

Yr12 (KS5) Sociology	Topic Area	Knowledge/skills to be taught.	Resources/support at home
Autumn 1 Ms Hargreaves	3.1.1 Education	Students are expected to be familiar with sociological explanations of the following content: • the role and functions of the education system, including its relationship to the economy and to class structure	For detailed breakdown of module content please see the AQA A-level Sociology specification <a href="https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-7191-7192-SP-2019">https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-7191-7192-SP-2019</a> <ul style="list-style-type: none"> <li>• All lesson resources including slide, handouts and homework are shared via Google Classroom</li> <li>• Access to model answers available via 'Useful Links' in Google Classroom</li> <li>• Access to past papers, markschemes and examiners comments available via 'Useful Links' in Google Classroom.</li> <li>• Access to Sociology wider reading/viewing list available via 'Useful Links' in Google Classroom</li> </ul>
Autumn 1 Ms John	3.2.2.2 Families and Households	Students are expected to be familiar with sociological explanations of the following content: • the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies <ul style="list-style-type: none"> <li>• changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures</li> <li>• gender roles, domestic labour and power relationships within the family in contemporary society</li> </ul>	

		<ul style="list-style-type: none"> <li>• the nature of childhood, and changes in the status of children in the family and society</li> <li>• demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</li> </ul>	
Autumn 2 Ms Hargreaves	3.1.1 Education	<ul style="list-style-type: none"> <li>• differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</li> </ul>	
Autumn 2 Ms John	3.2.2.2 Families and Households  3.2.1 Research Methods	<ul style="list-style-type: none"> <li>• changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures</li> <li>• quantitative and qualitative methods of research; research design</li> <li>• sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics</li> </ul>	

Spring 1 Ms Hargreaves	3.1.1 Education	<ul style="list-style-type: none"> <li>relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning</li> </ul>	
Spring 1 Ms John	3.2.2.2 Families and Households  3.2.1 Research Methods	<ul style="list-style-type: none"> <li>gender roles, domestic labour and power relationships within the family in contemporary society</li> <li>the distinction between primary and secondary data, and between quantitative and qualitative data</li> </ul>	
Spring 2 Ms Hargreaves	3.1.1 Education	<ul style="list-style-type: none"> <li>the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to</li> </ul>	

		education; the impact of globalisation on educational policy.	
Spring 2 Ms John	3.2.2.2 Families and Households  3.2.1 Research Methods	<ul style="list-style-type: none"> <li>• the nature of childhood, and changes in the status of children in the family and society</li> <li>• demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</li> <li>• the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'</li> <li>• the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.</li> </ul>	
Summer 1 Ms Hargreaves	Revision		
Summer 1	Revision		

Ms John			
Summer 1 Ms Hargreaves	Exams		
Summer 2 Ms John	Exams		
<b>Yr13</b> <b>Sociology</b>	<b>Topic Area</b>	<b>Knowledge/skills to be taught.</b>	<b>Resources/support at home.</b>
Autumn 1 & 2  Ms hargreaves or Ms John	4.3 Crime and Deviance with Theory and Methods	<ul style="list-style-type: none"> <li>• topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification)</li> <li>• both the evidence of and the sociological explanations for the content listed in the topic areas below.</li> </ul> <p>Throughout, students should be encouraged to use examples drawn from their own experience of small-scale research.</p> <p>Attention should be given to drawing out links with other topics studied in this specification.</p>	<p>For detailed breakdown of module content please see the AQA A-level Sociology specification <a href="https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-7191-7192-SP-2019">https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-7191-7192-SP-2019</a></p> <ul style="list-style-type: none"> <li>• All lesson resources including slide, handouts and homework are shared via Google Classroom</li> <li>• Access to model answers available via 'Useful Links' in Google Classroom</li> <li>• Access to past papers, markschemes and examiners comments available via 'Useful Links' in Google Classroom.</li> <li>• Access to Sociology wider reading/viewing list available via 'Useful Links' in Google Classroom</li> </ul>

	4.3.1 Crime and Deviance	<ul style="list-style-type: none"> <li>• crime, deviance, social order and social control</li> <li>• the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</li> <li>• globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes</li> <li>• crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.</li> </ul>	
Autumn 1 & 2  Ms Sullivan	4.2.5 Beliefs in Society	<ul style="list-style-type: none"> <li>• ideology, science and religion, including both Christian and non-Christian religious traditions</li> <li>• the relationship between social change and social stability, and religious beliefs, practices and organisations</li> <li>• religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice</li> <li>• the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</li> </ul>	

		<ul style="list-style-type: none"> <li>the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.</li> </ul>	
Spring 1	JJ/SH - Crime and Deviance  KS - Beliefs		
Spring 2	<b>JJ/SH - C&amp;D/Theories</b>  <b>KS - Beliefs/Theory</b>	Part of theories as a topic has been taught remotely	
Summer 1 All teachers	Revision	Revision and individualised catchup on learning missed during remote learning	
Summer 2 All teachers	Revision/ EXAMS	If exams are pushed back into late Summer 2 term - Revision and individualised catchup on learning missed during remote learning	