



Prince William School

Sociology Curriculum Overview



Why Teach Sociology?

- It allows students to develop a critical understanding of the social world and social issues.
- Encourages students to explore and debate contemporary issues in the social world, such as inequalities, crime, and education.
- Sociology provides insight into social structures and an individual's role in society.
- Sociology encourages students to understand social changes and continuities over time and key sociological thinkers' views on these issues, such as Marxism and Feminism.
- It equips students with necessary skills for any kind of future job or profession.

Substantive Big Ideas

Sociology offers students the opportunity to learn about a range of institutions and behaviours seen in society and how these can impact individuals and groups. This is particularly suited to those who wish to enter professions in the public sector. The substantive big ideas are based around explaining different social behaviours and understanding the main sociological perspectives.

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| | Socialisation | Focuses on the teaching and learning of norms and values of a society –the expected behaviours and what is important within a society. |
| | Sociological Perspectives | How key thinkers and approaches explain society and behaviours in society. Including, functionalism, Marxism, and feminism. |
| | Social Stratification | Looks at the structure of society and how different groups are treated by society, including, class, gender, ethnicity. |
| | Patterns and Trends | Highlights the main patterns and trends in society, discovering commonly found evidence from official statistics and research. |
| | Research Methods | Emphasises the main methods and types of data that is collected in sociological research. |

Disciplinary Big Ideas

Students make progress in sociology through developing the following:

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| | Knowledge of theories, concepts and methods used in sociology. | Students will have a growing knowledge of sociological terms, building up from the fundamentals and key concepts and perspectives to more complex, narrow ideas. |
| | Analysis and evaluation of sociological ideas. | Students will be able to analyse sources for key trends and ideas. Students will also build their evaluation from juxtaposing perspectives, to creating a discussion between theories on sociological behaviour. |
| | Application of knowledge and understanding to different concepts. | Students will be able to apply their knowledge of key concepts to the main topics covered in sociology. They will also apply knowledge from sources and evidence to demonstrate their points. Students will work on demonstrating explicit and consistent application of knowledge to different perspectives and opinions. |
| | Construction of arguments and ability to draw logical conclusions. | Students will start forming arguments from GCSE that become more sophisticated throughout their study of sociology. They will be able to explain and justify views on statements about identity and social problems which are reasoned and evidenced. |

Learning for Life and Careers

Employability skills

Literacy, Numeracy/ICT, Research, Analysis, Creativity, Leadership, Organisation, Resilience, Initiative, Communication.

Linking the curriculum to careers

Sociology has strong links to careers in the public sector, including education, social work, and the criminal justice system. The curriculum also teaches transferable skills that would support careers in marketing, public relations, journalism, and research.

Encounters with employers

Visiting talks from those working within the criminal justice system, including police detectives and prison officers as well as visits to the Old Bailey. Extra-curricular talks to sociology lectures and other experts in their field, discussing contemporary research and theory in sociology.

Examples of qualification pathways

Youth Worker- Sociology GCSE- A-Level- Apprenticeship supported by the National Youth Agency
Police Officer- Sociology Degree- two year work based training programme- Level 6 post diploma in professional, policing practices.



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Sociology Curriculum Map – Topics by Term



| | Socialisation | Sociological Perspectives | Social Stratification | Patterns and Trends | Research Methods | |
|----------|--|--|---|--|----------------------------|--|
| | Year 10 | Year 11 | Year 12 | Year 13 | | |
| Autumn 1 | Key Concepts <ul style="list-style-type: none"> • Norms and values • Status and roles • Culture • Nature vs nurture • Agencies of socialisation (primary and secondary) • Identity (gender, class, ethnicity, nationality) • Social control (formal/ informal) | Crime and Deviance | Socialisation, culture, and identity <ul style="list-style-type: none"> • Culture (types of culture and cultural hybridity) • Agencies of socialisation (primary and secondary) • Social control • Influences on identity <ul style="list-style-type: none"> • Ethnicity, nationality, class, gender, age, disability, sexuality | Social Inequalities | | |
| | | Social construction of crime <ul style="list-style-type: none"> ○ Social control ○ Use of sanctions | | <ul style="list-style-type: none"> • Patterns and trends in class inequality | | |
| Autumn 2 | Families and Households <ul style="list-style-type: none"> • Types of families <ul style="list-style-type: none"> ○ Global families ○ Nuclear family | Crime and Deviance | Youth Subcultures | Theories of crime and deviance <ul style="list-style-type: none"> ○ Functionalism ○ Subcultural theories ○ Marxism ○ Interactionism | Social Inequalities | |
| | Family diversity <ul style="list-style-type: none"> ○ Marriage/ divorce/ singlehood ○ Reasons for family diversity | Theories on spectacular subcultures <ul style="list-style-type: none"> ○ Functionalism ○ Marxism ○ Feminism ○ Postmodernism | | <ul style="list-style-type: none"> • Patterns and trends in ethnicity inequality | | |
| Spring 1 | Families and Households | Crime and Deviance | Youth Subcultures | Research Methods | | |
| | Roles in the family <ul style="list-style-type: none"> ○ Roles of men and women ○ Changes to childhood ○ Roles of grandparents | Theories of crime and deviance <ul style="list-style-type: none"> ○ Media and Crime ○ Feminism and Crime | Patterns and trends in deviant subcultures <ul style="list-style-type: none"> ○ Class, gender, ethnicity | <ul style="list-style-type: none"> • Positivist methods • Interpretivist methods | | |
| | Theories of the family <ul style="list-style-type: none"> ○ Functionalism ○ Marxism ○ Feminism | | Theories of deviant subcultures <ul style="list-style-type: none"> ○ Functionalism ○ New Right ○ Marxism ○ Interactionism ○ Culture and identity | <ul style="list-style-type: none"> • Research processes • Ethnography • Factors affecting research <ul style="list-style-type: none"> ○ Practical ○ Ethical ○ Theoretical | | |
| | | | Media and deviant subcultures | | | |

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|----------|---|---|--|--|
| Spring 2 | Education Factors affecting education <ul style="list-style-type: none"> Internal and external factors relating to class Internal and external factors relating to ethnicity Internal and external factors relating to gender | Social Stratification Inequalities in society (Class, Age, Gender, Ethnicity) Patterns and trends Workplace, education, life chances Theories of stratification <ul style="list-style-type: none"> Functionalism Marxism Feminism Weberian sociology | Crime and Deviance <ul style="list-style-type: none"> Social construction of crime Crime and deviance Global crime Green crime | <ul style="list-style-type: none"> Revision |
| | Theories on education <ul style="list-style-type: none"> Functionalism Marxism Feminism | | Patterns and trends (offending and victimisation) <ul style="list-style-type: none"> Class Age Gender Ethnicity | |
| Summer 1 | Research Methods Types of data <ul style="list-style-type: none"> Primary and secondary data Quantitative and qualitative data <ul style="list-style-type: none"> Types of methods Questionnaires Interviews Observations | Poverty <ul style="list-style-type: none"> Deprivation, social exclusion Globalisation and poverty | Crime and Deviance Theories of crime and deviance <ul style="list-style-type: none"> Functionalism Subcultural Interactionism Marxism Neo-Marxism Feminism Left Realism Right Realism | <ul style="list-style-type: none"> Revision |
| | | | Crime prevention <ul style="list-style-type: none"> Left realism Right realism | |
| Summer 2 | Research Methods | <ul style="list-style-type: none"> Revision | Globalisation and the Digital Social World <ul style="list-style-type: none"> Globalisation Digital media | |
| | <ul style="list-style-type: none"> Factors affecting research Practical issues (cost, time) Ethical issues Theoretical issues (validity, reliability) | | Theories of globalisation and digital media <ul style="list-style-type: none"> Marxism Feminism Postmodernism Impact of digital media <ul style="list-style-type: none"> On the individual On culture | |



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Sociology Curriculum Map – Substantive Knowledge Progression







| | Year 10 | Year 11 | Year 12 | Year 13 |
|---------------------------|--|--|---|--|
| Socialisation | <ul style="list-style-type: none"> • Difference between norms and values. • Understanding the process of primary and secondary socialisation. • Influence of nature and nurture on behaviour. • Socialisation into gender, ethnicity, and class identity. • Formal and informal agencies of social control and the use of positive and negative sanctions. • Cultural diversity and subcultures. | <ul style="list-style-type: none"> • Socialisation of social control and social order. • Consequences of inadequate socialisation resulting in criminality. • Ruling class power behind laws/ norms values • Crime patterns and CGE • Formal and informal agencies of social control in the CJS | <ul style="list-style-type: none"> • Process of socialisation. • Role of socialisation in shaping SCAGED identities. • Types of culture and cultural diversity. • Types of identity and how they are changing in modern society. • Role of youth subcultures in our socialisation. | <ul style="list-style-type: none"> • Impact of socialisation on life chances, work and employment. |
| Sociological Perspectives | <ul style="list-style-type: none"> • Views on Family, Education, Social Stratification <ul style="list-style-type: none"> ○ Functionalism ○ Marxism ○ Feminism ○ Weberian | <ul style="list-style-type: none"> • Views on Crime and Deviance <ul style="list-style-type: none"> ○ Functionalism ○ Marxism ○ Feminism ○ Interactionism | <ul style="list-style-type: none"> • Views on Youth Subcultures, Globalisation, Crime and Deviance <ul style="list-style-type: none"> ○ Functionalism ○ Marxism ○ Feminism ○ Interactionism ○ Realism ○ Postmodernism | <ul style="list-style-type: none"> • Views on Social Inequalities (Class, Age, Gender, Ethnicity) <ul style="list-style-type: none"> ○ Functionalism ○ Marxism ○ Feminism ○ Interactionism ○ Realism ○ Weberian ○ Postmodernism |
| Social Stratification | <ul style="list-style-type: none"> • Family diversity in the UK • Demographic changes in the family. • Factors affecting education and how this affects pupil performance. • Social stratification between groups in society <ul style="list-style-type: none"> ○ Gender ○ Class ○ Ethnicity ○ Sexuality • Poverty in the UK | <ul style="list-style-type: none"> • Factors affecting official police statistics • Factors affecting crime and deviance <ul style="list-style-type: none"> ○ Class ○ Gender ○ Ethnicity ○ Poverty | <ul style="list-style-type: none"> • Patterns and trends in youth deviance and youth subcultures • Patterns and trends in crime and deviance. • Relationship between class, gender, and ethnicity on trends in crime. | <ul style="list-style-type: none"> • Patterns and trends in social inequalities in relation to: <ul style="list-style-type: none"> ○ Class ○ Gender ○ Ethnicity ○ Age |
| Research Methods | | <ul style="list-style-type: none"> • Types of data • Types of methods • Practical factors affecting research methods • Ethical issues and how to deal with them • Theoretical factors affecting research methods | | <ul style="list-style-type: none"> • Types of data • Positivist methods • Interpretivist methods • Practical factors affecting research methods • Ethical issues and how to deal with them • Theoretical factors affecting research methods |



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Sociology Curriculum Map – Disciplinary Knowledge Progression



| | Year 10 | Year 11 | Year 12 | Year 13 |
|---|--|---|--|---|
|  Knowledge | <p>Outline and provide examples of key sociological concepts such as norms and values.</p> <p>Link sociological concepts to main perspectives such as functionalist views on the family.</p> | <p>Explain key concepts in detail such as anomie and stratification and will be able to use foundational knowledge to develop their explanation.</p> <p>Link sociological concepts to different types of perspectives, for example consensus and conflict theories.</p> | <p>Explain key concepts in detail, such as anti-school subcultures.</p> <p>Link sociological concepts to main perspectives/ specific sociologists, for example, Willis' research into youth subcultures.</p> <p>Support examples with sociological evidence.</p> | <p>Explain key concepts in detail, such as interpretivism and positivism.</p> <p>Link sociological concepts to main perspectives/ specific sociologists, such as social action theories and black feminism.</p> <p>Support examples with sociological evidence.</p> |
|  Application | <p>Apply the core sociological perspectives to their views on the family and education, such as functionalist and New Right views of diversity.</p> <p>Apply knowledge to explain behaviour presented in fictional/ real life scenarios.</p> | <p>Develop application of sociological perspectives by referring to key sociologists, such as Cohen and Marx, Weber and their views on society.</p> <p>Apply the core perspectives to views on crime, such as interactionist views on criminality.</p> <p>Apply sociological knowledge to explain patterns and trends shown in statistics and data.</p> | <p>Apply different strands within the sociological perspectives and explain their views on society, for example Marxism and Neo- Marxism, Liberal and Radical feminists.</p> <p>Apply sociological evidence, including research, and contemporary examples to concepts, for example Deepwater Horizon as an example of breaches of health and safety.</p> <p>Apply knowledge to visual and written sources, making links between the source and own knowledge.</p> | <p>Apply different strands within the sociological perspectives and explain their views on stratification and research method choice, such as the difference between positivist and interpretivist methods.</p> <p>Apply sociological evidence, including research, and contemporary examples to concepts, for example the use of zero-hour contracts as a reserve army of labour.</p> <p>Apply knowledge to explain quantitative and qualitative data and scenarios presented.</p> |
|  Evaluation | <p>Form simple evaluation points considering alternative reasons and factors, such as changes in norms and position of women as affecting marriage rates.</p> | <p>Evaluate by considering alternative perspectives and their views, such as how a functionalist view differs to a Marxist view.</p> | <p>Evaluate by considering alternative perspectives from within strands, for example how functionalist views on crime differ from Durkheim to subcultural theories.</p> <p>Consider direct evaluation of theories and ideas through support from other sociologists or explicit weaknesses.</p> | <p>Evaluate by considering specific challenges and support of theories, for example how Hakim's preference theory challenges feminist theories of gender inequality.</p> <p>Create discussion between ideas and perspectives rather than offering juxtaposing viewpoints.</p> |
|  Construction of Arguments | <p>Construct arguments considering reasons and consequences of changes in society, such as the consequences of labelling on educational achievement.</p> | <p>Construct arguments by considering agreement with statements about society. Students will be able to draw on a range of sociological perspectives to discuss those that agree and disagree with the view.</p> | <p>Construct reasoned and supported arguments by developing responses with sociological evidence, including perspectives, sociologists, and examples, such as whether national identity is still important today.</p> <p>Clear line of reasoning is presented in argument.</p> | <p>Construct increasingly complex arguments by creating a discussion throughout their response, providing arguments and counterarguments rooted in sociological theory and evidence. Students will use evidence they have selected and explained to ultimately reach a judgement on the statement/ question. Developed and supported line of reasoning is sustained.</p> |



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Sociological Disciplinary Vocabulary



| Year 10 | Year 11 | Year 12 | Year 13 |
|--|---|---|-----------------------|
| | ← Reinforce Previous | ← Reinforce Previous | ← Reinforce Previous |
| Advise Application/ Apply Consequence Contemporary Define Describe Discuss Evaluate Evidence Explain Explore Identify In context Judgement Outline Pattern Relevant Research Theory Trend | Advantage Assess Statistic Strengths Weaknesses | Attitudes Briefly evaluate Reference Source Summarise Wider Sociological Knowledge | Assess Conclusions |



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Sociological Substantive Vocabulary



| | Year 10 | | Year 11 | | Year 12 | | Year 13 | |
|----------|-----------------------|--------------------------|---------------------|--------------------------------|----------------------------------|------------------------|------------------------|--------------------------|
| Autumn 1 | Key Concepts | | Crime and Deviance | | Socialisation, Culture, Identity | | Research Methods | |
| | Norms | Subculture | Crime | Un/Recorded Crime | Agencies of Socialisation | Discrimination | Positivism | Rapport |
| | Values | Roles | Deviance | Moral Panic | Cultural Diversity | Economic Capital | Interpretivism | Ethnography |
| | Status | Socialisation | Sanctions | Judiciary | Hybridity | Cultural Capital | Objectivity | Triangulation |
| | Culture | Identity | Social Construction | White Collar Crime | Neighbourhood Nationalism | Resistance | Verstehen | Methodological Pluralism |
| Autumn 2 | Families | | Crime and Deviance | | Youth Subcultures | | Social Inequalities | |
| | Nuclear Family | Conjugal Roles | Anomie | Material Deprivation | Hegemony | Neo-Tribes | Life Chances | Role Allocation |
| | Blended Family | Same-Sex Families | Strain | Delinquency | Spectacular Subcultures | Supermarket Style | Poverty | Glass Ceiling |
| | Cohabitation | Lone-Parent Families | Subcultural Theory | Underclass | Rite of Passage | Resistance | Social Mobility | Intersectionality |
| | Divorce | Monogamy | Status Frustration | Master Status | Bedroom Culture | Subcultural Capital | Polarisation | Preference Theory |
| Spring 1 | Families | | Research Methods | | Youth Subcultures | | Social Inequalities | |
| | Patriarchy | Gender Roles | Ethics | Sampling | Hybrid Subcultures | Delinquent Subcultures | Concrete Ceiling | Infantilisation |
| | Feminism | Domestic Violence | Interview | Primary/ Secondary data | Cultural Appropriation | Marginalisation | Reserve Army of Labour | Zero-Hours Contract |
| | Secularisation | Marxism | Observations | Quantitative/ Qualitative Data | Deviant Subcultures | Retreatism | Dual Labour Market | Fuel Poverty |
| | Extended Families | Functionalism | Questionnaire | Representativeness | Anti-School Subcultures | Gangs | Ageism | Gerontology |
| Spring 2 | Education | | Research Methods | | Crime and Deviance | | | |
| | Formal Curriculum | Labelling | Validity | Pilot Studies | Victim Surveys | Boundary Maintenance | | |
| | Hidden Curriculum | Self-fulfilling Prophecy | Reliability | Triangulation | Self-Report Surveys | Edgework | | |
| | Free Schools | Social Capital | Hawthorne Effect | Longitudinal Studies | Repeat Victimization | Typification | | |
| | Deprivation | Public School | Generalisability | Content Analysis | Global Organised Crime | Relative Deprivation | | |
| | Meritocracy | Hypothesis | | Green Crime | | | | |
| Summer 1 | Education | | | | Crime and Deviance | | | |
| | Private School | Role Allocation | | | Paradox of Inclusion | Rehabilitation | | |
| | State School | Life Chances | | | Chivalry Thesis | Zero Tolerance | | |
| | Academies | Social Cohesion | | | Institutional Racism | Target Hardening | | |
| | Independent School | Social Control | | | Restorative Justice | Multi-Agency | | |
| Summer 2 | Social Stratification | | | | Globalisation | | | |
| | Poverty | Market Position | | | Globalisation | Digital Divide | | |
| | Open/ Closed System | Prejudice | | | Global Village | Cyborgs | | |
| | Pay Gap | Social Exclusion | | | Social Networks | Social Protest | | |
| | Equality | Social Mobility | | | Media Convergence | Cultural Defence | | |