SOCIOLOGY Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids 2023-2024

Year 10	Term 1		Term 2		Term 3	
Unit(s) – As outlined in 39-week plans	**Teacher 1** **Research Methods**	**Teacher 2** **Intro to Sociology** **Families**	**Teacher 1** **Education**	**Teacher 2** **Families**	**Teacher 1** **Education** **Social Stratification**	**Teacher 2** **Crime**
Key Retainable Knowledge & Skills	**Research Methods** • Research design • Qualitative and quantitative methods • Different types of data • Primary and secondary sources • Interpretation of data • Practical issues • Ethical issues Skills that will be developed are: **Interpretation** Of sociological research and their findings **Evaluation** Of the strengths and weaknesses of research methods **Application** Of knowledge to examination questions and the understanding of the research of sociological topics on education, families, social stratification, and crime and deviance. **Data analysis** Of sociological research methods and their findings	**Intro to Sociology** • Sociological theories • Key concepts of norms, values, socialisation. **Families** **Family Forms** • How family forms differ in the UK and within a global context. • The work of the Rapoport's on family diversity. **Functions of the family (Sociological perspectives of the family):** • Feminism • Marxism • Functionalism • New Right **Skills that will be developed are:** **Data analysis** Of family types that exist in the UK and beyond. **Interpretation** Of sociological research on family forms and family diversity. Of sociological research and their findings **Evaluation** Of reasons for different family types. **Application**	**Educational attainment and processes within schools between classes and genders (external and internal factors)** **Internal class reasons** • External class reasons • Internal gender reasons • External gender reasons • Internal gender reasons • External ethnicity reasons • Internal ethnicity reasons **Skills that will be developed are:** **Interpretation of sociological research** Of sociological research on educational attainment between working and middle class **Evaluation** Of reasons for differences in educational attainment between middle and working class, girls and boys, white and minority groups. **Application** Of knowledge to examination questions. **Data analysis** Of attainment data between social groups	**Families** **Conjugal role relationships** • Different views of conjugal role relationships • The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young **Changing relationships within family** • Changing relationships within families. • How relationships within families have changed over time. • Contemporary issues **Divorce** Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures **Skills that will be developed are:** **Interpretation of sociological research** Of sociological research on families **Evaluation** Of reasons for differences in family roles Sociological theories **Application** Of knowledge to examination questions.	**Role and function of Education/education and capitalism (Sociological theory)** • Functionalism • Marxism • Types of schools **Social Stratification** **Life chances** • Different views on factors affecting life chances. • The work of Devine revisiting the idea of the affluent worker. **Functionalist theory of stratification** • Different views of the functionalist theory of social stratification. • The work of Davis and Moore on social stratification from a functionalist perspective. **Socio-economic class** • Different views of socio-economic class. • The work of Marx and Weber on socio-economic class.	**Crime and Deviance** • The social construction of crime and deviance • Social control • Criminal and deviant behaviour • Data on crime Skills that will be developed are: **Data analysis** On crime data **Interpretation** Of sociological research on crime **Evaluation** Of sociological theories relating to crime **Application** Of knowledge to examination questions

		Of knowledge to examination questions		Data analysis Of sociological data	**Skills that will be developed are:** **Data analysis** Of schools that exist in the UK Of sociological research methods and their findings. On life chances **Interpretation of sociological research** Of sociological research **Evaluation** Of sociological theories **Application** Of knowledge to examination questions.	
Key Technical Vocabulary	Case study, ethics, hypothesis, informed consent, interview, longitudinal study, mixed methods, non-participant observation, observation, participant observation, primary data, qualitative data, quantitative data, questionnaire, reliability, representative data, sample, sampling frame, secondary data, triangulation, unstructured interview, validity	Arranged marriage, bigamy, blended family, child rearing, cohabitation, commune, conventional family, divorce, empty nest family, extended family, family diversity, Feminism, glass ceiling, Kibbutz, life expectancy, lone parent family, marriage, matriarch, matriarchal family, nuclear family, patriarchal family, polyandry, polygamy polygyny, reconstituted (or blended) family, secularisation, norms, values, socialisation	Anti-school sub-culture, counter school subculture, cultural capital cultural deprivation, glass ceiling, labelling, self-fulfilling prophecy, teacher expectations, working class, setting, , anti-school sub-culture, counter school subculture, cultural capital cultural deprivation, glass ceiling, labelling, self-fulfilling prophecy, teacher expectations, working class, ethnocentric curriculum	Conjugal relationships, conjugal role, domestic division of labour, double shift (women in marriage), dual career family, expressive role, instrumental role, new man, patriarchy, privatised instrumentalism (social relationships centred on the home), segregated conjugal roles, symmetrical family	Academy, comprehensive school, consensus, correspondence principle, de-schooling, education reform, eleven plus, , free school, Functionalism, hidden curriculum, league tables, marketisation, racism, secondary socialisation, selective schools, social cohesion, special school, specialist school Absolute poverty, achieved status,, ageism, ascribed status, bourgeoisie, bureaucracy, charismatic authority, class alignment, class dealignment, communism, constituency, culture of dependency, cycle of deprivation, dictatorship, false class consciousness, fascism, first past the post, interest groups , legal rational authority , life chances , pressure group, privatisation, proletariat, proportional representation, relative deprivation, relative poverty, ruling class ideology, social exclusion, social mobility, social stratification, traditional authority, underclass, welfare state ,white collar worker	Alienation, anomie, anti-social behaviour, chivalry thesis, control theory, corporate crime, dark figure of crime, delinquency, deviance, deviancy amplification, folk devil, identity theft, institutional racism, Interactionism, judiciary, labelling, master status, media amplification, media stereotype, moral panic, official crime statistics, prison, probation, recorded crime, reported crime, sanctions, scapegoat, self-report study, surveillance, victim survey, white collar crime

Opportunities for Reading	**Research Methods** News articles on research methods.	**Families** Current news articles on changing family patterns. **Rapoport R and Rapoport R N,** 'British families in transition' **Delphy C and Leonard D,** Familiar Exploitation **Oakley A**, 'Conventional families' **Parsons T**, 'The social structure of the family' **Zaretsky E,** Capitalism, the Family and Personal Life	**Education** Current news articles on educational achievements. **Ball S J,** Beachside Comprehensive. A Case Study of Secondary Schooling **Willis P,** Learning to Labour	**Families** **Oakley A**, 'Conventional families' **Willmott P and Young M**, The Symmetrical Family **Rapoport R and Rapoport R N**, 'British families in transition' **Delphy C and Leonard D,** Familiar Exploitation **Oakley A**, 'Conventional families' **Parsons T**, 'The social structure of the family' **Zaretsky E,** Capitalism, the Family and Personal Life	**Education** **Ball S J, Bowe R and Gerwitz S,** 'Market forces and parental choice' **Halsey A H, Heath A and Ridge J M,** Origins and Destinations **Durkheim E,** Moral Education **Bowles S and Gintis H,** Schooling in Capitalist America **Parsons T,** 'The school class as a social system' **Social Stratification** **Devine F**, Affluent Workers Revisited **Davis K and Moore W E,** 'Some principles of stratification' **Marx K,** (selected writings 1857–1867) **Murray C**, Losing Ground **Walby S,** Theorizing Patriarchy, **Weber M,** The Theory of Economic and Social Organization Contemporary news articles on social stratification and class.	**Crime** **Heidensohn F**, Women and Crime, London, Macmillan, **Merton R K**, Social Theory and Social Structure, **Becker H S**, Outsiders, New York, The Free Press **Carlen P,** Women, Crime and Poverty **Cohen A,** Delinquent Boys
Developing Cultural Capital	This is to be developed through wider reading (see above).	Exposure to different family types through discussions of differences between cultures. This to be shown through video clips.	Exposing students to art to understand cultural capital	Wider reading. Reading current news articles on changing roles and relationships.	This is to be explored through wider reading (see above).	This is to be explored through wider reading (see above).

Cross Curricular Links (Authentic Connections)	**SMSC** links. **Psychology** – Research Methods	**RS** – how families may be affected by differences in religions. **History** – how society and families have changed. **Geography** – comparisons between different cultures. SMSC links	**Geography** – comparisons between different cultures **History** – societal changes impacting on achievement between genders	**RS** – the impact of religion on family roles. **SMSC** Link	**History** – how education and society has changed. How class has changed over time e.g. Communism V Capitalism. Historical views such as Marx. **Geography** How education is different in different cultures in terms of expectations. **SMSC** link **RS** – The impact religion can have on life chances. **English** – literacy links in addition to the impact language and linguistics can have on life chances.	SMSC links. **History** – how crime has changed over time **Geography** – how crime is viewed differently in different cultures (social construction of crime) **RS** – The impact religion can have on life chances. **English** – literacy links. **Criminology** – perspectives on criminality
Key Assessment	Students will be assessed within lessons via questioning. Lessons will include exam questions	Students will be assessed within lessons via questioning. Lessons will include exam questions	Students will be assessed within lessons via questioning. In Class Assessment – on families and research methods. This will include a range of questions.	Students will be assessed within lessons via questioning. In Class Assessment – on families and research methods. This will include a range of questions. End of unit assessment on Families.	Students will be assessed within lessons via questioning. End of unit assessment on Education Trial exam – U1 content	Trial exam – U1 content

Year 11	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39-week plans	**Unit 2 – Crime and Deviance** **Social Stratification**	**Unit 2 – Social Stratification** **Unit 1 and 2 Revision**	**Unit 1 and 2 Revision**
Key Retainable Knowledge & Skills	**Crime and Deviance** • The social construction of crime and deviance • Social control • Criminal and deviant behaviour • Data on crime **Social Stratification** **Life chances** • Different views on factors affecting life chances. • The work of Devine revisiting the idea of the affluent worker. **Skills that will be developed are:** **Data analysis** On data relating to life chances On crime data **Interpretation** Of sociological research on crime **Evaluation** Of sociological theories relating to crime On reasons for differences between life chances **Application** Of knowledge to examination questions	**Social Stratification** **Functionalist theory of stratification** • Different views of the functionalist theory of social stratification. • The work of Davis and Moore on social stratification from a functionalist perspective. **Socio-economic class** • Different views of socio-economic class. • The work of Marx and Weber on socio-economic class. **Poverty as a social issue** • Different interpretations of poverty as a social issue • The work of Townsend on relative deprivation and Murray on the underclass. **Power and authority** • Different forms of power and authority. • The work of Weber on power and authority. **Power relationships** • Describe and explain different views on factors affecting power relationships. • The work of Wally on patriarchy. **Revision of topics** **Families** • Functions of families • Family forms • Conjugal role relationships • Changing relationships within families • Criticisms of families • Divorce **Education** • Roles and functions of education • The relationship between education and capitalism • Educational achievement • Processes within schools **Research Methods** • Research design • Qualitative and quantitative methods	**Families** • Functions of families • Family forms • Conjugal role relationships • Changing relationships within families • Criticisms of families • Divorce **Education** • Roles and functions of education • The relationship between education and capitalism Educational achievement • Processes within schools **Crime and Deviance** • The social construction of crime and deviance • Social control • Criminal and deviant behaviour • Data on crime **Social Stratification** • Functionalist theory of stratification • Socio-economic class • Life chances • Poverty as a social issue • Power and authority • Power relationships **Research Methods** • Research design • Qualitative and quantitative methods • Different types of data • Primary and secondary sources • Interpretation of data • Practical issues • Ethical issues **Skills that will be developed are:** • **Data analysis** of all topics • **Interpretation of sociological research of all topics** • **Evaluation of all topics**

		• Different types of data • Primary and secondary sources • Interpretation of data • Practical issues • Ethical issues Skills that will be developed are: **Data analysis** On data relating to life chances, poverty, social class, and educational achievement. Of all topics **Interpretation of sociological research** On poverty, social stratification and power relationships All topics **Evaluation** On the impact of social characterises on life chance and power and authority. Of all topics **Application** Of knowledge on all topics to exam questions	• **Application** Of knowledge on all topics
Key Technical Vocabulary	Alienation, anomie, anti-social behaviour, chivalry thesis, control theory, corporate crime, dark figure of crime, delinquency, deviance, deviancy amplification, folk devil, identity theft, institutional racism, Interactionism, judiciary, labelling, master status, media amplification, media stereotype, moral panic, official crime statistics, prison, probation, recorded crime, reported crime, sanctions, scapegoat, self-report study, surveillance, victim survey, white collar crime Absolute poverty, achieved status,, ageism, ascribed status, bourgeoisie, bureaucracy, charismatic authority, class alignment, class dealignment, communism, constituency, culture of dependency, cycle of deprivation, dictatorship, false class consciousness, fascism, first past the post, interest groups , legal rational authority , life chances , pressure group, privatisation, proletariat, proportional representation, relative deprivation, relative poverty, ruling class ideology, social exclusion, social mobility, social stratification, traditional authority, underclass, welfare state ,white collar worker	Absolute poverty, achieved status,, ageism, ascribed status, bourgeoisie, bureaucracy, charismatic authority, class alignment, class dealignment, communism, constituency, culture of dependency, cycle of deprivation, dictatorship, false class consciousness, fascism, first past the post, interest groups , legal rational authority , life chances , pressure group, privatisation, proletariat, proportional representation, relative deprivation, relative poverty, ruling class ideology, social exclusion, social mobility, social stratification, traditional authority, underclass, welfare state ,white collar worker All other key vocab for unit 1 and 2.	All key vocab from year 10 and terms 1 and 2 in Y11.
Opportunities for Reading	**Crime and Deviance** Heidensohn F, Women and Crime, London, Macmillan,	**Social Stratification** Davis K and Moore W E, 'Some principles of stratification'	See key vocab in terms 1-3 in both Y10 and Y11.

	Merton R K, Social Theory and Social Structure,	**Marx K,** (selected writings 1857–1867)	
	Becker H S, Outsiders, New York, The Free Press	**Murray C**, Losing Ground	
	Carlen P, Women, Crime and Poverty	**Walby S,** Theorizing Patriarchy,	
	Cohen A, Delinquent Boys	**Weber M,** The Theory of Economic and Social Organization	
	<u>**Social Stratification**</u>	Contemporary news articles on social stratification and class.	
	Devine F, Affluent Workers Revisited	Contemporary news articles on crime.	
	Contemporary news articles on social stratification and class.	See opportunities for reading in other units across Y10 and Y11.	
	Contemporary news articles on crime.		
Developing Cultural Capital	Wider reading.	See opportunities for reading in Y10 and Y11.	See opportunities for reading in Y10 and 11.
Cross Curricular Links (Authentic Connections)	SMSC links. **History** – how crime has changed over time **Geography** – how crime is viewed differently in different cultures (social construction of crime) **RS** – The impact religion can have on life chances. **English** – literacy links. **Criminology** – perspectives on criminality	**SMSC** links. **History** – how society, families, education, and crime have changed. Understanding how society and class have changed over time e.g. Communism v Capitalism. Historical views such as Marx. **Geography** – comparisons between different cultures in terms of families and education. Cultural differences relating to crimes. Globalisation of social stratification and the impact this has had on poverty within the UK. **RS** – how families may be affected by differences in religions. The impact religion can have on life chances. **Psychology** – research methods. Links to psychological explanations of crime and research methods. **English** – literacy links in addition to the impact language and linguistics can have on life chances.	**SMSC** links. **History** – how society, families, education, and crime have changed. Understanding how society and class have changed over time e.g. Communism v Capitalism. Historical views such as Marx. **Geography** – comparisons between different cultures in terms of families and education. Cultural differences relating to crimes. Globalisation of social stratification and the impact this has had on poverty within the UK. **RS** – how families may be affected by differences in religions. The impact religion can have on life chances. **Psychology** – research methods. Links to psychological explanations of crime and research methods. **Criminology** – perspectives on criminality **English** – literacy links in addition to the impact language and linguistics can have on life chances.
Key Assessment	Students will be assessed within lessons via questioning. Exam questions in lessons. Trial exam.	Students will be assessed within lessons via questioning. Exam questions in lessons. Trial exam.	Students will be assessed within lessons via questioning. Exam practice in every lesson. Assessment will include past papers.

Year 12	Term 1		Term 2		Term 3	
Unit(s) – As outlined in 39-week plans	**Teacher 1** **Education**	**Teacher 2** **Families and Households**	**Teacher 1** **Education**	**Teacher 2** **Families and Households**	**Teacher 1** **Education** **Beliefs in Society (unit 2)**	**Teacher 2** **Families and Households** **Crime (unit 3)**
Key Retainable Knowledge & Skills	**Factors affecting educational achievement between classes, genders, and ethnicities.** • internal factors affecting gender, class, and ethnicity. • external factors affecting gender, class, and ethnicity. **Skills that will be developed are:** **Interpretation of sociological research** On reasons for differences in attainment gap between social groups. **Evaluation** On reasons of differences in attainment gap between social groups **Application** Of knowledge to examination questions. **Analysis** Of sociological research	**Sociological perspectives on family** • Functionalism • Marxism • Feminism **Roles and relationships within the family** • Symmetrical family • Conjugal roles • Power in families **Family diversity** • Family diversity/types **Skills that will be developed are:** **Interpretation of sociological research** On the topics listed above. **Evaluation** Of sociological perspectives of families and the roles and relationships that exist within it. **Application** Of knowledge to examination questions. **Analysis** Of sociological research	**Sociological perspective on education** • Functionalism • Marxism • New Right **Social policy and education** • Aims of social policy. • Marketisation • Specific social policies **Research methods** • Types of data • PET issues **Skills that will be developed are:** **Interpretation of sociological research** On the topics listed above **Evaluation** Of sociological perspectives on education and the impact of social policies. **Application** Of knowledge to examination questions. **Analysis** Of sociological research	**Family patterns** • Family diversity **Demographics** • Birth rates • Death rates • Immigration • Family size • . **Childhood** Childhood over time and around the world **Skills that will be developed are:** **Interpretation of sociological research** On the topics listed above. **Evaluation** Of reasons for changes in demographics and childhood. **Application** To examination questions. **Analysis** Of sociological research	**Research methods** • Types of data • Experiments • Questionnaires • Observations • Documents • Official statistics • Interviews • PET issues **Beliefs in Society** • Religious organisations **Skills that will be developed are:** **Interpretation of sociological research** Applied to the context of education. **Evaluation** Of the research methods listed above. Of reasons why, people may join religious organisations. **Application** Of research methods to the study of education. To examination questions. **Analysis** Of sociological research	**Childhood** • Childhood **Social policy and family** • Social policies affecting families. **Crime and Deviance (unit 3)** **Sociological theories on crime** • Functionalism • Marxism • Labelling theory • Subcultural theory **Skills that will be developed are:** **Interpretation of sociological research** On the topics listed above. **Evaluation** Of the impact of social policies. Of theories of crime. **Application** Of knowledge to examination questions. **Analysis** Of sociological research
Key Technical Vocabulary	Material deprivation, cultural deprivation, cultural capital, labelling, self-fulfilling prophecy, setting/streaming, subcultures, educational triage, feminism, job opportunities, leisure activities,	Cohabitation, divorce, Functionalism, Marxism, Feminism, warm bath theory, socialisation, dual burden, triple shift, secularisation.	Role allocation, hidden curriculum, marketisation, social solidarity, meritocracy, particularistic standards, universalistic standards, specialist skills, correspondence	Demographics, birth rate, death rate, fertility rate, life expectancy, ageing population, dependency ratio, social construct, economic liability.	Quantitative, qualitative, ethical, practical, theoretical, sect, cult. Denomination, church experiments, validity, reliability, representativeness, triangulation	Policies, dependency ratio, welfare state, underclass boundary maintenance, capitalism, strain theory, status frustration, adaptation, and change, criminogenic.

	feminisation of education, racism, ethnocentric curriculum, restricted code, elaborate code, marketisation, glass ceiling.		principle, myth of meritocracy, marketisation, reduce inequality, quantitative, qualitative, theoretical, practice, ethical, primary data, secondary data, Hawthorne effect, interpretivism, positivism.		Hawthorne effect, social desirability, cults, sects, denomination, and churches.	
Opportunities for Reading	Current news articles Gender myth busters' article https://www.bbc.co.uk/news/education https://www.theguardian.com/education **Ball S J,** Beachside Comprehensive. A Case Study of Secondary Schooling, **Ball S J, Bowe R and Gerwitz S,** 'Market forces and parental choice' **Willis P** – Learning to Labour	Current news articles on families **Rapoport R and Rapoport R N,** 'British families in transition' **Delphy C and Leonard D,** Familiar Exploitation, **Oakley A,** 'Conventional families' **Parsons T,** 'The social structure of the family' **Willmott P and Young M,** The Symmetrical Family **Zaretsky E,** Capitalism, the Family and Personal Life	Current news articles on social policy and education **Bowles S and Gintis H,** Schooling in Capitalist America **Durkheim E,** Moral Education **Parsons T,** 'The school class as a social system' **Sociological research**	Current news articles on families. BBC website - https://www.bbc.co.uk/ Society section of the Guardian website - https://www.theguardian.com/society Office for National Statistics website for the latest demographic trends/family patterns - https://www.ons.gov.uk/	Current news articles on social policy and education. Articles on research methods. News articles on religious organisations	Articles on social policies and families **Becker H S,** Outsiders, **Carlen P,** Women, Crime and Poverty, **Cohen A,** Delinquent Boys **Heidensohn F,** Women and Crime, London, Macmillan, 1985 **Merton R K,** Social Theory and Social Structure Contemporary news articles on crime.
Developing Cultural Capital	Discussions and exposure to what cultural capital is throughout lessons and how this benefits students. Through wider reading	Discussions and exposure to variety of family types that exist around the world and understanding why there is such a variety in this. Through wider reading	Discussions and exposure to education around the world. Through wider reading	Discussions and exposure to childhood and demographic trends around the world.	Opportunity to conduct sociological research. Exposure to variety of religious organisations through class discussions.	Exposure to understanding of social policies and the importance of these on everyday life.
Cross Curricular Links (Authentic Connections)	**SMSC** links. **History** – how society has changed. **Geography** – comparisons between different cultures and expectations on children in education.	**SMSC** links. **History** – how society and families have changed. **Geography** – comparisons between families in different cultures. **RS** – how families may be affected by differences in religions.	**SMSC** links **History** – how education has changed. **Geography** – how education varies around the world. **Psychology** – research methods.	**Geography** – impact of globalisation on population trends **History** – how childhood has changed. **RS** – impact of cultures on family demographics.	**Psychology** – research methods **RS** – religious organisations	**Geography** – childhood around the world **History** – impact of social policy on families. **Criminology** – theories of crime. **Psychology** – forensic psychology – explanations for crime.

Key Assessment	Students will be assessed within lessons via questioning. Exam questions - will include a range of questions on gender, class, and ethnicity achievement. This is to include 10 and 30 mark questions.	Students will be assessed within lessons via questioning. Exam questions - will include a range of questions on sociological perspectives, family diversity and roles and relationships. This is to include 10 and 20 mark questions.	Students will be assessed within lessons via questioning. Exam questions will include a range of questions on sociological perspectives, policy, and research methods. This is to include 10, 20 and 30 mark questions. In class assessment	Students will be assessed within lessons via questioning. Exam questions will include a range of questions on family diversity, demographics, and childhood. This is to include 10 and 20 mark questions. In class assessment	Students will be assessed within lessons via questioning. Exam questions will include a range of questions on research methods and beliefs in society. This is to include 10 and 20 mark questions. Trial exam – Education and Families	Students will be assessed within lessons via questioning. Exam questions will include a range of questions on childhood, social policy, and sociological perspectives on crime. This is to include 10 20 and mark questions. Trial exam – Education and Families

SOCIOLOGY Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids 2023-2024

Year 13	Term 1		Term 2		Term 3	
Unit(s) – As outlined in 39-week plans	**Teacher 1** **Beliefs in Society (unit 2)**	**Teacher 2** **Crime and Deviance (unit 3)**	**Teacher 1** **Beliefs in Society (unit 2)**	**Teacher 2** **Crime and Deviance (unit 3) and Theory and Methods (unit 1 and 3)**	**Teacher 1** **Revision – Education (unit 1) and Beliefs (unit 2)**	**Teacher 2** **Revision – Families (unit 2) and Crime and Deviance (unit 3)**
Key Retainable Knowledge & Skills	**Religious organisations** • Sects • Denominations • Cults • Churches • Reasons why people join these. **Social groups and religion** • Social groups and religiosity – gender, age, class, and ethnicity **Sociological theory of religion** • Functionalism • Marxism • Feminism • Interpretivism **Skills that will be developed are:** **Interpretation of sociological research** On all the above topics. **Evaluation** Of reasons why, people may join religious organisations. Of reasons for differences in religiosity between social groups. Of theories of religion. **Application** Of knowledge to examination questions. **Analysis** Of sociological research	**Sociological theories of crime** • Functionalism • Marxism • Left and right realism • Labelling theory • Subcultural theories • Strain theory **Social groups and crime** • Class, gender, age and ethnicity and crime **Crime prevention** • Ways to prevent crime such as zero tolerance etc. **Skills that will be developed are:** **Interpretation of sociological research** Of all of the above topics **Evaluation** Of theories of crime. Of reasons for criminality Of the impact of crime prevention strategies. **Application** Of knowledge to examination questions. **Analysis** Of sociological research	**Sociological theory of religion** • Functionalism • Marxism • Feminism • Interpretivism **Religion as a force for change/conservative force** • How religion can cause conflict and change. • How religion can prevent change. **Globalisation and secularisation** • Impact of globalisation on religion • Arguments for and against secularisation **Science and ideology** • Science as a belief system • Ideology as a belief system **Skills that will be developed are**: **Interpretation of sociological research** On all the above topics **Evaluation** Of whether religion is a force for change or a conservative force.	**Crime prevention** • Ways to prevent crime such as zero tolerance etc. **Globalisation and crime** • Green crime • State crime • Media and crime **Theory and methods** • Research methods • Sociology as a science • Sociology and value freedom • Sociology and social policy • Action theories • Globalisation • Modernity and postmodernity. **Skills that will be developed are:** **Interpretation of sociological research** On all the above topics. **Evaluation** Of crime prevention strategies. Of globalisation and crime. Of sociological theories and methods. **Application** To examination questions.	**Revision of Education (all topics)** **Revision of Beliefs (all topics)** **Skills that will be developed are:** **Interpretation of sociological research** See Y12 and Y13 content **Evaluation** See Y12 and Y13 content **Application** Of knowledge to examination questions. **Analysis** Of sociological research	**Revision of Crime and Theory and Methods** **Revision of Families and Household** **Skills that will be developed are:** **Interpretation of sociological research** See Y12 and Y13 content **Evaluation** See Y12 and Y13 content **Application** Of knowledge to examination questions **Analysis** Of sociological research

			Of secularisation arguments. Of whether science and ideologies are belief systems. **Application** To examination questions	Of all knowledge from other topics to the theory and methods topic. **Analysis** Of sociological research		
Key Technical Vocabulary	Sects, cults, denomination, religiosity, secularisation, conservative, ideological, social solidarity, collective consciousness, patriarchy, sacred canopy, exploitation, alienation, civil religion, spiritual shopping, cultural defence, cultural transition.	Boundary maintenance, adaptation and change, strain theory, zero tolerance, subcultural, labelling, self-fulfilling prophecy, capitalism, criminogenic, broken windows, rational choice.	Secularisation, globalisation conservative force, ideological Falsification, paradigm, ideology.	Value freedom, consensus, conflict, top down/bottom up, micro v macro Phenomenology, positivism, interpretivism, ethnomethodology, dramaturgical analogy.	All key vocab from beliefs and education.	All key vocab from crime and families.
Opportunities for Reading	News articles on religion in society Office for National Statistics website for the latest statistics on religious participation and belief: - https://www.ons.gov.uk/ BBC website - https://www.bbc.co.uk/ Society section of the Guardian website - https://www.theguardian.com/society Census	BBC website - https://www.bbc.co.uk/ Society section of the Guardian website - https://www.theguardian.com/society Office for National Statistics website for the latest crime statistics: https://www.ons.gov.uk/	News articles on religion in society Office for National Statistics website https://www.ons.gov.uk/ BBC website https://www.bbc.co.uk/ Society section of the Guardian website - www.theguardian.com/society	News articles on society.	Key readings from Beliefs and Education topics.	Key readings from Crime and Families topics.
Developing Cultural Capital	Exposure to different religions and understanding of religions around the world through discussions and use of case studies.	Exposure to understandings of different cultures and societies views of crimes Understanding of policies devised to prevent crime through look at legislation.	Exposure to a range of belief systems Case studies of globalisation and religion.	Exposure to a range of perspectives on views of society through class discussions.	See education and beliefs topics.	See crime and families topics.
Cross Curricular Links (Authentic Connections)	**History** – understanding of how views on religion have changed. **Geography** – understanding of the impact of globalisation on the access people have to a range of religions. **RS** – understanding of religions.	**Criminology** – theories of crime **History** – how crimes have changed over time. **Geography** – social construction of crime across cultures.	**Geography** – understanding of the impact of globalisation on the access people have to a range of religions. **RS** – understanding of religions. **Science** – understanding of this as a belief system. **Psychology** – links to Popper and Kuhn.	**Psychology** – links to Popper and Kuhn. **History** – impact of social policy on society. **Geography** – globalisation.	See cross curricular links for Education and Beliefs topics.	See cross curricular links for Crime and Families topics.
Key Assessment	Students will be assessed within lessons via questioning.	Students will be assessed within lessons via questioning.	Students will be assessed within lessons via questioning.	Students will be assessed within lessons via questioning.	Students will be assessed within lessons via questioning.	Students will be assessed within lessons via questioning.

	Exam questions will include a range of questions on religious organisation, social groups, and sociological theories. This will include 10 and 20 mark questions. Trial exam. Trial exam	Exam questions will include a range of questions on sociological theory, crime prevention and social groups and crime. This is to include 10 and 30 mark questions. Trial exam.	Exam questions will include a range of questions on secularisation, science/ideology, social change. This is to include 10 and 20 mark questions. Trial exam	Assessment will include a range of questions on crime and theory and methods content. This is to include 10, 20 and 30 mark questions. Trial exam	Range of past exam paper questions.	Range of past exam paper questions.