

**Long Term Planning - A Level Sociology**  
**Curriculum Overview**

| <b>Year Group</b>        | <b>Unit 1</b>   | <b>Unit 2</b>  | <b>Unit 3</b>   | <b>Unit 4</b>  | <b>Unit 5</b>   | <b>Unit 6</b>   |
|--------------------------|---|--|---|--|---|---|
| <b>Year 12 (Staff 1)</b> | <b>Families &amp; Households</b><br><br>Theories of the Family<br>Functionalism<br>Marxism<br>Feminism<br>Personal life                       | <b>Families &amp; Households</b><br><br>Couples<br>Conjugal roles<br>Resources & decision-making<br>Domestic violence  | <b>Families &amp; Households</b><br><br>Childhood<br>Social construct<br>Position improved<br>Future of childhood   | <b>Families &amp; Households</b><br><br>Demography<br>Births & deaths<br>Ageing population<br>Migration<br>Changing family patterns<br>Marriage & Divorce<br>Partnerships<br>Other types                   | <b>Families &amp; Households</b><br><br>Family Diversity<br>Modernism<br>Neo-conventional<br>Postmodernism<br>Social policy<br>Comparative study<br>Theories<br>Family Policy in the UK | <b>Beliefs in Society</b><br><br>Theories of Religion<br>Conservative force<br>Force for social change<br><br>Secularisation<br>Secularisation thesis<br>Church attendance<br>Believing without belonging                     |
| <b>Year 12 (Staff 2)</b> | <b>Education</b> <ul style="list-style-type: none"> <li>▪ Role and function</li> <li>▪ Conflict Theory</li> <li>▪ Consensus theory</li> </ul> | <b>Education</b><br>Differential Educational Achievement <ul style="list-style-type: none"> <li>▪ Ethnicity</li> <li>▪ Gender</li> <li>▪ Social Class</li> </ul> | <b>Education</b><br>Educational Policy <ul style="list-style-type: none"> <li>▪ Timeline of key changes</li> <li>▪ Impact of policy since 1979</li> <li>▪ Effect of policy changes in modern context</li> </ul> | <b>Research Methods</b> <ul style="list-style-type: none"> <li>▪ Choices of method</li> <li>▪ Positivism &amp; Interpretivism</li> <li>▪ Primary data sources</li> <li>▪ Secondary data sources</li> </ul> | <b>Research Methods</b> <ul style="list-style-type: none"> <li>▪ Conduct of Research</li> <li>▪ Theoretical Issues</li> <li>▪ Practical Issues</li> <li>▪ Ethical Issues</li> </ul>     | <b>Education in Context</b> <ul style="list-style-type: none"> <li>▪ Factors affecting methodology</li> <li>▪ Investigating Issues</li> <li>▪ Strengths and Limitations</li> <li>▪ Research in Focus: Case studies</li> </ul> |
| <b>Skill(s)</b>          | Written communication; PEEL structure for focus. Reading for meaning  | Juxtaposing arguments<br>Evaluating theories   |   |  |   | Problem solving   |

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|                          |  |  |  |                                  |          |                                |
|--------------------------|--|--|--|----------------------------------|----------|--------------------------------|
| PD/T&E                   |  |  | Growing up positively  | Respect, equality and acceptance |          | Dangers of conspiracy theories |
| Futures                  | Social worker<br>Family support worker   | Policy officer   | Development worker   | Business ethnographer            |          |                                |
| <b>Year 13 (Staff 1)</b> | <b>Beliefs in Society</b><br><br>Religious Organisations <ul style="list-style-type: none"> <li>▪ Types of organisations</li> <li>▪ New religious movements</li> <li>▪ New Age</li> </ul><br>Relationship with different social groups <ul style="list-style-type: none"> <li>▪ Age</li> <li>▪ Gender</li> <li>▪ Ethnicity</li> <li>▪ Class</li> </ul> | <b>Beliefs in Society</b><br><br>Religion in the modern world <ul style="list-style-type: none"> <li>▪ Postmodernism</li> <li>▪ Globalisation</li> </ul><br>Ideology, Science & Religion <ul style="list-style-type: none"> <li>▪ Belief systems</li> <li>▪ Role and function</li> </ul> | <b>Theories of Sociology</b> <ul style="list-style-type: none"> <li>▪ Consensus &amp; conflict theories</li> <li>▪ Social action theories</li> <li>▪ Modernity</li> <li>▪ Postmodernity</li> <li>▪ Sociology as a science</li> <li>▪ Relationship between theory and methods</li> <li>▪ Relationship with social policy</li> </ul> | Revision                         | Revision | <b>Examinations</b>            |
| <b>Year 13 (Staff 2)</b> | <b>Crime &amp; Deviance</b> <ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ Main Perspectives</li> <li>▪ Social Distribution</li> <li>▪ Recent patterns: Ethnicity, Gender and Social Class</li> </ul>   | <b>Crime &amp; Deviance</b> <ul style="list-style-type: none"> <li>▪ Globalisation and Crime</li> <li>▪ Media and Crime</li> <li>▪ Green Crime</li> <li>▪ Human Rights</li> <li>▪ State Crime</li> </ul>   | <b>Crime &amp; Deviance</b> <ul style="list-style-type: none"> <li>▪ Crime Control</li> <li>▪ Measuring Crime</li> <li>▪ Victims of Crime</li> <li>▪ The role of the criminal justice system</li> </ul>  | Revision                         | Revision | <b>Examinations</b>            |

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|                   |   |  |  |  |  |  |
|-------------------|---|--|--|--|--|--|
| <b>Skill(s)</b>   | Written communication; PEEL structure for focus.<br>Reading for meaning                           | Juxtaposing arguments<br>Evaluating theories | Evaluating theories                    |  |  |  |
| <b>PD/T&amp;E</b> | Respect for others' opinions & beliefs in a multicultural society                                 | Media - influence on choices and behaviours  | Legal system and understanding         |  |  |  |
| <b>Futures</b>    | Criminal justice system - police, law, judges, prison & probation service<br>Social policy reform | Journalism<br>Political career paths         | Criminal Justice Service<br>Legal work |  |  |  |