

Sociology Curriculum Sequence – Key Stage 4

	KS4 prior learning	By the end of the term, students can:	Year 12 Term 1 Families and Households Education	Year 12 Term 2 Families and Households Education	Year 12 Term 3 Families and Households Methods	Year 13 Term 1 Media Crime and Deviance	Year 13 Term 2 Media Crime and Deviance Theory and Methods	Year 13 Term 3 Theory and Methods Crime and Deviance
What we want our students to know and remember	English: Blood Brothers Yr8 An Inspector Calls Yr10 History: A local study KS3 Impact of migration KS3	Define the key tier 3 vocabulary :	Marriage, divorce, Patriarchy Individualism Division of labour Symmetrical Family Triple Shift, Nature Nurture debate Socialisation Demographics Migration Ageing Social Class Material and cultural deprivation Subcultures and labelling	Domestic Violence Child Abuse Child centred Social Construction Diversity: organisational, cultural, sexual and generational Negotiated Individualism Function Gender Ethnicity Racism	Function, Socialisation Conflict Consensus, Social Policy, Benefit, Welfare, role. Primary methods Secondary sources In Context Valid Reliable Representative Media	New Media News Practical Factors Theoretical Factors Ownership and Control Globalisation Status frustration, Strain Theory, Relative deprivation, Marginalisation, Criminogenic Capitalism, Social construction	Representation Media Effects Consensus and Conflict theories Social Action Theories Post Modernism White collar crime, Corporate crime, State Crime, Chivalry Thesis, Globalisation, Green Crime, Human Rights	Positivism V's Interpretivism Methodology Moral Panic, Surveillance, Victimisation . Previous learning
	PSHE: Self concept / media Media Literacy Bullying and abuse Positive relationships	Recall the knowledge :	Trends and explanations for divorce and marriage. The domestic division of labour Nature V's nurture debate Demographic trends including birth, death, ageing and migration. Trends and explanations in educational achievement and social class.	The social construction of childhood How child centred Britain is. Trends and explanations for family diversity. Trends and explanations in educational achievement and sex / gender and ethnicity. What is the purpose of education.	Different perspectives on the functions of families Social Policies that may impact on family life and an analysis of how. The contexts in which research could take place. How to carry out experiments, questionnaires, interviews, observations. The strengths and weaknesses of each method. How carry out research using official data and documents. The strengths and weaknesses of each type of document. Different types of media and ownership.	Components of new media. Impact of new media on individuals and society. Factors that influence what is in the news The relationship between the media and globalisation. The difference between a 'crime' and a 'deviant act'. The following perspectives view of crime and deviance: Functionalist, Subcultural Theory, Marxist, Neo-Marxist, Interactionist, Left Realist and Right Realist.	Key stereotypes for each group and explanations. Theories on media effects. Functionalism Marxism Feminisms Social action theories Late / postmodernism. Methodologies Sociological explanations for the relationship between social class and offending. Sociological explanations for the relationship between ethnicity and offending. Sociological explanations for the relationship between gender and offending. Sociological explanations for the relationship between globalisation and crime.	Sociology is or is not a science. The relationship between sociology and social policy. Value freedom in research. Potential links between the media and causes of crime. Types of surveillance. Forms of punishments. Justifications of punishments. Knowledge from previous topics

What we want our students to do	How are you supporting transition of skills from KS4 to KS5?	Demonstrate excellence in these skills :	Recall key trends Recall key evidence to explain trends and theories To be able to evaluate and analyse these explanations. To draw evidence based conclusions	Recall key trends Recall key evidence to explain trends and theories To be able to evaluate and analyse these explanations. To draw evidence based conclusions To apply concepts to a research project.	Recall key trends Recall key evidence to explain trends and theories To be able to evaluate and analyse these explanations. To draw evidence based conclusions	Recall key trends Recall key evidence to explain trends and theories To be able to evaluate and analyse these explanations. To draw evidence based conclusions	Recall key trends Recall key evidence to explain trends and theories To be able to evaluate and analyse these explanations. To draw evidence based conclusions	Recall key trends Recall key evidence to explain trends and theories To be able to evaluate and analyse these explanations. To draw evidence based conclusions. To utilise knowledge of sociological theories when debating methodological issues. To recall knowledge from previous topics. To be able to plan and answer exam paper past questions
Key assessment questions:			Outline /Evaluate / analyse the reasons for changing demographics Outline /Analyse / Evaluate reasons for the rise in divorces Outline / analyse / evaluate the causes of differences in attainment	Outline / analyse/ Evaluate Childhood Outline / analyse/ Evaluate the extent and causes of family diversity. Outline / analyse / evaluate the causes of differences in attainment.	Outline / analyse / Evaluate different perspectives views on the function of families. Outline / analyse / Evaluate social policies. Outline and explain two / evaluate strengths / limitations or differences of a method.	Outline / analyse / Evaluate factors, reasons, impacts of new media. Outline / analyse / Evaluate factors affecting the news and its construction. Outline / analyse / Evaluate the impact of globalisation. Outline/ analyse/ evaluate the usefulness of official crime data. Outline/ analyse/ evaluate different perspectives on crime and deviance.	Outline and evaluate the usefulness / strengths and limitations of theories Outline / analyse / Evaluate ethnic differences in the patterns of crime. Outline / analyse / Evaluate gender differences in the patterns of crime. Outline / analyse / Evaluate social class differences in the patterns of crime. Outline / analyse / Evaluate ethnic differences in the patterns of crime. Outline / analyse / Evaluate the impact of globalisation on crime.	Outline and evaluate the usefulness / strengths and limitations of theories and methodologies Outline / analyse / Evaluate the media’s relationship with crime and deviance. Outline / analyse / Evaluate crime prevention and reduction strategies. Outline / analyse / Evaluate victimology theories.
Disciplinary Rigour		What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS5 qualification specification?	Use items in apply and analyse questions. Recognise Sociological evidence. Use academic terms and definitions for social groups	Use sociological evidence in answers. Develop a planning strategy for the different types of questions.	To analyse the theories in a modern context. To be able to apply methods to a range of educational contexts	To be able to relate theories to examples of media products / types. To use the existence of new media to analyse all other topics. To be able to compare and contrast sociological theories of crime and deviance.	To be able to identify the relationship between social groups/characteristics and the levels of crime. To be able to explain the existence of society / humans on a macro and micro level.	To be able to make links draw synoptic links between globalisation and other aspects of social life. Make links between methodology and theoretical perspectives Draw synoptic links between different theoretical perspectives.