


Intent

Through the study of Sociology, the department offers the pupils a rigorous education in how we develop, learn and behave. Pupils will also gain an understanding of some of the key sociological principles and explanations for the family, education and crime and deviance. In addition, an appreciation of ‘how science works’ in conjunction with the application of the empirical method will be central to all lessons and SOW; thus enhancing the pupil’s ability to think critically and their understanding as ‘global citizens’.






We believe that learning should be placed within a dynamic framework of discussion and debate and should involve a high level of independent learning from the pupils. In addition, we believe that by sharing our enthusiasm for the subject and modelling the importance of reading and life-long learning we will inspire pupils to undertake their own research. This will, in turn, foster an environment for pupils to develop self-mastery and engagement in self-regulated learning.

Implementation

Curriculum Content Map



	TERM 1		TERM 2		TERM 3	
Unit title & description	Unit 1 Education with theory and methods Unit 2 Topics in Sociology	Education Theory and Methods Families	Unit 1 Education with theory and methods Unit 2 Topics in Sociology	Education Theory and Methods Families	Unit 1 Education with theory and methods Unit 3 Crime and Deviance with Theory and Methods	Education Research Methods
Knowledge 	<p>Education The role and functions of the education system, including its relationship to the economy and to class structure Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an</p>		<p>Education The role and functions of the education system, including its relationship to the economy and to class structure Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an</p>		<p>Education The role and functions of the education system, including its relationship to the economy and to class structure Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an</p>	

	<p>understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy. Quantitative and qualitative methods of research; research design</p> <p><u>Theory and Methods</u> 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.</p> <p><u>Families</u> The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life</p>	<p>understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy. Quantitative and qualitative methods of research; research design</p> <p><u>Theory and Methods</u> 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.</p> <p><u>Families</u> The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life</p>	<p>understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy. Quantitative and qualitative methods of research; research design</p> <p><u>Theory and Methods(2)</u> 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</p>
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	<p>course, including the sociology of personal life, and the diversity of contemporary family and household structures</p> <p>Gender roles, domestic labour and power relationships within the family in contemporary society</p> <p>The nature of childhood, and changes in the status of children in the family and society</p> <p>Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</p>	<p>course, including the sociology of personal life, and the diversity of contemporary family and household structures</p> <p>Gender roles, domestic labour and power relationships within the family in contemporary society</p> <p>The nature of childhood, and changes in the status of children in the family and society</p> <p>Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</p>	
<p>Skills</p> 	<p>AO1: Demonstrate knowledge and understanding of sociological ideas, processes and procedures.</p> <p>AO2: Apply knowledge and understanding of sociological ideas, processes and procedures.</p> <p>AO3: Analyse and evaluate sociological information, ideas, processes and procedures to make judgements and draw conclusions.</p>		
<p>Literacy</p> 	<p>Students are expected to use specialist vocabulary, sociological concepts, terminology and convention to engage in the process of sociological enquiry.</p>		
<p>Numeracy</p> 	<p>Data Handling and Analysis</p> <p>Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.</p> <p>Primary and secondary data</p> <p>Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.</p> <p>Analysis and interpretation of correlation and other graphs</p> <p>Content analysis and coding. Thematic analysis.</p>		
<p>Enrichment learning</p> 	<p>Students acquire knowledge and understanding of sociology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena</p>		
<p>British values</p> 	<p>Students develop an understanding of psychological issues, the contribution of sociology to individual, social and cultural diversity, and how sociology contributes to society.</p>		

The Grange Academy Sociology curriculum map



Character 	Students develop an understanding of the relationship between sociology and personal, moral, social and cultural issues, and develop an understanding of practical, ethical and theoretical issues in sociology
Careers 	Frequent and relevant reference to studying sociology at university. Reference frequently made to how lesson activities reflect what different types of sociologists do.





Curriculum Content Map

	TERM 1		TERM 2		TERM 3	
Unit title & description	Unit 2 Topics in Sociology	Media	Unit 2 Topics in Sociology	Media	Unit 1 Education and MIC	REVISION
	Unit 3 Crime and Deviance & Theory and Methods	Crime and Deviance	Unit 3 Crime and Deviance & Theory and Methods	Crime and Deviance & Theory and Methods	Unit 2 Topics in Sociology	
					Unit 3 Crime and Deviance & Theory and Methods	
Knowledge 	<p><u>CRIME AND DEVIANCE</u> 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> <p><u>MEDIA</u> Students are expected to be familiar with sociological explanations of the following content:</p> <p>The new media and their significance for an understanding of the role of the media in contemporary society The relationship between ownership and control of the media The media, globalisation and popular culture The processes of selection and presentation of the content of the news</p>		<p><u>CRIME AND DEVIANCE</u></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><u>THEORY AND METHODS</u></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 		<p>Revision of all unit 1, 2 and 3 content and skills.</p>	

	<p>Media representations of age, social class, ethnicity, gender, sexuality and disability The relationship between the media, their content and presentation, and audiences.</p>	<p>quantitative and qualitative data</p> <ul style="list-style-type: none"> • 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. 	
<p>Skills</p>	<p>AO1: Demonstrate knowledge and understanding of sociological ideas, processes and procedures. AO2: Apply knowledge and understanding of sociological ideas, processes and procedures. AO3: Analyse and evaluate sociological information, ideas, processes and procedures to make judgements and draw conclusions.</p>		
<p>Literacy</p>	<p>Students are expected to use specialist vocabulary, sociological concepts, terminology and convention to engage in the process of sociological enquiry.</p>		
<p>Numeracy</p>	<p>Data Handling and Analysis Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. Primary and secondary data Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. Analysis and interpretation of correlation and other graphs Content analysis and coding. Thematic analysis.</p>		

The Grange Academy Sociology curriculum map



Enrichment learning 	Students acquire knowledge and understanding of sociology, developing an understanding of self and others, and how sociological understanding can help to explain everyday social phenomena.
British values 	Students develop an understanding of sociological issues, the contribution of sociology to individual, social and cultural diversity, and how sociology contributes to society.
Character 	Students develop an understanding of the relationship between sociology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in sociology
Careers 	Frequent and relevant reference to studying sociology at university, where and which topics relate to which careers. Reference frequently made to how lesson activities reflect what different types of sociologists do.