefs in society
Literacy (including reading)	<ul style="list-style-type: none"> Reading contemporary articles 	<ul style="list-style-type: none"> Knowing how to apply key sociology terminology. Comparison of perspectives and ideas – being able to identify similarities and differences. 	<ul style="list-style-type: none"> Knowing how to apply key sociology terminology. Comparison of perspectives and ideas – being able to identify similarities and differences. 	<ul style="list-style-type: none"> Knowing how to apply key sociology terminology. Comparison of perspectives and ideas – being able to identify similarities and differences. Developing a synoptic written style 	<ul style="list-style-type: none"> Knowing how to apply key sociology terminology. Comparison of perspectives and ideas – being able to identify similarities and differences.
Cultural Capital	<ul style="list-style-type: none"> Students developing empathy for others 	<ul style="list-style-type: none"> Encouraging students to empathise with others experiences and cultural expectations to help develop an understanding of others life styles and life chances. 	<ul style="list-style-type: none"> Encouraging students to empathise with others experiences and cultural expectations to help develop an understanding of others life styles and life chances. 	<ul style="list-style-type: none"> Understand the influence of personal background to how sociologists take on the role of a researcher. 	<ul style="list-style-type: none"> Students developing empathy for others
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> Ability to be reflective on own beliefs and attitudes 	<ul style="list-style-type: none"> Knowledge of Britain's democracy and this has shaped values and attitudes towards family life Respect for different cultural backgrounds and how this may influence their choice of family. 	<ul style="list-style-type: none"> Understand the consequence of their behaviour and actions in the context of the education system. Knowledge of Britain's democracy and this has shaped values and attitudes towards education Respect for different cultural backgrounds and how this may influence attainment. 	<ul style="list-style-type: none"> Pupils to develop an awareness of right and wrong in the context of how to conduct social research. 	<ul style="list-style-type: none"> Ability to be reflective on own beliefs and the faiths and beliefs of others





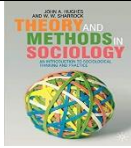

Fundamental British Values	<ul style="list-style-type: none">Democracy & The rule of law.Individual liberty.Mutual respect.	<ul style="list-style-type: none">Democracy & The rule of law – government policiesIndividual liberty through role and expectations of individualsMutual respect – different attitudes	<ul style="list-style-type: none">Democracy & The rule of law – government policiesIndividual liberty through role and expectations of individualsMutual respect – different attitudes / social backgrounds	<ul style="list-style-type: none">Rule of law- responsibility of lawful social research		<ul style="list-style-type: none">Tolerance of those of different faiths and beliefs.
Assessment	10 mark extended writing looking at applying topic areas to current issue e.g. 2021 ‘Impact of Covid on society’	10 mark ‘Outline and explain two...’ (area Family diversity) 10 mark ‘Outline and explain two’ (childhood) 20 mark essay ‘Evaluate...’ (chosen from role of the family) Feedback and redrafting	4 & 6 mark questions ‘Identify two/three’ (functions of education) 10 mark ‘Applying material from the item analyse two...’ (gender/ethnicity) 30 mark essay ‘Evaluate...’ (social class) Feedback and redrafting	4 & 6 mark questions ‘Identify two/three’ (educational policy) 10 mark ‘Applying material from the item analyse two...’ (in school processes) Feedback and redrafting	Methods in context – 20 mark question. 10 mark ‘Outline and explain two...’ (observation) 10 mark ‘Outline and explain two...’ (statistics) Feedback and redrafting	10 mark ‘Outline and explain two...’ (characteristics) Feedback and redrafting



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THE YEAR 13 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2 and 3	HALF TERM 4	HALF TERM 5
				
	Beliefs in Society	Crime and Deviance	Theory and Methods	Exam Preparation – Revision and Practice
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> Understand different types of religious and non-religious beliefs and why different groups in society may be more or less religious 	<ul style="list-style-type: none"> Understand theoretical approaches to crime and deviance – identify range of ideological approaches. Understand the ideas of crime and deviance and the role society plays in how they are defined. 	<ul style="list-style-type: none"> Understand consensus, conflict and social action theories – making links to all topics. Understand the different types of research method 	<ul style="list-style-type: none"> Know the central elements of each topic (family, education, beliefs, crime and theory and methods)
Core Knowledge and skills	<ul style="list-style-type: none"> Explore the argument as to whether the influence of religion declining in the UK and across the world. 	<ul style="list-style-type: none"> Explore explanations for differences in patterns of offending and victimisation and how these may be related to life chances and social institutions. 	<ul style="list-style-type: none"> Explore the difference between structuralism and social action theories Explore how sociologists' perspectives influence method choice. 	<ul style="list-style-type: none"> Explore the different skills approaches to access examination questions.
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Examine the role of beliefs in society, how they benefit different groups and the individual 	<ul style="list-style-type: none"> Examine the role of crime prevention strategies to control and punishment. Re-examine the links between ideological perspectives and the nature of crime and punishment. 	<ul style="list-style-type: none"> Examine the middle ground of structuration theory and post modernism Examine the role of globalisation across all topics studied. Examine the view that sociology can be scientific. 	<ul style="list-style-type: none"> Apply theory across all topics.
Complex Knowledge	<ul style="list-style-type: none"> Evaluate the relevance of different belief systems through a comparison of different ideologies. Draw conclusions about the future of beliefs in society 	<ul style="list-style-type: none"> Evaluate the relevance of contemporary crime and deviance in a globalised world and how this is shaping new forms of prevention and motives for crime. 	<ul style="list-style-type: none"> Evaluate the core principles at the root of theory and methods Align this with role of sociology in social policy. Evaluate the view that sociology can be value free. 	<ul style="list-style-type: none"> Evaluate synoptic elements of the course and how key terminology can be applied across all areas of sociology.



Literacy (including reading)	<ul style="list-style-type: none"> Knowing how to apply key sociology terminology. Comparison of perspectives and ideas – being able to identify similarities and differences. 	<ul style="list-style-type: none"> Knowing how to apply key sociology terminology. Comparison of perspectives and ideas – being able to identify similarities and differences. Developing a synoptic written style – students should be applying knowledge of family and education to this topic. 	<ul style="list-style-type: none"> Knowing how to apply key sociology terminology. Comparison of perspectives and ideas – being able to identify similarities and differences. Developing a synoptic written style 	<ul style="list-style-type: none"> Knowing how to apply key sociology terminology. Comparison of perspectives and ideas – being able to identify similarities and differences. Developing a synoptic written style
Cultural Capital	<ul style="list-style-type: none"> Students developing empathy for others 	<ul style="list-style-type: none"> Encouraging students to empathise with others experiences and cultural expectations to help develop an understanding of others life styles and life chances. 	<ul style="list-style-type: none"> Understand the influence of personal background to how sociologists take on the role of a researcher. 	<ul style="list-style-type: none"> Encouraging students to empathise with others experiences and cultural expectations to help develop an understanding of others life styles and life chances.
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> Ability to be reflective on own beliefs and the faiths and beliefs of others 	<ul style="list-style-type: none"> Understand the consequence of their behaviour and actions in the context of crime. Knowledge of Britain's democracy and this has shaped values and attitudes towards crime prevention and punishment. Respect for different cultural backgrounds and how this may influence likelihood of committing crime. 	<ul style="list-style-type: none"> Pupils to develop an awareness of right and wrong in the context of how to conduct social research. 	<ul style="list-style-type: none"> The influence of culture, norms and values across all topics
Fundamental British Values	<ul style="list-style-type: none"> Individual liberty through role and expectations of individuals and freedom to express religious beliefs. Mutual respect – different attitudes Tolerance of those of different faiths and beliefs. 	<ul style="list-style-type: none"> Rule of law-role of the criminal justice system. Individual liberty through role and expectations of individuals Mutual respect – different attitudes to the nature of the law and policing. 	<ul style="list-style-type: none"> Rule of law- responsibility of lawful social research Mutual respect – different attitudes to sociological approaches. 	<ul style="list-style-type: none"> British values is an ideological perspective operating across all sociological principles.
Assessment	<p>10 mark 'Outline and explain two...' (role of religion)</p> <p>10 mark 'Applying material from the item analyse two...' (gender/ethnicity)</p> <p>20-mark essay 'Evaluate...' (chosen from social change & secularisation)</p> <p>Feedback and redrafting</p>	<p>4 & 6 mark questions 'Identify two/three' (functions of crime, Marxism)</p> <p>10 mark 'Applying material from the item analyse two...' (gender/ethnicity/ victimisation)</p> <p>30 mark essay 'Evaluate...' (social group, crime prevention)</p> <p>Feedback and redrafting</p>	<p>10 mark 'Outline and explain two...' (weakness with functionalism)</p> <p>20-mark essay 'Evaluate...' (chosen from consensus theory, social policy, sociology as a science)</p> <p>Feedback and redrafting</p>	<p>A series of timed questions on all components and covering all assessment objectives.</p> <p>Model answers made available.</p> <p>Feedback and redrafting</p>