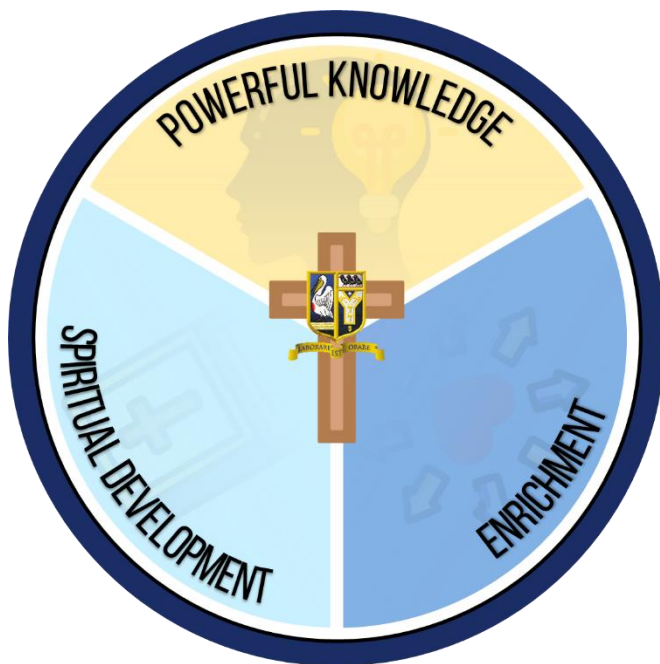


THE BECKET SCHOOL



SOCIOLOGY

CURRICULUM INTENT



*"I HAVE COME IN ORDER THAT YOU MIGHT HAVE
LIFE
—LIFE IN ALL ITS FULLNESS."
~JOHN 10:10*

**"THE DIFFICULTY IN SOCIOLOGY IS TO MANAGE TO THINK IN A COMPLETELY ASTONISHED AND DISCONCERTED
WAY ABOUT THINGS YOU THOUGHT YOU ALWAYS UNDERSTOOD"**

PIERRE BOURDIEU

SOCIOLOGY IS RELEVANT TO US ALL. STUDY IN THIS FIELD ALLOWS US TO QUESTION WHO WE ARE AND OUR PLACE IN SOCIETY.

SOCIOLOGY IS AN AREA OF STUDY THAT EXAMINES HUMAN VALUES AND CULTURE. SOCIOLOGY ANALYSES THE IMPACT OF SOCIAL STRUCTURES AND THE INDIVIDUAL IN SHAPING SOCIETY. WE CHALLENGE "COMMON SENSE" AND GAIN A BETTER UNDERSTANDING OF SOCIAL ORDER AND CHANGE. SOCIOLOGY SEEKS TO UNDERSTAND THE INTERSECTIONAL NATURE OF CLASS, AGE, ETHNICITY AND GENDER IN SHAPING OUR POSITION IN THE SOCIAL HIERARCHY. AREAS OF STUDY SUCH AS CRIME AND DEVIANCE, BELIEFS, THE FAMILY AND EDUCATION PROVIDE A DEEPER UNDERSTANDING OF THE SOCIAL WORLD IN WHICH WE LIVE.

INTENDED OUTCOMES

Anyone who is interested in our social world will benefit from studying Sociology.

Our aim is to encourage an interest in current affairs, social, political and contemporary culture - in short, the world around us. You will enjoy the intellectual challenge of debating ideas, enjoy reading about and researching social issues, and be able to construct clear, written arguments

Sociology combines well with subjects such as English, History and Politics but also shares some cross curricular links with Psychology

In Year 12, the focus is on the Family and Education system. Both are important in shaping society and the individual. We introduce students to Sociological theory and consider the impact of political ideas on social policy. Our sociologists study the methods used to make sense of the social world. This understanding of research methodology is applied in the context of current issues in education.

In Year 13 – We build on developing the foundations of theory studied in Year 12 with a deeper understanding of classical structural theorists including Durkheim and Marx. We also look at interactionist and postmodern theory in more detail.

The focus is on producing more detailed and discursive essays in year 13. Our key topics are Beliefs in Society and Crime and Deviance. Students developing a deeper understanding of the global world.

Many Sociology students have gone on to study Sociology or related degrees such as Criminology, Social Policy and Social Work. Future careers can include teaching, Social Work, Criminal Justice, Police, Probation Officer, Youth Worker, Public Relations, Journalism and Marketing.

Students will:

- Develop an understanding of Sociological theory, perspective and methods.
- Study the methods Sociologists use to collect and analyse data.
- Explain and assess the strengths and weaknesses of different research techniques.
- To develop knowledge of how the key themes underpin social life; Socialisation culture and identity, Social differentiation, Power, Stratification
- To apply key themes to topic areas including Education, the Family and Crime and Deviance.
- Experience the opportunity to exercise critical thinking and not take information at “face value.”
- Develop the skills to create well- balanced and convincing written arguments in response to contemporary issues (for example the causes of crime and the role of the criminal justice system)
- To actively prepare for degree level study and possible career pathways in a variety of areas including; Sociology, Law, Criminology, Journalism, Social Work, Teaching.

CURRICULUM INTENT

POWERFUL KNOWLEDGE	<p>Students will:</p> <ul style="list-style-type: none"> • Understand the importance of social structure v social action in Society. • Explore the impact of consensus and conflict theories. • Be active in exploring the relative strengths and weaknesses of quantitative and qualitative research methods in sociology • Review the development of Social Policy relating to the Family, Education and Crime and Deviance • Consider the intersectional impact of class, gender, ethnicity and age on social issues and life chances. • Consider the impact of globalisation on various aspects of the social world • Debate the potential nature of sociology as a science including issues of objectivity / subjectivity and the divergent aims of positivism and interactionism.
SPIRITUAL DEVELOPMENT	<p>Students will:</p> <ul style="list-style-type: none"> • Learn important values such as respect and tolerance through the study of social norms and diversity in different social groups. • Feel empowered and motivated to make a positive difference in the world through an awareness of social justice and inequality • Consider differences in cultural capital and encourage the promotion of equality of opportunity based on the principles of the 2010 Equality Act. • Explore the benefits and impact of Faith, affirming the value of religion for the individual and society in terms of consensus and social solidarity.
ENRICHMENT	<p>Students will:</p> <ul style="list-style-type: none"> • The Opportunity to visit Crown Court to view our criminal justice system in action. • Be involved in widening participation schemes such as Sutton Trust summer schools. • Have access to lesson and extension materials available on the VLE • Recommendations for extension reading - topic related documentaries, podcasts, current news articles and revision lectures • Listen to guest speakers in their area of expertise. • Attend sessions with Sociologists to develop understanding of future degree based study and career pathways. • KS5 students will extend their knowledge beyond the curriculum via studying topics which are part of The Becket Super Curriculum and/or Becket Reads

CURRICULUM IN THE CLASSROOM

B	EHAVIOUR IS EXCELLENT	
E	XPERT TEACHERS	
C	OGNITIVELY ACTIVE	
K	NOWLEDGE-RICH	
E	MBEDDED PRACTICE	
T	ESTING-FOR-LEARNING	

HOW WILL I LEARN SOCIOLOGY?

- Carefully sequenced lessons cover familiar topics at the start of Year 12 -moving towards abstract theory as the course progresses.
- Core knowledge is explicitly planned and clear in knowledge organisers and booklets in both in Year 12 and 13.
- Classical sociological theory is presented in a student friendly format
- Lesson materials are available on the google classroom
- Regular questioning and answering to support consistent retrieval and testing of core knowledge
- Expert teachers linked to specialist topics.

LEARNING SEQUENCE

YEAR 12

	ADVENT TERM	
TOPIC	Education	Families and Households
EXPLANATION	Differential achievement by Social Class <ul style="list-style-type: none"> External factors including cultural and material deprivation Internal Factors including labelling and the self-fulfilling prophecy The construction of pupil identities Gender and Education <ul style="list-style-type: none"> Gender and subject choice Patterns of achievement and explanations 	Changing patterns of family Life <ul style="list-style-type: none"> including marriage, divorce, child bearing and lone parenthood, single households and ethnic differences Theories of the family <ul style="list-style-type: none"> Marxist, functionalist, feminist and post - modern theories Childhood <ul style="list-style-type: none"> as a social construction, march of progress v conflict approaches. The idea of a toxic childhood

YEAR 12

	LENT AND PENTECOST			
TOPIC	Education	Families and Households	Research Methods	Methods in Context
EXPLANATION	The role and function of Education <ul style="list-style-type: none"> Theories of Education including Marxist Functionalist and the New Right Education and Social Policy <ul style="list-style-type: none"> Marketization and impact on inequality 	Demography <ul style="list-style-type: none"> Birth, death, changes in life expectancy, infant mortality and fertility. Couples <ul style="list-style-type: none"> domestic division of labour and decision making Family diversity Social Policy	Primary Methods <ul style="list-style-type: none"> Interviews, questionnaires, observations, experiments Secondary Methods <ul style="list-style-type: none"> Official statistics and documents 	Application of research methodology to a contemporary issue in education

YEAR 13

	ADVENT TERM	
TOPIC	Beliefs in Society	Crime and Deviance
EXPLANATION	<ul style="list-style-type: none"> • Functionalist, Marxist and feminist theories of Religion • Religion and Social change- Weber, Gramsci and Liberation theology • Religious typologies organisation, movements and members 	<ul style="list-style-type: none"> • Theories of Crime and Deviance • Functionalist, strain and subcultural theories. • Marxist, Neo- Marxist, Interactionist, New Left and New Right realism

YEAR 13

	LENT AND PENTECOST			
TOPIC	Beliefs in Society	Crime and Deviance	Sociological Theory	Research Methods
EXPLANATION	<ul style="list-style-type: none"> • Secularisation • Religion renewal and choice • Religion in a global context • Ideology and Science 	<ul style="list-style-type: none"> • The patterns and social distribution of crime by gender and ethnicity. • Crime and the media • Globalisation, Green Crime and state crime. • Crime prevention and control • Victims of crime 	<ul style="list-style-type: none"> • Structural Theories and consensus v conflict • Functionalism, Marxism and Feminist • Action theories • Postmodernism 	<ul style="list-style-type: none"> • Revisiting methods in context • The practical, ethical and theoretical issues in quantitative and qualitative methods