

Learning Cycle Year 1	Knowledge and Skills	Vocabulary & numerical concepts	Checking of understanding	Rationale
Autumn Term	<p><b>Sociological Theory</b></p> <ul style="list-style-type: none"> <li>• <b>Consensus views</b> including Functionalism, New Right, Social Democratic approach</li> <li>• <b>Conflict Theory</b> such as Marxism, Neo-Marxism, Branches of Feminism</li> <li>• <b>Social Action Theories</b></li> <li>• <b>Modernity V Postmodernity</b></li> </ul> <p><b>Research Methods</b></p> <ul style="list-style-type: none"> <li>• The distinction between <b>primary and secondary data</b>, and between <b>quantitative and qualitative</b> data.</li> <li>• The relationship between <b>positivism, interpretivism</b> and sociological methods; the nature of 'social facts'.</li> <li>• The <b>theoretical, practical and ethical</b> considerations influencing choice of topic, choice of method(s) and the conduct of research.</li> <li>• <b>Research design</b> including <b>sampling methods</b></li> </ul>	<p>Key Term Glossaries</p> <p>Word Maps</p> <p>Reading list distributed with academic texts and journals</p> <p><b>Theory:</b> norms, values, collective consciousness, adaption, goal attainment, integration, latency, capitalism, false class consciousness, alienation, political lesbianism, separation, labelling, dramaturgical model, globalisation, modernity</p> <p><b>Methods:</b> PET, positivist, interpretivist, quantitative, qualitative, sampling, validity, reliability, representative, generalisability, demand characteristics, Hawthorne effect</p>	<p>Introductory baseline assessment</p> <p>Key term recall through knowledge check Q&amp;A</p> <p>Spaced repetition testing with a focus on new terminology</p> <p>Practice using technical language in sentence and paragraph writing</p> <p>Modelling subject specific independent learning techniques</p> <p>Skills focus on individual assessment objectives in lesson</p>	<p>Theory and Methods are taught first to allow learners gauge the very essence of what sociology is. This is particularly important as most learners join the course with very limited prior knowledge.</p> <p>Theory &amp; Methods introduce the language of sociology and gives students a realistic introduction to the academic rigour and demands of the course.</p> <p>The synoptic nature of Theory &amp; Methods allows for spaced repetition as they are required to apply each theory/method to subsequent topics.</p> <p><b>Transformation</b> – Students gain new perspectives which challenge their own perceptions. They are required to analytically evaluate the usefulness of approaches and in doing so reflect on ideas in relation to personal experiences.</p> <p><b>Enriched curriculum</b> is taught via accessing academic and public research. Learners are also encouraged to engage with the news, applying 21<sup>st</sup> Century examples to theoretical ideas e.g. BLM, inequality, status, LGBTQ, patriarchy. Students research prevalent Black sociologists and the Black</p>

		<p><b>Numeracy:</b> Independent data gathering, usefulness and limitations of statistical data - ONS, Census, Global Drugs Survey, British Social Attitudes Survey</p>	<p>End of topic test (multi-choice)</p> <p><b>10 and 20 mark exam</b> style questions used for individual/group planning and assessment in timed conditions</p>	<p>Feminist Movement during Black History Month.</p> <p><b>Ambition</b> – Learners are given the opportunity to plan and actively conduct their own research. Thus equipping them with vital skills required at degree level and in relevant employment sectors</p> <p><b>Personal Development</b> – Specific links are made to the following PD (wider college) themes: heritage, culture, identity, gender, sexuality, ethnicity, social class, diversity, equality, contemporary global issues</p>
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<p>Spring Term</p>	<p style="text-align: center;"><b>Education</b></p> <ul style="list-style-type: none"> <li>The <b>role and function</b> of the education system, including its relationships to the economy and class structures</li> <li><b>Differential educational achievement of social groups</b> by social class, gender and ethnicity in contemporary society</li> </ul> <p style="text-align: center;"><b>Theory and Methods</b></p> <ul style="list-style-type: none"> <li>Different sociological methods <b>applied</b> to the context of education</li> </ul> <p style="text-align: center;"><b>Families &amp; Households</b></p> <ul style="list-style-type: none"> <li><b>Changing patterns</b> of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life</li> <li>The <b>diversity of contemporary family and household structures</b>. Gender roles, domestic labour and power relationships within the family in contemporary society</li> <li>The <b>nature of childhood</b>, and changes in the status</li> </ul>	<p>Key Term Glossaries</p> <p>Word Maps</p> <p>Academic texts and journals</p> <p><b>Education:</b> meritocracy, role allocation, correspondence principle, hidden curriculum, social mobility, male gaze, de-industrialisation, hegemonic masculinity, material deprivation, language codes, cultural capital, habitus, ethnocentric curriculum</p> <p><b>Families &amp; households:</b> domestic division of labour, symmetrical families, conjugal roles, domestic violence, same sex marriage act, social construction, age patriarchy, toxic childhood</p> <p><b>Numeracy:</b> Data analysis of key stage 4 &amp; 5 statistics. Census data on family trends and patterns.</p>	<p>Getting you thinking tasks – based on interleaving and retrieval of theory and methods</p> <p>Spaced repetition testing with a focus on new terminology</p> <p>Practice using technical language independently in essay writing</p> <p>Modelling subject specific independent learning techniques</p> <p>Skills focus on individual assessment objectives in lesson</p> <p><b>4, 6, 2x10, 20 &amp; 30 mark</b> exam style questions used for individual/group planning and</p>	<p>The curriculum is designed to allow students to reflect on and apply theoretical knowledge in a logical fashion. It builds on core elements of the theory and methods curriculum and allows learners to see the application of theoretical ideas in relation to the real world. Learners can further build upon their knowledge of research methods through application and sustained practice to both researching educational settings, changing family patterns and the domestic division of labour. The sensitive nature of numerous topic this term requires trusting relationships to have been established between teacher, learners and peers. The familiarity of both topics mean that teaching of this content in the spring term allows learners to appreciate the need to think objectively/ academically.</p> <p><b>Transformation</b> – Learners acquire an understanding of how the distribution of power creates status inequality in different social contexts. Concepts such as patriarchy, capitalism, cultural capital are explicitly related to life chances. Analysis of a range of conflicting perspectives allows learners to think more critically about the information in which they are exposed.</p> <p><b>Enriched curriculum</b> – opportunities for wider reading of academic research e.g. Archer's Nike identities, Criado-Perez Invisible Women. Research and analysis of Census population data on family structures and</p>
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	of children in the family and society.		assessment in timed conditions	<p>the value of domestic labour. Learners explore the social construction of childhood through medieval art and contemporary photography.</p> <p><b>Ambition</b> - Learners are challenged to develop study skills required at undergraduate level through the analysis of academic research. Learners are encouraged to offer their own solutions to social problems/issues.</p> <p><b>Personal Development</b> – Specific reference is made to British Values, Careers and Post-18 options, identity and inequality. Learning about differential achievement promotes tolerance and mutual respect. Presentation of 'Careers related to Sociology' given in National Careers Week.</p>
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<p>Summer Term</p>	<p style="text-align: center;"><b>Education</b></p> <ul style="list-style-type: none"> <li>The significance of educational policies, including policies of <b>selection, marketisation and privatisation</b></li> <li>Policies to achieve <b>greater equality of opportunity or outcome</b>, for an understanding of the structure, role, impact and <b>experience of and access to education</b></li> <li>The impact of <b>globalisation</b> on educational policy.</li> </ul> <p style="text-align: center;"><b>Families &amp; Households</b></p> <ul style="list-style-type: none"> <li>The relationship of the family to the <b>social structure and social change</b>, with particular reference to the <b>economy and to state policies</b></li> <li><b>Demographic trends</b> in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</li> </ul>	<p>Key Term Glossaries</p> <p>Word Maps</p> <p>Academic texts and journals</p> <p><b>Education:</b> compensatory, education maintenance allowance, pupil premium, marketisation, cream-skimming, silt-shifting, privatisation, colatisation, global comparisons, PISA</p> <p><b>Families &amp; Households:</b> four functions, indispensability, functional fit, unit of production, unit of consumption, inheritance, welfare dependency, individualisation, life-course analysis, web of connectedness, structured dependency, hybrid identity</p> <p><b>Numeracy:</b> analysis of demographic statistics,</p>	<p>Getting you thinking tasks – based on interleaving and retrieval of theory &amp; methods, plus spring term topics</p> <p>Spaced repetition testing with a focus on new terminology</p> <p>Practice using technical language independently in essay writing</p> <p><b>4, 6, 2x10, 20 &amp; 30 mark</b> exam style questions used for individual/group planning and assessment in timed conditions</p> <p>End of year assessment: full paper 1</p>	<p>Education policy allows learners to build on knowledge of differential achievement and explore the effectiveness of government policy in addressing equality of opportunity. Learners are expected to apply their acquired knowledge to theoretical explanations of the role of the family. In doing so, they will draw reasoned links to the relationship between policy making, household structures and population trends</p> <p><b>Transformation</b> – Learners will acquire an understanding of school and university admissions policies allowing them to make informed life decisions. Furthermore, learners will recognise how political ideology shapes policy making allowing them to explore their own political opinions. This is related to aspects of their own lives such as health care, housing and employment policy.</p> <p><b>Enriched curriculum</b> - Learners will role play a simulation of marketised education allowing them to identify how systems work through real experience. Global comparisons made through research of education systems in Finland, South Korea and China. Learners will research current political party migration policies including historical references to Windrush, hostile</p>
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		how PISA results are quantified		<p>environment and will take the British Citizenship test. Learners will research cross-cultural examples of demographic government policies.</p> <p><b>Ambition</b> - Learners will develop their political literacy and reflect upon their personal values. Learners are encouraged to practice their independent revision strategies in an end of year assessment.</p> <p><b>Personal Development</b> - British values democracy, rule of law and individual liberty will all be explored through government policy and the rights of British citizens. The themes of heritage, diversity and contemporary global issues will be drawn out with explicit reference to the PD curriculum. Post-18 and career focus with the promotion of open days, public lectures, university visits and Alumni workshops.</p>
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<p>Autumn Term</p>	<p style="text-align: center;"><b>Beliefs in Society</b></p> <ul style="list-style-type: none"> <li>• <b>Definitions</b> of religion</li> <li>• <b>Religious organisations</b>, including cults, sects, denominations, churches and New Age movements, and their relationship to <b>religious and spiritual belief and practice</b></li> <li>• The <b>role and function</b> of religion</li> <li>• The relationship between <b>social change</b> and <b>social stability</b>, and religious beliefs, practices and organisations.</li> </ul> <p style="text-align: center;"><b>Crime &amp; Deviance</b></p> <ul style="list-style-type: none"> <li>• <b>Measuring crime</b> using official statistics, victim surveys, self-report studies</li> <li>• <b>Defining</b> crime, deviance, social order and social control including <b>theoretical perspectives</b> of crime and deviance</li> </ul>	<p>Key Term Glossaries</p> <p>Word Maps</p> <p>Reading lists</p> <p><b>Beliefs:</b> new religious movement, new age movement, theodicy of disprivilege, integrative force, substantive, functional, regulatory, psychological function, opium of the masses, ideological control, conservative force, Calvinism, Civil Rights, liberation theology, organic intellectuals, disembedding, reflexivity</p> <p><b>Crime:</b> validity, dark figure of crime, boundary maintenance, adaptation, strain theory, subcultural strain, selective law enforcement, criminogenic capitalism, secondary deviance, negotiation of justice, marginalisation</p>	<p>Families and Households mini-assessment and end of topic test</p> <p>Key term recall through knowledge check Q&amp;A</p> <p>Spaced repetition testing with a focus on new terminology</p> <p>Practice using technical language in paragraph writing and essay writing</p> <p>Skills focus on high tariff assessment objectives in lesson i.e. developing analysis, creating chains of reasoning and using SCALE evaluation</p> <p><b>4, 6, 2x10, 20 &amp; 30 mark</b> exam style questions used for individual/group planning and assessment in timed conditions</p>	<p>Beliefs in Society was selected as an optional topic as it allows learners to think philosophically about how personal and societal beliefs shape opinions, political decision making and culture. Thereby, extending learners world-view. Learners develop a deep understanding about how ideologies develop and are able to see how traditional and non-conventional belief systems can create social harmony or lead to social change.</p> <p>Crime is a compulsory component. Learners are engaged by using their knowledge of theory and methods to assess the different ways of measuring and explanations for crime. By this stage students should be familiar with these theories and should be more confident when applying the to a new topic. Some of the theories, particularly functionalism are explored in a deeper and more nuanced way therefore it helps to wait until year 13 before starting this topic.</p> <p>The synoptic nature of Sociology allows learners to re-visit familiar theoretical perspectives and research methods throughout both topics. This allows for spaced repetition as they are required to apply each theory/method to subsequent topics.</p>
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				empathy. A range of careers within the CJS are discussed at length.
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<p>Spring Term</p>	<p style="text-align: center;"><b>Beliefs in Society</b></p> <ul style="list-style-type: none"> <li>The relationship between <b>different social groups</b> and <b>religious/spiritual organisations and movements</b>, beliefs and practices.</li> <li>The significance of religion and religiosity in the <b>contemporary world</b>, including the nature and extent of <b>secularisation</b> in a global context, and <b>globalisation</b> and the spread of religions.</li> <li><b>Ideology, science and religion</b></li> </ul> <p style="text-align: center;"><b>Crime and Deviance</b></p> <ul style="list-style-type: none"> <li>The <b>social distribution</b> of crime and deviance by <b>ethnicity, gender and social class</b>, including recent patterns and trends in crime</li> <li>Crime and the <b>media</b></li> <li><b>Globalisation</b> and crime in contemporary society green crime; human rights and state crimes</li> <li><b>Crime control, surveillance, prevention and punishment, victims,</b></li> </ul>	<p>Key Term Glossaries</p> <p>Word Maps</p> <p>Academic texts and journals</p> <p><b>Beliefs:</b> cultural transition, cultural defence, generational effect, structural differentiation, rationalisation, Fundamentalism, open/closed belief systems, utopian ideology</p> <p><b>Crime &amp; Deviance:</b> institutional racism, relative deprivation, sex role theory, pink collar ghetto, liberation thesis, gender deals, McMafia, disciplinary power, transcarceration, techniques of neutralisation, anthropocentric</p> <p><b>Numeracy:</b> Analysis of historical documents, Census and crime statistics. Comparison of</p>	<p>Getting you thinking tasks – based on interleaving and retrieval of theory and methods</p> <p>Spaced repetition testing with a focus on new terminology</p> <p>Practice using technical language independently in essay writing</p> <p>Modelling subject specific independent learning techniques</p> <p>Skills focus on individual assessment objectives in lesson</p> <p><b>4, 6, 2x10, 20 &amp; 30 mark</b> exam style questions used for individual/group planning and assessment in timed conditions</p> <p>College wide mock exams (Feb)</p>	<p>Learners are now in a position to be able to apply theoretical knowledge to the religiosity of different social groups enabling an appreciation of the nuances of discussion around secularisation. Learners will continue to consider how religion varies across local, national and international contexts and evaluate the impact of globalisation and religious fundamentalism. To conclude this topic learners can draw comparisons and make reasoned judgements about the nature and function of different belief systems including religion, science, ideology and nationalism.</p> <p>Learners conclude the crime topic by considering the more contemporary issues and debates which underpin the CJS today. This requires learners to make connections to previously taught concepts such as globalisation, capitalism and postmodernism.</p> <p><b>Transformation</b> – The contemporary nature of both topics enables learners to see the relevance of sociological knowledge in relation to the world in which they inhabit. It empowers them to be active and informed citizens.</p> <p><b>Enriched curriculum</b> – Learners will look beyond the UK and study how religion is related to economic development in</p>
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	<p>and the <b>role of the criminal justice system</b> and other agencies.</p>	<p>local and nation data sets</p>		<p>India, Latin America and East Asia. Research of religious fundamentalist groups will enable learners to make a connection between the state and politics. Learners will access case studies and up-to-date academic research on environmental harms.</p> <p><b>Ambition</b> – Learners are encouraged to problem solve and consider a range of possible responses to contemporary social issues. They will draw upon knowledge from other areas of the curriculum to help inform the decision-making process e.g. by considering how we address crime in our local area (causes, preventative strategies, punishment etc)</p> <p><b>Personal Development</b> – Learners will make numerous connections to PD curriculum including discussions around threats to British Values. The effects of institutional racism are explored, particularly in relation to policing, education, surveillance and Terrorism enabling learners to understand how discrimination manifests. The delivery of environmental/green issues encourages learners to focus on the challenges of defining and legislating in the future.</p>
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<p>Summer Term</p>	<p><b>Theory &amp; Methods</b></p> <ul style="list-style-type: none"> <li>• Sociology as a science</li> <li>• Objectivity and value freedom</li> <li>• The relationship between Sociology and social policy</li> </ul>	<p>Key Term Glossaries</p> <p>Word Maps</p> <p>Academic texts and journals</p> <p><b>Theory &amp; Methods:</b> value laden, value free, positivist, interpretivist, reliability, validity, PET</p> <p><b>Numeracy:</b> Learners to consider the advantages and limitations of quantitative data</p>	<p>Getting you thinking tasks – based on interleaving and retrieval of theory &amp; methods, plus spring term topics</p> <p>Spaced repetition testing with a focus on new terminology</p> <p>Practice using technical language independently in essay writing</p> <p><b>4, 6, 2x10, 20 &amp; 30 mark</b> exam style questions used for individual/group planning and assessment in timed conditions</p> <p>Public examinations</p>	<p>The synoptic and abstract nature of this topic means that it is important to regularly revisit the content so that students can gradually build their schemata and understand the core sociological themes of 'socialisation, culture and identity' and 'social differentiation, power and stratification'. The challenging nature of this topic is rationale for teaching last as learners have a greater appreciation for the 'bigger picture'</p> <p>Social policy encourages pupils to discuss the impact that social policies have on society, and the importance of democracy in the UK. We analyse various social policies from different political parties and assess their impact, and gain an understanding of the priorities of political parties. This encourages students to be active citizens and to take their democratic right to vote.</p> <p><b>Transformation</b> – Learners appreciate the bigger picture and complexity of social structures, organisations and processes.</p> <p><b>Enriched curriculum</b> – Learners build on previous understanding by extended research on political ideology</p>
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