



KS5 Long Term Plan 2019-2020

Subject: Sociology

Exam Board: OCR

Assessment/Exam Structure – 2 year model A level. Component 1 and 2 will be taught in year 1 followed by year 12 exam. In year 2 component 3 will be studied. Students will then enter for A level. Exam structure - Year 13 A2 (Paper 1,2 and 3)

Sociology Statement of Intent

The intent of the Sociology curriculum is to enable pupils to participate in our interconnected world with understanding and humanity, and the higher-level skills needed for the knowledge-based economy. Through the study of Sociology, pupils will examine social phenomena that affect people's lives in profound ways. The course is designed and delivered to nurture thoughtful and motivated young people, who can act responsibly as active citizens, and who believe in their ability to change their community for the better. The Sociology curriculum challenges pupils to look beyond appearances and set aside their own personal beliefs to enable them to grow in compassion and kindness. It empowers pupils with intellectually challenging ideas and concepts and essential skills of critical thinking. We encourage pupils to make mistakes, and learn from them, so they succeed in being resilient

Pupils will gain a holistic and critical appreciation of Sociology through use of a range of teaching strategies that promote independent, pupil-led learning and active learning, such as well-structured debates and discussions and practical activities to deepen pupils understanding and enjoyment, whilst building core skills. A key focus of the curriculum is active engagement in Sociological research and pupils will complete independent research tasks, solidifying their research methods skills. Pupils will also have the opportunity to apply their understanding to current events and topics in the real world. We hope pupils leave with deep Sociological knowledge and understanding, as well as strategic skills such as the ability to interpret different sources of data and weigh up the value of evidence, which are necessary for success in a broad range of careers and in Higher Education. We are also looking to increase the number of students who would look to study Sociology at undergraduate level.

	Autumn 1/2		Autumn 1/2		Spring 1/2	
Yr. 12	<p>Topics</p> <p>Socialisation, Culture and identity</p> <p>What is culture?</p> <p>What is socialisation?</p> <p>What is identity?</p> <p>Taught by AST</p>	<p>Skills</p> <p>Understand, describe and explain.</p> <p>Consider implications of the nature/nurture debate.</p> <p>Explore the overlap between informal and formal control</p>	<p>Topics</p> <p>Youth sub culture</p> <p>How and why are sub cultures formed?</p> <p>Why do people participate in deviant sub cultures?</p> <p>Taught by AST</p>	<p>Skills</p> <p>Explore Theoretical views.</p> <p>Evaluate theories.</p> <p>Explain theories and apply them to concepts.</p>	<p>Topics</p> <p>Researching and understanding social inequalities</p> <p>What is the relationship between theory and methods?</p> <p>What are the main stages of the research method?</p> <p>Which methods are used in sociological research?</p> <p>Sampling techniques</p>	<p>Skills</p> <p>Describe , explain and evaluate.</p> <p>Taught by AST</p>
Assessments	<p>End of topic test</p> <p>Weekly essays</p>		<p>End of topic test</p>		<p>Source analysis</p>	-

Yr. 13	<p>Topics</p> <p>Component 3</p> <p>Debates in contemporary society</p> <p>Globalisation and the digital social world</p> <p>Globalisation</p> <p>Developments in digital communication</p> <p>Applying sociological theories</p>	<p>Skills</p> <p>Explain, define and evaluate.</p> <p>Applying sociological theories to concepts.</p>	<p>Topics</p> <p>Component 3</p> <p>Debates in contemporary society</p> <p>Globalisation and the digital social world</p> <p>The impact of digital communication on people's, social inequalities and relationships.</p> <p>The impact of digital communication on culture</p>	<p>Skills</p> <p>Discuss, consider and apply debates.</p> <p>Evaluate, consider and define.</p>	<p>Topics</p> <p>Option 1</p> <p>Crime and deviance</p> <p>How are crime and deviance defined and measured?</p> <p>What are the patterns and trends in crime?</p> <p>How can crime and deviance be explained?</p> <p>How can crime and deviance be reduced?</p>	<p>Skills</p> <p>Discuss, consider and apply debates.</p> <p>Evaluate, consider and define.</p>
Assessments	<p>Component tests.</p> <p>Sources</p> <p>Debates</p>					

	Spring 1/2		Summer 1		Summer 2	
Yr. 12	<p>Topics</p> <p>Understanding social inequalities</p> <p>Social class</p> <p>Gender</p>	<p>Skills</p> <p>Exam questions</p> <p>A01</p> <p>A02</p> <p>A03</p> <p>Research methods</p> <p>Use of patterns and trends</p>	<p>Topics</p> <p>Revision</p> <p>AS exam</p>	<p>Skills</p>	<p>Topics</p> <p>Understanding social inequalities</p> <p>Ethnicity</p> <p>Age</p>	<p>Skills</p>
Assessments	<p>End of unit tests</p> <p>Past exam papers and SAMS</p>					-

Yr. 13	Topics Crime and deviance	Skills	Topics Revise components 1,2 and 3 for exam	Skills	Exam season	Starts Mid May
Assessments						