

Curriculum Vision:

The Sociology department believes that every individual pupil can achieve personal excellence. The department's aim is to develop pupils' understanding of people and the diverse societies in which they lived in their past and present day lives. The department also aims to develop students' understanding of the influence of their setting and environment on human activity by studying a continuum of historical and contemporary perspectives and how society developed alongside these. Sociology is the study of how society is organised and how we experience life. Sociology enables us to understand the structure of society, and connections and patterns in human behaviour. The course is designed to give students the opportunity to focus on their own experience of the social world, whilst encouraging them to build on this knowledge by analysing and reflecting on different aspects of society.

Curriculum Principles:

At Sweyne Park, we take great measures to support our pupils, facilitating engagement in curriculum but also providing students with the necessary set of skills they need to excel in life. Students should appreciate the advances in society that Sociology has made possible - from government researchers that seek to gain knowledge of our society through sociology to the review and implementation of policies related to education, families and crime and deviance. Moreover, the sociology department allows learners to immerse themselves in a new challenge where they can develop a range of skills, from critical thinking, analytical skills – problem solving oriented –, communication skills, research skills, interpersonal skills and cross-cultural understanding amongst many others. Within the sociology department we aim to develop caring and compassionate individuals who develop an enthusiasm to work within this expanding industry that use the skills that sociology develops.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
7 Term 1						
7 Term 2						
7 Term 3						
8 Term 1						
8 Term 2						
8 Term 3						
9 Term 1						
9 Term 2						
9 Term 3						

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
10 Term 1	Pupils will focus on how each sociological perspective can be used to interpret the world around us, behaviour of members of society and who society functions in favour of. Identify, describe and explain. Key vocabulary	Key Sociology Themes Introduced at KS2 - Family and relationships - Identity - Diversity - Equality - Community - Rules and laws - Rights and responsibilities - Culture and beliefs - Social change These themes provide a foundation for the AQA GCSE Sociology topics of Families, Education, Crime and Deviance, and Social Stratification. Subject specific links: Mathematics → Interpreting statistics, graphs, charts and sociological research data. English → Analysing sources, evaluating evidence, writing explanations and arguments.	Students will look at the different research methods as well as examples of sociological research used within society. Students will be able to critique the theorists and the methods used in their research.	Students will continue by exploring the methodology underpinning sociological research, in particular understanding why a sociologist selects a particular research method in line with the strengths and weaknesses and the topic being investigated. Students will show an understanding of how to be critical and evaluate core studies and theories.	- Sociology - Society - Social structure - Social process - Social issue - Culture - Norms - Values - Roles - Status - Identity - Socialisation - Primary socialisation - Secondary socialisation - Agents of socialisation - Family - Education - Peer group - Mass media - Religion - Diversity - Equality - Inequality - Social class - Gender	Knowledge (AO1) - Key terms and definitions Application (AO2) - Apply to examples or scenarios in the question Analysis/Evaluation (AO3) - Explain why something matters - Compare perspectives or methods - Give strengths/limitations Descriptive writing (lower-level skill but still used) - Define key concepts and describe studies or methods Explanatory writing - Explain sociological ideas clearly (e.g. what

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
		PSHE → Families, relationships, identity, equality, stereotypes, diversity and socialisation Citizenship/British Values → Rights, responsibilities, democracy, laws, social control and community participation. Science → Research skills, evidence-based thinking and discussions about nature versus nurture Computing → Understanding the impact of technology and social media on society and relationships. Art and Design → Identity, culture, representation and diversity within society.			• Ethnicity • Age • Power • Authority • Social control • Sanctions • Crime • Deviance • Stereotype • Discrimination • Prejudice • Functionalism • Marxism • Feminism • Consensus • Conflict • Capitalism Research Methods – Tier 3 Vocabulary ¥ Research methods ¥ Primary data ¥ Secondary data ¥ Quantitative data ¥ Qualitative data ¥ Mixed methods ¥ Questionnaire	socialisation is and how it works)

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
					¥ Interview ¥ Structured interview ¥ Unstructured interview ¥ Semi-structured interview ¥ Observation ¥ Participant observation ¥ Non-participant observation ¥ Field experiment ¥ Laboratory experiment ¥ Case study ¥ Sampling ¥ Random sampling ¥ Systematic sampling ¥ Stratified sampling ¥ Opportunity sampling ¥ Ethical issues ¥ Informed consent ¥ Confidentiality ¥ Anonymity ¥ Reliability ¥ Validity ¥ Representativeness ¥ Generalisation ¥ Triangulation ¥ Pilot study	

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
					¥ Hypothesis ¥ Causation ¥ Objectivity ¥ Subjectivity	
10 Term 2	Pupils in year 10 are introduced to the key sociological concepts that run throughout the course, up until A level. They will use these key concepts to interpret the different sociological perspectives (Marxism, feminism, functionalism and interactionism). Identify, describe and explain. Key vocabulary	History → Social change over time, changing family structures, inequality and social developments English → Analysing sources, evaluating evidence, writing explanations and arguments. Geography → Population, migration, communities, cultural diversity and social differences. Religious Education (RE) → Beliefs, values, culture, identity and diversity. Citizenship/British Values → Rights, responsibilities, democracy, laws,	Students will contextualise the information learnt through application to the family. Students will focus on the key debates surrounding the family, focusing heavily on how the family has shifted away from its traditional form and the function the family for society and its members. Students will be able to critique the theorists and the methods used in their research.	Year 10 pupils will analyse different types of statistical data to gain further understanding of family diversity, changes in the family over time, marriage and divorce.	☐ Family ☐ Household ☐ Nuclear family ☐ Extended family ☐ Single-parent family ☐ Reconstituted family ☐ Lone-parent family ☐ Beanpole family ☐ Marriage ☐ Cohabitation ☐ Civil partnership ☐ Divorce ☐ Separation ☐ Conjugal roles ☐ Segregated conjugal roles ☐ Joint conjugal roles ☐ Domestic division of labour ☐ Patriarchy ☐ Feminism ☐ Socialisation	Descriptive writing (lower-level skill but still used) - Define key concepts and describe studies or methods Analytical writing - Break down ideas and show how and why something happens - Often includes "this leads to..." or "this suggests that..." Evaluative writing (especially higher marks) - Weigh up strengths and weaknesses of theories or methods - Use phrases like <i>however, on the</i>

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
		social control and community participation. Science → Research skills, evidence-based thinking and discussions about nature versus nurture Art and Design → Identity, culture, representation and diversity within society.			☐ Primary socialisation ☐ Secondary socialisation ☐ Child-centred family ☐ Childhood ☐ Symmetrical family ☐ Demography ☐ Birth rate ☐ Fertility rate ☐ Death rate ☐ Infant mortality rate ☐ Life expectancy ☐ Ageing population ☐ Migration ☐ Social policy ☐ Welfare state ☐ Feminist perspective ☐ Family diversity ☐ Family structure ☐ Kinship ☐ Dual-earner family ☐ Gender roles ☐ Care work ☐ Life chances ☐ Social change ☐ Equality ☐ Inequality	<i>other hand, this is limited because...</i>

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
					☐ Parent-child relationships ☐ Empty-nest family ☐ Family functions ☐ Stabilisation of adult personalities ☐ Primary socialisation ☐ Instrumental role ☐ Expressive role	
10 Term 3	Students will gain a deeper understanding of inequalities within society through the exploration of the education system. Students will look at the purpose of the education system within society accordance to each sociological perspective. Identify, describe and	English → Analysing sources, evaluating evidence, writing explanations and arguments. Geography → Population, migration, communities, cultural diversity and social differences. Religious Education (RE) → Beliefs, values, culture, identity and diversity. PSHE → Families, relationships, identity, equality, stereotypes, diversity and socialisation	Students will analyse academic trends within the education system according to class, gender and ethnicity. Within this, students will conduct an in-depth consideration of the internal and external processes that can impact the achievement of students. Students will be able to critique the theorists and the methods used in their research.	Year 10 pupils will be able to understand educational policies, including how they have transformed schools as an institution and who they benefit within society.	☐ Education ☐ Formal education ☐ Informal education ☐ Hidden curriculum ☐ Socialisation ☐ Meritocracy ☐ Equality of opportunity ☐ Role allocation ☐ Correspondence principle ☐ Labelling ☐ Self-fulfilling prophecy ☐ Streaming ☐ Setting ☐ Banding ☐ Educational achievement ☐ Attainment	Explanatory writing - Explain sociological ideas clearly (e.g. what socialisation is and how it works) Analytical writing - Break down ideas and show how and why something happens - Often includes "this leads to..." or "this suggests that..."

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
	explain. Key vocabulary	Citizenship/British Values → Rights, responsibilities, democracy, laws, social control and community participation. Science → Research skills, evidence-based thinking and discussions about nature versus nurture Art and Design → Identity, culture, representation and diversity within society.			☐ Internal factors ☐ External factors ☐ Material deprivation ☐ Cultural deprivation ☐ Cultural capital ☐ Language codes ☐ Restricted code ☐ Elaborated code ☐ Parental choice ☐ Marketisation ☐ League tables ☐ Ofsted ☐ Examination system ☐ Selection ☐ Comprehensive school ☐ Grammar school ☐ Academy ☐ Free school ☐ Pupil Premium ☐ Ethnocentric curriculum ☐ Gender stereotypes ☐ Teacher expectations ☐ Streaming and setting ☐ Educational policy ☐ Compensatory education ☐ Anti-school subculture	Evaluative writing (especially higher marks) • Weigh up strengths and weaknesses of theories or methods • Use phrases like <i>however, on the other hand, this is limited because...</i> Descriptive writing (lower-level skill but still used) • Define key concepts and describe studies or method

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
					☐ Laddish behaviour ☐ Ableism in education (use carefully depending on spec teaching) ☐ Life chances ☐ Social mobility	
11 Term 1	Students develop their knowledge of sociological perspectives applying it to crime and deviance. Within this, students explore the existing bias within the criminal justice system, including step and search, arrests, prosecution and law creation and enforcement Question and interrogate perspectives claim and	Geography → Population, migration, communities, cultural diversity and social differences. PSHE → Families, relationships, identity, equality, stereotypes, diversity and socialisation Citizenship/British Values → Rights, responsibilities, democracy, laws, social control and community participation. Science → Research skills, evidence-based thinking and discussions about nature versus nurture	Students will investigate different sociological theories and apply them to crime and deviance. Students will study sociological research and apply this to different theories of crime. Students will be able to critique the theorists and the methods used in their research.	Students will understand how and why different social groups may commit crime.	♣ Deviance ♣ Crime ♣ Formal social control ♣ Informal social control ♣ Sanctions ♣ Positive sanctions ♣ Negative sanctions ♣ Crime statistics ♣ Official statistics ♣ Dark figure of crime ♣ Victim surveys ♣ Self-report studies ♣ White-collar crime ♣ Corporate crime ♣ State crime ♣ Green crime ♣ Media amplification ♣ Moral panic ♣ Labelling ♣ Primary deviance ♣ Secondary deviance ♣ Deviant career ♣ Master status	Explanatory writing • Explain sociological ideas clearly (e.g. what socialisation is and how it works) Analytical writing • Break down ideas and show how and why something happens • Often includes “this leads to...” or “this suggests that...” Evaluative writing (especially higher marks) • Weigh up strengths and weaknesses of theories or methods • Use phrases like <i>however, on the</i>

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
	evaluate their validity	Computing → Understanding the impact of technology and social media on society and relationships. Art and Design → Identity, culture, representation and diversity within society.			♣ Subculture ♣ Deviant subculture ♣ Strain theory ♣ Anomie ♣ Relative deprivation	<i>other hand, this is limited because...</i> Descriptive writing (lower-level skill but still used) • Define key concepts and describe studies or method
11 Term 2	Students develop their knowledge of sociological perspectives applying it to social stratification. Question and interrogate perspectives claim and evaluate their validity	Religious Education (RE) → Beliefs, values, culture, identity and diversity. PSHE → Families, relationships, identity, equality, stereotypes, diversity and socialisation Citizenship/British Values → Rights, responsibilities, democracy, laws, social control and community participation. Art and Design → Identity, culture,	Throughout this exploration, students investigate the inequalities within contemporary society and how this can impact the life chances of social groups. Students will be able to critique the theorists and the methods used in their research.	Students develop exam skills and apply these to the knowledge built from Y10. Students will understand the structure of society and the life chances of certain groups.	◆ Social stratification ◆ Hierarchy ◆ Social class ◆ Life chances ◆ Inequality ◆ Meritocracy ◆ Social mobility ◆ Upward mobility ◆ Downward mobility ◆ Intergenerational mobility ◆ Intragenerational mobility ◆ Underclass ◆ Deprivation ◆ Absolute poverty ◆ Relative poverty ◆ Income inequality ◆ Wealth inequality ◆ Life expectancy	Explanatory writing • Explain sociological ideas clearly (e.g. what socialisation is and how it works) Analytical writing • Break down ideas and show how and why something happens • Often includes “this leads to...” or “this suggests that...”

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
		representation and diversity within society.			◆ Status ◆ Power ◆ Elite ◆ Social exclusion ◆ Weber ◆ Patriarchy ◆ Life chances	Evaluative writing (especially higher marks) • Weigh up strengths and weaknesses of theories or methods • Use phrases like <i>however, on the other hand, this is limited because...</i> Descriptive writing (lower-level skill but still used) • Define key concepts and describe studies or method
11 Term 3	Revision Students will confidently know how to answer exam questions and apply their knowledge to exam questions in timed conditions	N/A	<i>Students will review the content from the previous 2 years and practice multiple exam questions to maintain recall and exam preparation.</i>	Students will understand how to	As previous	Explanatory writing • Explain sociological ideas clearly (e.g. what socialisation is and how it works) Analytical writing • Break down ideas and show how and

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
						why something happens - Often includes "this leads to..." or "this suggests that..." Evaluative writing (especially higher marks) - Weigh up strengths and weaknesses of theories or methods - Use phrases like <i>however, on the other hand, this is limited because...</i> Descriptive writing (lower-level skill but still used) - Define key concepts and describe studies or method

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
7 Term 2					
7 Term 3					
8 Term 1					
8 Term 2					
8 Term 3					
9 Term 1					
9 Term 2					
9 Term 3					
10 Term 1	Pupils will focus on how each sociological perspective can be used to interpret the world around us, behaviour of members of society and who society functions in favour of. Students will look at the different research method as well as example investigate sociological research within society	KT1: Key terms test (Basic words) KT2: Research Methods KT3: Key terms and theories of the family KPI 1: Describe and identify: research methods and introduction (15 marks) KPI 2: Describe and identify: Research methods and families and households (15 marks)	Every year students should revisit: Core Concepts • Culture • Norms • Values • Identity • Socialisation • Equality • Diversity	Pre-teach vocabulary Scaffolded explanations (sentence starters) Chunked instructions for independent work. Targeted questioning (cold call with support)	KS5 Sociology: Research methods/ families and households/ education History A-level Links through: • Social change over time

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
	Identify, describe and explain. Key vocabulary		- Power - Inequality Core Skills - Interpretation of data - Source analysis - Evaluation - Structured writing - Debate and discussion - Research design Citizenship/ CPRE The strongest overlap is with Citizenship. KS3 Citizenship explores identity, diversity, democracy, rights, responsibilities and contemporary social issues. GCSE Sociology examines many of the same issues but asks students to analyse them using sociological theories and evidence In CPRE, topics such as families, relationships, peer pressure, discrimination, social media and mental wellbeing provide useful background	Mixed attainment grouping for discussion Extension: task given on do now, and any activity slide for those who are more able. Reading lists to support those who which to extend their understanding Timed exam practiced every lesson with scaffolding (sentence starters) PEEEL paragraph prompts (if applicable) and extension tasks	(family, crime, education) - Development of welfare state and inequality Industrialisation and class systems Health & Social Care / Sociology-related courses Links through: - Social inequality in health - Families and care systems - Social policy and support services

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
			knowledge for the Sociology units on families, education and social inequality.		
10 Term 2	Students will continue by exploring the methodology underpinning sociological research, in particular understanding why a sociologist selects a particular research method in line with the strengths and weaknesses and the topic being investigated. Identify, describe and explain. Key vocabulary Students will show an understanding of how to be critical and evaluate core studies and theories. Year 10 pupils will analyse different types of statistical data to gain further understanding of family diversity, changes in the family over time, marriage and divorce	KT4: Conjugal roles, marriage and divorce KT5: Reasons for family diversity KPI 3: Identify and describe the six key sociological pieces of research within families and households (24 marks) KPI 4: Discuss how far sociologists agree that cohabitation is the main reason for the decline in marriage (12 marks)	History Knowledge of industrialisation, social change, class systems and migration help students understand social stratification and changing family patterns. Geography Topics such as population change, migration, urbanisation and global inequality connect well to social stratification and social issues RE Students encounter beliefs, values, social norms, family roles and cultural diversity, which help when studying sociological perspectives on families and socialisation.	Pre-teach vocabulary Scaffolded explanations (sentence starters) Chunked instructions for independent work. Targeted questioning (cold call with support) Mixed attainment grouping for discussion Extension: task given on do now, and any activity slide for those who are more able. Reading lists to support those who wish to extend their understanding	KS5 Sociology: Research methods/ families and households/ education Geography A-level Links through: • Inequality (rich vs poor regions) • Urbanisation and social change • Migration and multiculturalism 👉 Especially strong link with social inequality and globalisation

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
10 Term 3	Students will gain a deeper understanding of inequalities within society through the exploration of the education system. Students will look at the purpose of the education system within society accordance to each sociological perspective. Identify, describe and explain. Key vocabulary	KT 6: Theories of education KT 7: Internal & external factors impacting educational achievement KPI 5: Discuss how far sociologists agree that home-based factors are the main cause of differences in the educational achievement of boys and girls (12 marks) KPI 6: Identify and describe the seven key sociological pieces of research within Education (28 marks)	CPRE Topics such as families, relationships, peer pressure, discrimination, social media and mental wellbeing provide useful background knowledge for the Sociology units on families, education and social inequality. RE Students encounter beliefs, values, social norms, family roles and cultural diversity, which help when studying sociological perspectives on families and socialisation.	Timed exam practiced every lesson with scaffolding (sentence starters) PEEEL paragraph prompts (if applicable) and extension tasks Pre-teach vocabulary Scaffolded explanations (sentence starters) Chunked instructions for independent work. Targeted questioning (cold call with support) Mixed attainment grouping for discussion Extension: task given on do now, and any activity slide for those who are more able. Reading lists to support those who wish to extend their understanding	KS5 Sociology: Research methods/ families and households/ education Geography A-level Links through: • Inequality (rich vs poor regions) • Urbanisation and social change • Migration and multiculturalism 👉 Especially strong link with social inequality and globalisation History A-level Links through: • Social change over time (family, crime, education) • Development of welfare state and inequality

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
				Timed exam practiced every lesson with scaffolding (sentence starters) PEEEL paragraph prompts (if applicable) and extension tasks	Industrialisation and class systems 📖 Sociology gives the modern "society now" view, History gives the "how it changed"
11 Term 1	Students develop their knowledge of sociological perspectives applying it to crime and deviance. Within this, students explore the existing bias within the criminal justice system, including stop and search, arrests, prosecution and law creation and enforcement Question and interrogate perspectives claim and evaluate their validity	KT 8: Theories of crime KT 9: Factors affecting criminal and deviant behaviour (C.A.G.E) KPI 7: Identify and describe the five key sociological pieces of research within Crime and deviance (20 marks) KPI 8: Discuss how far sociologists would agree that criminal behaviour amongst young people is a significant problem in society (12 marks)	CPRE Topics such as families, relationships, peer pressure, discrimination, social media and mental wellbeing provide useful background knowledge for the Sociology units on families, education and social inequality.	Pre-teach vocabulary Scaffolded explanations (sentence starters) Chunked instructions for independent work. Targeted questioning (cold call with support) Mixed attainment grouping for discussion Extension: task given on do now, and any activity slide for those who are more able. Reading lists to support those who wish to	KS5 Sociology: Research methods/ crime and deviance Politics A-level Links through: - Power, inequality and social control - Social stratification (who has power in society) - Crime and law-making (who decides what is "criminal")

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
				extend their understanding	📖 Sociology helps you understand how society is structured, which is key in Politics Psychology A-level Links through: • Research methods (experiments, interviews, validity, reliability) • Human behaviour (deviance, socialisation, identity) • Crime explanations (e.g. aggression, social influence) History A-level Links through:

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
				Pre-teach vocabulary Scaffolded explanations (sentence starters) Chunked instructions for independent work.	• Social change over time (family, crime, education) • Development of welfare state and inequality • Industrialisation and class systems 👉 Sociology gives the modern “society now” view, History gives the “how it changed”
11 Term 2	Students develop their knowledge of sociological perspectives applying it to social stratification. Question and interrogate perspectives claim and evaluate their validity	KT 10: Theories of stratification KT 11: Life chances KPI 9: Identify and describe the five key sociological pieces of research within Social stratification (20 marks) KPI 10: Discuss how far sociologists would agree that the welfare state creates an underclass. [12 marks]	History Knowledge of industrialisation, social change, class systems and migration help students understand social stratification and changing family patterns. Geography Topics such as population change, migration, urbanisation and global inequality connect well to social	Targeted questioning (cold call with support) Mixed attainment grouping for discussion Extension: task given on do now, and any activity slide for those who are more able. Reading lists to support those who wish to extend their understanding	KS5 Sociology: Research methods/ crime and deviance Psychology A-level Links through: • Research methods (experiments, interviews,

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
			stratification and social issues CPRE Topics such as families, relationships, peer pressure, discrimination, social media and mental wellbeing provide useful background knowledge for the Sociology units on families, education and social inequality.	Timed exam practiced every lesson with scaffolding (sentence starters) PEEEL paragraph prompts (if applicable) and extension tasks	validity, reliability) - Human behaviour (deviance, socialisation, identity) - Crime explanations (e.g. aggression, social influence) Politics A-level Links through: - Power, inequality and social control - Social stratification (who has power in society) - Crime and law-making (who decides what is "criminal")  Sociology helps you understand how

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
					society is structured, which is key in Politics Geography A-level Links through: • Inequality (rich vs poor regions) • Urbanisation and social change • Migration and multiculturalism History A-level Links through: • Social change over time (family, crime, education) • Development of welfare state and inequality • Industrialisation and class systems 🏠 Sociology gives the modern "society"

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
				Pre-teach vocabulary Scaffolded explanations (sentence starters) Chunked instructions for independent work. Targeted questioning (cold call with support)	now" view, History gives the "how it changed" Health & Social Care / Sociology-related courses Links through: • Social inequality in health • Families and care systems • Social policy and support services
11 Term 3	Students use the methods knowledge from Y10 and develop this further by contextualising it to the different studies in sociology. Question and interrogate perspectives claim and evaluate their validity Students develop exam skills and apply these to the knowledge built from Y10. Students will understand the structure of society and the life chances of certain groups.	Exam practice Exam skills		Mixed attainment grouping for discussion Extension: task given on do now, and any activity slide for those who are more able. Reading lists to support those who which to extend their understanding	KS5 Sociology: Research methods/ crime and deviance History A-level Links through: • Social change over time (family, crime, education) • Development of welfare

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
				Timed exam practiced every lesson with scaffolding (sentence starters) PEEEL paragraph prompts (if applicable) and extension tasks	state and inequality Industrialisation and class systems 👉 Sociology gives the modern “society now” view, History gives the “how it changed”

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
12 Term 1	Paper 1: Education with Theories & methods <i>Students will investigate a range of research methods studying the strengths and weaknesses of each method. Students will also look at sociological research and analysis the usefulness.</i> <i>Students will explore the education system and study the impact educational policies and procedures have on social groups.</i>	A major disciplinary debate running through the course is: Structure Do social institutions shape our behaviour? Examples: - Family - Education - Religion - Economy Agency Do individuals make independent choices? Students repeatedly analyse the relationship between social constraints and individual action	KS4 Sociology: Research methods KS3 CPRE Topics such as families, relationships, peer pressure, discrimination, social media and mental wellbeing provide useful background knowledge for the Sociology units on families, education and social inequality.	KT 1: Induction KT 2: Theories of education KT 3: Internal & External factors KPI 1: Outline and explain 4 & 6 marks (10 marks) KPI 2: Outline two ways using hooks (10 marks) Research Method	Scaffolded explanations (sentence starters) Chunked instructions for independent work. Targeted questioning (cold call with support) Mixed attainment grouping for discussion Extension: task given on do now, and any activity slide for those who are more able. Reading lists to support those who wish to extend their understanding Timed exam practiced every lesson with scaffolding (sentence starters) PEEEL paragraph prompts (if applicable) and extension tasks	A-level Sociology is closely related to these university subjects: Sociology degrees - Most direct progression - Builds on topics like: - social inequality - education - crime and deviance - families - social theory At degree level, you go deeper into: - Marxism, Functionalism, Feminism (in more detail) - Global inequality - Research methods and academic studies Criminology degrees Strong link because of: - Crime and deviance theories (e.g. labelling theory, strain theory)

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
						• Social control and punishment • Media and crime 🔗 Sociology gives the foundation for understanding <i>why crime happens in society</i>, not just individual behaviour. Social Work / Social Policy Links through: • Poverty and inequality • Welfare systems • Family structures • Social exclusion 🔗 Helps with understanding real-world social problems and support systems. Education Studies Links through: • Class and educational achievement • School systems and inequality • Role of institutions in society Anthropology Links through: • Culture

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
						• Identity • Social norms and values across societies Politics Links through: • Power and authority • Social class and inequality • Role of the state and social control 2. Skills links (very important for university) Even if you don't study Sociology at degree level, it still helps because it builds: Essay writing skills • Clear arguments • Structured paragraphs (PEEL) • Evidence-based conclusions 📖 Useful for Law, Politics, English, History

						Critical thinking and evaluation • Comparing theories (e.g. Marxism vs Functionalism) • Judging strengths and weaknesses • Using evidence to support arguments 📖 Essential for almost all humanities degrees Research methods skills • Understanding surveys, interviews, experiments • Evaluating reliability and validity • Analysing data and studies 📖 Very important for Psychology, Criminology, Sociology, Education 3. How universities see it Universities like Sociology because it shows you can: • Understand complex social issues • Think critically about society • Use evidence to build arguments
--	--	--	--	--	--	--

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
						Handle academic writing
12 Term 2	Paper 2: Topics in Sociology: Families & Households <i>Students will know how families and households have developed since preindustrial times. Students will know the roles in the family as well as reasons for increased family diversity.</i>	In families and households, students repeatedly use concepts such as: - Socialisation - Culture - Identity - Power - Inequality - Social class - Gender - Ethnicity - Social control - Norms and values - Globalisation - Social change Students are expected not only to define these concepts but to apply them to contemporary social issues. Students learn to analyse society through competing perspectives: - Karl Marx and Marxism - Émile Durkheim and Functionalism - Max Weber and Interpretivism - Feminism - Postmodernism - Interactionism	KS4 Sociology: Families & Households KS3 Geography Topics such as population change, migration, urbanisation and global inequality connect well to social stratification and social issues KS3 History Knowledge of industrialisation, social change, class systems and migration help students understand social stratification and changing family patterns. KS3 CPRE Topics such as families, relationships, peer pressure, discrimination, social media and mental wellbeing provide useful background knowledge for the Sociology units on families, education and social inequality.	KT 4: Theories of the family KT 5: Family Diversity KPI 3: Analyse two ways in which family diversity has been influenced by Government policies (10 marks) KPI 4: Evaluate the reasons for the changing patterns in marriage and cohabitation (20 marks)	Scaffolded explanations (sentence starters) Chunked instructions for independent work. Targeted questioning (cold call with support) Mixed attainment grouping for discussion Extension: task given on do now, and any activity slide for those who are more able. Reading lists to support those who wish to extend their understanding Timed exam practiced every lesson with scaffolding (sentence starters) PEEEL paragraph prompts (if applicable) and extension tasks	

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
		New Right theories A core disciplinary habit is asking: Which perspective explains this issue most convincingly?				
12 Term 3	Paper 2: Topics in Sociology: Families & Households & Beliefs in Society <i>Students will explore the impact of religion on society and different social groups. Students will also look at how religion has been impacted by globalisation.</i>	Across all Beliefs in Society, students repeatedly use concepts such as: - Socialisation - Culture - Identity - Power - Inequality - Social class - Gender - Ethnicity - Social control - Norms and values - Globalisation - Social change Students are expected not only to define these concepts but to apply them to contemporary social issues. Students learn to analyse society through competing perspectives: - Karl Marx and Marxism - Émile Durkheim and Functionalism - Max Weber and Interpretivism - Feminism - Postmodernism	KS3 CPRE Topics such as families, relationships, peer pressure, discrimination, social media and mental wellbeing provide useful background knowledge for the Sociology units on families, education and social inequality. KS3 History Knowledge of industrialisation, social change, class systems and migration help students understand social stratification and changing family patterns. RE Students encounter beliefs, values, social norms, family roles and cultural diversity, which help when studying sociological perspectives on families and socialisation.	KT 6: Theories of Beliefs KT 7: Religious Organisations KPI 5: Outline and explain two functions of religion (10 marks) KPI 6: Evaluate age and religious beliefs (20 marks)	Scaffolded explanations (sentence starters) Chunked instructions for independent work. Targeted questioning (cold call with support) Mixed attainment grouping for discussion Extension: task given on do now, and any activity slide for those who are more able. Reading lists to support those who wish to extend their understanding Timed exam practiced every lesson with scaffolding (sentence starters) PEEEL paragraph prompts (if applicable) and extension tasks	

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
		- Interactionism - New Right theories A core disciplinary habit is asking: Which perspective explains this issue most convincingly?				
13 Term 1	Paper 3: Theory & Methods <i>Students will know how different sociological theories view society. Student will know the core debates within sociology</i>	<u>Sociology's Disciplinary Thinking</u> Students learn to: - Think beyond common sense. - Apply sociological concepts. - Analyse social structures. - Compare theoretical perspectives. - Evaluate competing explanations. - Understand the relationship between society and individuals. <u>Sociology's Disciplinary Methods</u> Students learn to: - Design investigations. - Collect evidence. - Evaluate research quality. - Interpret quantitative and qualitative data. - Apply ethical principles.	KS4 Sociology: Research methods	KT 8: Functionalist & Marxist View of Society KT 9: Positivism & Interpretivism KPI 7: Evaluate Social Action Theories for understanding our society today (20 marks) KPI 8: Evaluate consensus vs conflict theories (20 marks)	Scaffolded explanations (sentence starters) Chunked instructions for independent work. Targeted questioning (cold call with support) Mixed attainment grouping for discussion Extension: task given on do now, and any activity slide for those who are more able. Reading lists to support those who wish to extend their understanding Timed exam practiced every lesson with scaffolding (sentence starters) PEEEL paragraph prompts (if applicable) and extension tasks	A-level Sociology is closely related to these university subjects: Sociology degrees - Most direct progression - Builds on topics like: - social inequality - education - crime and deviance - families - social theory At degree level, you go deeper into: - Marxism, Functionalism, Feminism (in more detail) - Global inequality - Research methods and academic studies

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
		Use evidence to support arguments. Sociology enables students to understand how societies shape human behaviour through the use of sociological concepts, theoretical perspectives and systematic research methods. Students learn to investigate social issues, evaluate evidence and construct evidence-based explanations of social life.				Criminology degrees Strong link because of: - Crime and deviance theories (e.g. labelling theory, strain theory) - Social control and punishment - Media and crime 🔗 Sociology gives the foundation for understanding <i>why crime happens in society</i>, not just individual behaviour. Social Work / Social Policy Links through: - Poverty and inequality - Welfare systems - Family structures - Social exclusion 🔗 Helps with understanding real-world social problems and support systems. Education Studies Links through:

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
						- Class and educational achievement - School systems and inequality - Role of institutions in society Anthropology Links through: - Culture - Identity - Social norms and values across societies Politics Links through: - Power and authority - Social class and inequality - Role of the state and social control 2. Skills links (very important for university) Even if you don't study Sociology at degree level, it still helps because it builds: Essay writing skills - Clear arguments - Structured paragraphs (PEEL)

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
						- Evidence-based conclusions 📖 Useful for Law, Politics, English, History Critical thinking and evaluation - Comparing theories (e.g. Marxism vs Functionalism) - Judging strengths and weaknesses - Using evidence to support arguments 📖 Essential for almost all humanities degrees Research methods skills - Understanding surveys, interviews, experiments - Evaluating reliability and validity - Analysing data and studies 📖 Very important for Psychology, Criminology, Sociology, Education

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
						3. How universities see it Universities like Sociology because it shows you can: • Understand complex social issues • Think critically about society • Use evidence to build arguments • Handle academic writing
13 Term 2	Paper 3: Crime & Deviance <i>Students will know how crime is measured. They will also know the social groups more likely to commit crime. Students will know a variety of different criminal theories. Students will be know real life criminal examples to apply to their sociological understanding.</i>	Across crime and deviance, students repeatedly use concepts such as: • Socialisation • Culture • Identity • Power • Inequality • Social class • Gender • Ethnicity • Social control • Norms and values • Globalisation • Social change Students are expected not only to define these concepts but to apply them to contemporary social issues.	KS4 Sociology: Crime and Deviance KS3 CPRE Topics such as families, relationships, peer pressure, discrimination, social media and mental wellbeing provide useful background knowledge for the Sociology units on families, education and social inequality. RE Students encounter beliefs, values, social norms, family roles and cultural diversity, which help when studying sociological perspectives on families and socialisation.	KT 8: Theories of Crime KT 9: Social groups and crime KT 10: Types of crime (state, green, human) KPI 9: Outline and explain 4 & 6 marks (10 marks) KPI 10: Evaluate surveillance (30 marks)	Scaffolded explanations (sentence starters) Chunked instructions for independent work. Targeted questioning (cold call with support) Mixed attainment grouping for discussion Extension: task given on do now, and any activity slide for those who are more able. Reading lists to support those who which to extend their understanding Timed exam practiced every lesson with scaffolding	

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
		A major disciplinary debate running through the course is: Structure Do social institutions shape our behaviour? Examples: • Family • Education • Religion • Economy Agency Do individuals make independent choices? Students repeatedly analyse the relationship between social constraints and individual action			(sentence starters) PEEEL paragraph prompts (if applicable) and extension tasks	
13 Term 3	Revision					

Year	Unit/Big Idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessment (Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
12 Term 1						
12 Term 2						
12 Term 3						
13 Term 1						
13 Term 2						
13 Term 3						

