

# Curriculum Overview

Subject: Sociology

Year Group: 12

This year's teaching will focus on the themes of socialisation, identity and culture. Students will study the key concepts and processes of cultural transmission, including socialisation and the acquisition of identity, and develop these through detailed study of families and social inequality. Sociological research methods are presented as a separate topic area. This is designed to empower students and give them the skills and knowledge necessary to enhance their life chances and raise their social and cultural capital and eventually their economic capital as well. This will be enhanced by studying research methods which will permeate the entire course. Students will be encouraged, when considering the evidence used to support or challenge theories in their study of families and education, to examine the research methods used, their reliability and their appropriateness for that study. This will help learners to understand the importance of assessing the research methods used in evidence gathering. More importantly they will be taught how to apply this to everyday life.

TERM 1	TERM 2	TERM 3
<p><b>KNOWLEDGE/SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Introducing Socialisation, Culture and Identity:</b> This half-term introduces students to the foundational concepts of sociology, exploring how individuals are shaped by society through the processes of culture, identity formation, and socialisation. Students will examine how norms and values are learned, how identities are constructed, and how sociological perspectives explain the structures and influences that shape human behaviour.</li> <li>• <b>Families &amp; Relationships:</b> This unit explores the role of the family in contemporary society, examining different family types, household structures, and patterns of change over time. Students will apply key sociological perspectives to understand the functions, diversity, and power dynamics within families, as well as debates surrounding the ideology of the nuclear family and changing roles and relationships</li> </ul>	<p><b>KNOWLEDGE/SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Changing Roles Within the Family:</b> This unit explores how roles and relationships within families have evolved over time, with a focus on gender, power dynamics, and parent-child interactions. Students examine sociological perspectives on domestic labour, decision-making, and the impact of wider social changes on family life.</li> <li>• <b>Research Methods and Researching Social Inequalities:</b> This unit introduces students to the principles, processes, and practicalities of sociological research, with a focus on how research is used to investigate social inequalities. Students will explore how theory guides research design, learn to evaluate key methodological concepts, and develop the skills to plan and justify their own small-scale sociological investigation.</li> </ul>	<p><b>KNOWLEDGE/SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>What are the main patterns and trends in social inequality and difference?</b> This unit explores the nature and extent of social inequality in contemporary UK society, focusing on the experiences of different social groups. Students will examine patterns and trends linked to social class, age, gender, ethnicity, sexuality, and disability, and begin to apply sociological concepts and evidence to understand how and why inequalities persist.</li> <li>• <b>How Can Patterns and Trends in Social Inequality and Difference Be Explained?</b> This module explores key sociological perspectives—Functionalism, Marxism, Weberianism, Feminism, and the New Right—to explain the causes and persistence of social inequalities. Students will develop an understanding of how each theory interprets the distribution of power, resources, and opportunity across different social groups</li> </ul>

KEY ASSESSMENTS Half term 1: What is culture and how is it passed on? Half term 2: How does family promote and teach societies core norms and values? Also one Big Write every 3 weeks	KEY ASSESSMENTS Half term 1: How are roles within the family changing? Half term 2: Research methods end of module assessment. Half term Also one Big Write every 3 weeks	KEY ASSESSMENTS Half term 1: PPE based on a past paper and focusing on Paper 1 and 2 of their final exam. Also one Big Write every 3 weeks
<p>Extended reading suggestions and external resources:</p> <p><a href="https://resources.edugas.co.uk/Pages/ResourceByArgs.aspx?subId=28&amp;lvlId=2">https://resources.edugas.co.uk/Pages/ResourceByArgs.aspx?subId=28&amp;lvlId=2</a></p> <p><a href="https://www.slideshare.net/RSJones/gcse-sociology-introduction">https://www.slideshare.net/RSJones/gcse-sociology-introduction</a></p> <p><a href="https://www.tutor2u.net/sociology/topics">https://www.tutor2u.net/sociology/topics</a></p> <p><a href="https://thesociologyguy.com/">https://thesociologyguy.com/</a></p> <p><a href="https://revisesociology.com/">https://revisesociology.com/</a></p> <p><a href="https://www.youtube.com/@thesociologyprofessor">https://www.youtube.com/@thesociologyprofessor</a></p> <p>Books: OCR A Level Sociology Book 1 (includes AS Level)</p> <p>Books: OCR A Level Sociology Book 2 (A Level only)</p> <p>My Revision Notes: OCR A Level Sociology</p>		

# Curriculum Overview

Subject: Sociology

Year Group: 13

This year teaching will focus on the themes of crime and deviance as well as social inequality. Sociological research methods are presented as a separate topic area. This is designed to empower students and give them the skills and knowledge necessary to enhance their life chances and raise their social and cultural capital and eventually their economic capital as well. This will be enhanced by studying research methods which will permeate the entire course. Students will be encouraged, when considering the evidence used to support or challenge theories in their study of families and education, to examine the research methods used, their reliability and their appropriateness for that study. This will help learners to understand the importance of assessing the research methods used in evidence gathering. More importantly they will be taught how to apply this to everyday life.

TERM 1	TERM 2	TERM 3
<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li><b>What is the relationship between globalisation and digital forms of communication?</b> This module explores how digital communication technologies have accelerated globalisation, connecting individuals, cultures, and institutions across borders. Students will analyse how sociologists understand the transformative effects of the digital world on identity, culture, and social life.</li> <li><b>What is the impact of digital forms of communication in a global context?</b> Students will examine both the positive and negative consequences of digital technologies on social relationships, power, surveillance, and inequality. The module encourages critical evaluation of how global digital networks shape access to information, social movements, and cultural exchange.</li> </ul>	<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li><b>How are crime and deviance defined and measured?</b> This module investigates how crime and deviance are socially constructed, examining who defines them and how definitions vary across time, cultures, and contexts. Students will explore the strengths and limitations of different methods used to measure crime, including official statistics and victim/self-report surveys.</li> <li><b>How can crime and deviance be explained and reduced?</b> Students will apply key sociological perspectives to analyse the causes of crime and deviance, including structural and interactionist approaches. The module also considers strategies for crime prevention and control, evaluating the effectiveness and social implications of formal and informal responses to criminal behaviour.</li> </ul>	<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>Revision Techniques revisited, targeted revision and exam practice based on misconceptions and areas of development identified through QLA's and RAG</li> <li>Culture &amp; Family</li> <li>Research Methods &amp; Social Stratification</li> <li>Globerlisation &amp; Crime and Deviance</li> <li>Depending on dates for exams these half terms will be dominated with revision. First on paper 1 and then on paper 2 and then Paper 3</li> </ul>
<b>KEY ASSESSMENTS</b> Half term 1: Relationship between Globerlisation and Digital Technology	<b>KEY ASSESSMENTS</b> Half term 1: Crime & Deviance trends, Patterns and Big Writes PPE	<b>KEY ASSESSMENTS</b> Half term 1: Regular exam style questions and Big Writes Half term 2: Final Exams

and Differentiation and Big Writes PPE	Half term 2: How can Crime be explained and Reduced	
<p>Extended reading suggestions and external resources:</p> <p><a href="https://resources.edugas.co.uk/Pages/ResourceByArgs.aspx?subId=28&amp;lvlId=2">https://resources.edugas.co.uk/Pages/ResourceByArgs.aspx?subId=28&amp;lvlId=2</a></p> <p><a href="https://www.slideshare.net/RSJones/gcse-sociology-introduction">https://www.slideshare.net/RSJones/gcse-sociology-introduction</a></p> <p><a href="https://www.tutor2u.net/sociology/topics">https://www.tutor2u.net/sociology/topics</a></p> <p><a href="https://thesociologyguy.com/">https://thesociologyguy.com/</a></p> <p><a href="https://revisesociology.com/">https://revisesociology.com/</a></p> <p><a href="https://www.youtube.com/@thesociologyprofessor">https://www.youtube.com/@thesociologyprofessor</a></p> <p>Books: OCR A Level Sociology Book 1 (includes AS Level. We do not teach AS)</p> <p>Books: OCR A Level Sociology Book 2 (A Level only)</p> <p>My Revision Notes: OCR A Level Sociology</p>		