



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.

	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:

	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) 	Research Methods <ul style="list-style-type: none"> • Types of data <ul style="list-style-type: none"> ○ Primary and secondary data ○ Quantitative and qualitative data • Types of methods <ul style="list-style-type: none"> ○ Questionnaires ○ Interviews ○ Observations • Factors affecting research <ul style="list-style-type: none"> ○ Practical issues (cost, time) ○ Ethical issues ○ Theoretical issues (validity, reliability) 	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 <ul style="list-style-type: none"> • Patterns and trends in class inequality Theories of class inequality <ul style="list-style-type: none"> ○ Functionalism ○ Marxism ○ Feminism ○ Weberian • Patterns and trends in gender inequality Theories of gender inequality <ul style="list-style-type: none"> ○ Strands of feminism ○ Preference theory ○ Functionalism ○ Marxism ○ Weberian 	
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 <ul style="list-style-type: none"> Social construction of crime <ul style="list-style-type: none"> • Social control (informal/ formal) • Use of sanctions Patterns and trends in offending and victimisation <ul style="list-style-type: none"> ○ Class and crime ○ Ethnicity and crime ○ Gender and crime 	Youth Subcultures <ul style="list-style-type: none"> Theories on spectacular subcultures <ul style="list-style-type: none"> ○ Functionalism ○ Marxism ○ Feminism ○ Postmodernism • Types of youth subcultures (class, gender, ethnicity) 	Social Inequalities <ul style="list-style-type: none"> • Patterns and trends in ethnicity inequality Theories of ethnicity inequality <ul style="list-style-type: none"> ○ Functionalism ○ Marxism ○ Feminism ○ Weberian • Patterns and trends in age inequality Theories of age inequality <ul style="list-style-type: none"> ○ Functionalism ○ Marxism ○ Feminism ○ Weberian 	
Spring 1	Families and Households <ul style="list-style-type: none"> Roles in the family <ul style="list-style-type: none"> ○ Roles of men and women ○ Changes to childhood ○ Roles of grandparents 	Crime and Deviance <ul style="list-style-type: none"> Theories of crime and deviance <ul style="list-style-type: none"> ○ Functionalism ○ Subcultural theories ○ Marxism ○ Interactionism 	Youth Subcultures <ul style="list-style-type: none"> Patterns and trends in deviant subcultures <ul style="list-style-type: none"> ○ Class, gender, ethnicity Theories of deviant subcultures <ul style="list-style-type: none"> ○ Functionalism ○ New Right ○ Marxism ○ Interactionism ○ Culture and identity Media and deviant subcultures 	Research Methods <ul style="list-style-type: none"> • Positivist methods • Interpretivist methods 	<ul style="list-style-type: none"> • Research processes • Ethnography • Factors affecting research <ul style="list-style-type: none"> ○ Practical ○ Ethical ○ Theoretical

	Theories of the family <ul style="list-style-type: none"> ○ Functionalism ○ Marxism ○ Feminism 			
Spring 2	Education	Crime and Deviance	Crime and Deviance	<ul style="list-style-type: none"> • Revision
	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 	<ul style="list-style-type: none"> • Theories of crime and deviance ○ Media and Crime ○ Feminism and Crime 	<ul style="list-style-type: none"> • Social construction of crime ○ Crime and deviance ○ Global crime ○ Green crime Patterns and trends (offending and victimisation) <ul style="list-style-type: none"> ○ Class ○ Age ○ Gender ○ Ethnicity 	
Summer 1	Education	<ul style="list-style-type: none"> • Revision 	Crime and Deviance	<ul style="list-style-type: none"> • Revision
	Theories on education <ul style="list-style-type: none"> ○ Functionalism ○ Marxism ○ Feminism 		Theories of crime and deviance <ul style="list-style-type: none"> ○ Functionalism ○ Subcultural ○ Interactionism ○ Marxism ○ Neo-Marxism ○ Feminism ○ Left Realism ○ Right Realism Crime prevention <ul style="list-style-type: none"> ○ Left realism ○ Right realism 	
Summer 2	Social Stratification <ul style="list-style-type: none"> • Inequalities in society (Class, Age, Gender, Ethnicity) 	<ul style="list-style-type: none"> • Revision 	Globalisation and the Digital Social World <ul style="list-style-type: none"> • Globalisation • Digital media 	
	Patterns and trends <ul style="list-style-type: none"> ○ Workplace, education, life chances 		Theories of globalisation and digital media <ul style="list-style-type: none"> ○ Marxism ○ Feminism ○ Postmodernism 	
	Theories of stratification <ul style="list-style-type: none"> ○ Functionalism ○ Marxism ○ Feminism ○ Weberian sociology 		Impact of digital media <ul style="list-style-type: none"> ○ On the individual ○ On culture 	
	Poverty <ul style="list-style-type: none"> ○ Deprivation, social exclusion ○ Globalisation and poverty 			



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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		