

KS5 Long Term Curriculum Plan: **Sociology - Year 12**

Curriculum Aim: In Sociology A Level, we aim to prepare students for their A Level exams whilst offering students an engaging and effective introduction to Sociology. The course takes students through the fundamentals of the subject, developing skills valued by higher education and employers, including critical analysis, independent research and thinking skills.

Link to prior learning: The subject builds on the Sociological concepts learnt at GCSE in addition to the analytical and evaluative skills learnt within Humanities in KS3/4 and the knowledge of research methods used within the Sciences

Rationale of sequencing: Each unit with the A level focuses on building knowledge and understanding of **sociological theories, concepts, perspectives and methods** in addition to the design of **research and research methods**, including their strengths and weaknesses. Underpinning all units will be the **core themes of socialisation, culture and identity and social differentiation, power and stratification**. Students will build skills of **interpretation, application, analysis and evaluation**.

The course begins with an introductory unit which takes students through the key sociological theories, perspectives and concepts which will be needed to study all units to follow. Families and Households and Education are studied simultaneously and have been placed at the beginning of the course due to their links with the core themes, socialisation and CAGEDS. Research Methods is studied in the Summer term as methods in context requires the knowledge gained within the Education unit to be applied to research methods. The Research Methods unit is combined with the year 13 Theory unit as it summarises the perspectives learnt throughout the year and adds depth, preparing students for the year 13 content. Retrieval and exam practice are regularly used in lesson and homework tasks focus on revision to secure knowledge in long term memory and ensure learning over time due to this being a two year linear course.

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn 1	Introduction to Sociology Education	In the Introduction unit, students will develop knowledge of the core themes and perspectives which underpin all Sociological theories: <ul style="list-style-type: none"> • Nature vs. nurture • Culture, norms and values • Socialisation • Status and roles • Inequality based on class, age, gender, ethnicity, disability and sexuality • Consensus vs. conflict perspectives (including Functionalism, Marxism and Feminism) • Structural vs. social action views (New Right, Postmodernism and Interactionism) In the Education unit, students will foster a critical awareness of the education system, forming links with other topics and their own experiences: <ul style="list-style-type: none"> • Social class - internal and external factors • Ethnicity - internal and external factors 	Year 12 November Assessment Week - <ul style="list-style-type: none"> • Knowledge check on introduction unit • 4, 6 and 10 mark questions on Education
Autumn 2	Education Families and Households	In the Education unit, students will study: <ul style="list-style-type: none"> • Girls and boys - internal and external factors • The impact of the education system and class on identity (sexual and gender) • Gender and subject choice • The Feminist perspective on education and evaluation • The Functionalist perspective on education and evaluation • Neo-liberalism and the New Right perspective on education and evaluation In the Families and Households unit, students will develop a critical awareness of contemporary social processes and change in relation to the core themes which underpin the A Level (socialisation, social structures and social change, demography and power): <ul style="list-style-type: none"> • Theories of the family (Functionalism, Marxism, Feminism, Personal Life perspective) 	
Spring 1	Education Families and Households	In the Education unit, students will study: <ul style="list-style-type: none"> • The Marxist perspective on education and evaluation • Education policy in Britain before 1988 • Policies of selection, marketisation and privatisation In the Families and Households unit, students will study: <ul style="list-style-type: none"> • Couples and the domestic division of labour • Resources and decision making in households • Dark side of the family / domestic violence • Childhood 	Year 12 February Assessment week: <ul style="list-style-type: none"> • Education section of paper 1 (4, 6, 10 and 30 mark questions) • Families and Households (2x 10 mark questions)

Spring 2	Education Research Methods Families and Households	<p>In the Education unit, students will study the significance of educational policies including:</p> <ul style="list-style-type: none"> • Policies to achieve greater equality of opportunity or outcome • Policies impacting the structure, role, impact and experience of and access to education • The impact of globalisation on educational policy • Sociological perspectives on social policy • Policies on gender and ethnicity <p>In the Research Methods unit, students will evaluate the different research methods before applying this to the study of education:</p> <ul style="list-style-type: none"> • Choosing a research method • The theoretical, practical and ethical considerations influencing choice of topic, choice of methods and the conduct of research • Research design • The research context and characteristics <p>In the Families and Households unit, students will study:</p> <ul style="list-style-type: none"> • Demography - births, fertility, deaths, ageing population, migration, globalisation • Changing family patterns - divorce • Changing family patterns - partnerships (marriage, cohabitation, same-sex relationships, one-person households) • Changing family patterns - childbearing • Changing family patterns - ethnic differences in family patterns • Changing family patterns - the extended family today 	
Summer 1	Research Methods Families and Households	<p>In the Research Methods unit, students will learn about:</p> <ul style="list-style-type: none"> • Primary sources of data, application to the educational context and evaluation • Secondary sources of data, application to the educational context and evaluation <p>In the Families and Households unit, students will develop a critical awareness of:</p> <ul style="list-style-type: none"> • Family diversity • Modernism and postmodernism and family diversity • Families and social policy • Perspectives on social policy 	
Summer 2	Theory Beliefs in Society	<p>In the Theory unit, students will form links with all units within the course, evaluating and analysing the ideas to inform them of their effectiveness in understanding society:</p> <ul style="list-style-type: none"> • Sociology and science • Consensus, conflict, structural and social action theories • Functionalism and its critiques • Marxism and its critiques • Feminism and its critiques <p>In the Beliefs in Society unit, students will become familiar with:</p> <ul style="list-style-type: none"> • Ideology, science and religion, including both Christian and non-Christian religious traditions 	<p>End of year June assessment week -</p> <ul style="list-style-type: none"> • Full paper 1 (Education, Research methods and methods in context) • Half paper 2 (Families and Households section only)

Further Information - Final exams consist of three 2 hour papers of all content covered in years 12 and 13 (at the end of Yr13 - Summer public exams).

The Course Specification:

<https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-7191-7192-SP-2015.PDF>

A Range of revision resources and exam questions can be found at:

<https://hecticteachersalevelsociologysite.wordpress.com/>

<https://www.tutor2u.net/sociology>

<https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources>

DFE Subject content:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/302111/A_level_sociology_subject_content.pdf