

Scheme of Learning – Long Term Planning

Subject: Sociology		Key stage: 5	
Year	Autumn Term*	Spring Term*	Summer Term*
12	<p><u>Autumn 1 :</u> Unit 2: Families and households</p> <p>Different sociological views on the role of the family and its relationship to wider social structures such as the economy.</p> <p>Gender Roles, domestic labour and power relationships within the family in contemporary society.</p> <p>Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life and the diversity of contemporary family and household structure.</p>	<p><u>Spring 1</u></p> <p>*Unit 2: Families and Households end of unit test.</p> <p><u>Unit 1: Education</u></p> <p>The Role and function of the education system, including its relationship to the economy and to class structure</p> <p>Differential educational achievement of social groups</p> <p>Different sociological explanations of social class differences in educational achievement in relation to external and internal factors and processes within schools</p>	<p><u>Summer 1</u></p> <p>*Unit 1: Education end of unit test</p> <p><u>Unit 1&3: Theory and methods</u></p> <p>Quantitative and qualitative methods of research; research design</p> <p>Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics</p> <p>The distinction between primary and secondary data, and between quantitative and qualitative data</p> <p>The relationship between positivism, Interpretivism and sociological methods; the nature of 'social facts'</p> <p>The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research</p>
	<p><u>Autumn 2:</u> Unit 2: Families and Households cont'd</p> <p>The nature of childhood and changes in the status of children in the family and society.</p>	<p><u>Spring 2</u> Unit 1: Education cont'd</p> <p>Different sociological explanations of gender differences in educational achievement in</p>	<p><u>Summer 2</u></p> <p>*Summer examination Full Paper 1 and ½ Paper 2</p>

	<p>The impact of government legislation on the family</p> <p>Demographic trends in the United Kingdom since 1900.</p>	<p>relation to external and internal factors</p> <p>Patterns and trends in subject choice by gender. Different sociological explanations of gender differences in subject choice</p> <p>Differential sociological explanations of ethnic differences in educational achievement in relation to external and internal factors</p> <p>Significance of educational policies, including policies of for an understanding of the structure, role, impact and experience of and access to education</p> <p>Impact of Globalisation on Educational Policy</p>	<p><u>Unit 2: Mass Media</u></p> <p>Media representations of age, social class, ethnicity, gender, sexuality and disability</p> <p>The relationship between the media, their content and presentation, and audiences</p>
13	<p><u>Autumn 1</u> <u>Unit 2: Mass Media cont'd</u></p> <p>The new media and their significance for an understanding of the role of the media in contemporary society</p> <p>The relationship between ownership and control of the media</p> <p>The process of selection and presentation of the content of the news</p> <p>The media, globalisation and popular culture</p> <p>Unit 1&3: Theory: The concepts of modernity and post-modernity in relation to sociological theory</p>	<p><u>Spring 1</u> <u>Unit 3: Crime and Deviance cont'd</u></p> <p>Green crime e.g. types of green crime and green criminology</p> <p>Human rights and state crimes, e.g. war, genocide and torture, and human rights abuses.</p> <p>The social distribution of crime and deviance by ethnicity</p> <p>Left Realist explanations of crime, deviance, social order and social control</p>	<p><u>Summer 1</u> <u>Unit 1&3: Theory and Methods: Sociological debates</u></p> <p>The nature of science and the extent to which Sociology can be regarded as scientific</p> <p>The relationship between theory and methods</p> <p>Debates about subjectivity, objectivity and value freedom</p> <p>The relationship between Sociology and social policy</p> <p>Revision</p>
	<p><u>Autumn 2</u> <u>Unit 3: Crime and Deviance</u></p> <p>Crime, deviance, social order and social control</p> <p>Functionalist, labelling, Marxist and Neo -</p>	<p><u>Spring 2</u> <u>Unit 3: Crime and deviance</u></p> <p>The social distribution of crime and deviance by gender</p> <p>The media and crime, e.g. media</p>	<p><u>Summer 2</u></p>

	<p>Marxist explanations of crime, deviance, social order and social control</p> <p>The social distribution of crime and deviance by social class</p> <p>Globalisation and crime in contemporary society e.g. transnational organised crime, global criminal organisations, global capitalism and crimes of the powerful</p> <p>*Mock examinations</p>	<p>representations of crime , the media as a cause of crime and moral panics</p> <p>Crime control, surveillance, prevention and punishment, victims , and the role of the criminal justice system and other agencies</p> <p>*Unit 3 Mock examination</p> <p>Unit 1&3 Theory: Consensus, conflict, structural and social action theories</p>	
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