



VISION: Through studying sociology our students will have a deep, critical understanding of society in which they live and take responsibility as active members of their community. They should be able to examine with own existence as social beings, who have been shaped by wider economic, social and psychological influences.

Unit 1 Autumn Terms Term	Foci	Assessment	Knowledge Organiser
	<p><u>Introducing Sociology</u></p> <ul style="list-style-type: none">• Debates within sociology including conflict versus consensus• How sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world• The work of key classical sociologists Durkheim, Marx and Weber• Different sociological perspectives on social structures, social processes and social issues, including those informed by: feminism, functionalism, interactionism and Marxism• The interrelationship between the core areas of sociology• How to use sociological research methods as outlined in the topics and how they apply in the specified contexts ie families, education• Key sociological terms and concepts concerned with social structures, social processes and social issues	<ol style="list-style-type: none">1. Knowledge tests at the end of each topic2. Midway assessment using exam style questions3. End of topic test with exam style questions	



Unit 2 Autumn Term	<p>Families</p> <p>Functions of the Family</p> <ul style="list-style-type: none"> Differing views of the functions of families. Parsons - functionalist perspective on primary socialisation and the stabilisation of adult personalities. <p>Family forms</p> <ul style="list-style-type: none"> How family forms differ in the UK and within a global context. The work of the Rapoport on family diversity. <p>Conjugal role relationships</p> <ul style="list-style-type: none"> Changing relationships within families. How relationships within families have changed over time. The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young. <p>Criticisms of families</p> <ul style="list-style-type: none"> The work of Zaretsky on developments in families from a Marxist perspective Delphy and Leonard's feminist critique of families. <p>Divorce</p> <ul style="list-style-type: none"> Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures. 	<ol style="list-style-type: none"> 1. Knowledge tests at the end of each topic 2. Midway assessment using exam style questions 3. End of topic test with exam style questions 	
Unit 3 Spring Term	<p>Education</p> <p>Roles and functions of education</p> <ul style="list-style-type: none"> Different views of the role and functions of education. The functionalist perspective of Durkheim and Parsons <p>The relationship between education and Capitalism</p> <ul style="list-style-type: none"> Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis <p>Educational Achievement</p> <ul style="list-style-type: none"> Factors affecting educational achievement. The work of Halsey and Ball <p>Processes within schools</p> <ul style="list-style-type: none"> Processes within schools affecting educational achievement. The work of Ball on teacher expectations and Willis on the creation of counter school cultures. 	<ol style="list-style-type: none"> 1. Knowledge tests at the end of each topic 2. Midway assessment using exam style questions 3. End of topic test with exam style questions 	



Nobel

Year:

Subject:

Unit 4 ongoing
throughout the

Research Methods

This topic will be taught throughout the year alongside the other topics.

Research design
Qualitative and quantitative methods
Different types of data
Primary and secondary sources
Interpretation of data
Practical issues
Ethical issues

This will be assessed throughout the year within the knowledge, midway and end of topic test of the other units.