

Saffron Walden County High School Curriculum

CURRICULUM SUMMARY



SAFFRON WALDEN
COUNTY HIGH SCHOOL

Year 12		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Social Sciences - Sociology	KNOWLEDGE DOMAIN	Introduction and overview of Sociology. Families and Households (Paper 2)	Families and Households (Paper 2) Education (Paper 1)	Education (Paper 1)	Education (Paper 1) Research methods and MIC (Paper 1 and 3)	Research methods and MIC (Paper 1 and 3)	Research methods and MIC (Paper 1 and 3) Progression: Beliefs (Paper 2)
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p><u>Knowledge and enquiries</u> Introducing sociological theories, concepts.</p> <p>Families and households Examine the following:</p> <ul style="list-style-type: none"> ➤ The relationship between the family and social structure and social change with reference to the economy. ➤ Demographic trends in the UK since 1900. ➤ The nature of childhood, and changes in the status of children in the family and society. <p><u>Skills</u> Make links between sociological theories, studies, examples, and key concepts.</p> <p>Use sociological concepts with accuracy and precision.</p> <p>Presenting arguments from different sides and making judgements.</p>	<p><u>Knowledge and enquiries</u></p> <p>Families and households Examine the following:</p> <ul style="list-style-type: none"> ➤ Changing patterns of marriage, cohabitation, separation, divorce and childbearing and the life-course, including the sociology of personal life, the diversity of contemporary family and household structures. ➤ Gender roles, domestic labour and power relationships within the family in contemporary society. ➤ The relationship between the family and social structure and social change with reference to 	<p><u>Knowledge and enquiries</u></p> <p>Education Examine the following:</p> <ul style="list-style-type: none"> ➤ The role and functions of the education system, including its relationship to the economy and to class structure. ➤ Differential educational achievement of social groups by social class and gender and ethnicity in contemporary society. ➤ Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of 	<p><u>Knowledge and enquiries</u></p> <p>Education</p> <ul style="list-style-type: none"> ➤ The significance of educational policies, including policies of selection, marketisation and privatisation and policies to achieve greater equality of opportunity or outcome, for an understanding of structure role, impact and experience of and access to education' the impact of globalisation and educational policy. ➤ The role and functions of the education system, including its relationship to the economy and to class structure <p>Research methods and Methods in context</p>	<p><u>Knowledge and enquiries</u></p> <p>Research methods and MIC</p> <ul style="list-style-type: none"> ➤ The distinction between primary and secondary data, and between quantitative and qualitative data. ➤ The relationships between positivism, interpretivism and sociological methods; the nature of social facts. ➤ and qualitative methods of research; research design. ➤ Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics. ➤ The theoretical, practical and ethical considerations influencing choice of topic, choice of 	

		<p>Researching contemporary examples that relate to the area of study, using the internet, news apps, articles, sociological review and other texts.</p> <p>Awareness of contemporary issues.</p> <p>Select appropriate concepts to demonstrate good application.</p> <p>Using unseen material and identify relevant hooks from the item.</p> <p>Make synoptic links between the topics.</p> <p>Debate and discuss different views based on the evidence.</p> <p>Effective note taking and ability to plan an essay.</p> <p>Improving the quality of work with teacher feedback.</p> <p>Time management, meeting deadlines through regular homework and revision tasks.</p> <p>Having high expectations. Listening and focusing in lesson.</p> <p>Transferability of ideas to other A level subjects eg. Geography.</p> <p>Effective communication with teachers and peers.</p> <p>Discussing contemporary issues with sensitivity.</p> <p>Recognising core themes.</p>	<p>the economy and to state policies.</p> <p>Education Examine the following:</p> <ul style="list-style-type: none"> ➤ Differential educational achievement of social groups by social class and gender. ➤ Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures. <p><u>Skills</u> As previous column</p> <p>Plan and manage independent revision.</p> <p>Contextualise knowledge demonstrating a deeper understanding.</p> <p>Timed management under exam conditions</p> <p>Continue to develop understanding of key concepts specific to Sociology.</p> <p>Knowledge in different AOs and how they are assessed in each exam question.</p> <p>Recognising how to apply knowledge and skills to different styles of exam questions. Application of core themes to sociological content.</p>	<p>teaching and learning.</p> <p><u>Skills</u> As previous column</p> <p>Reflect on summative assessment.</p> <p>Be able to implement strategies to support learning and set independent goals.</p> <p>Make links to other subjects eg. Politics</p> <p>Continue to develop skills in critical analysis</p> <p>Confidently discuss and debate sociological theory, concepts and examples with links to core themes.</p>	<ul style="list-style-type: none"> ➤ The distinction between primary and secondary data, and between quantitative and qualitative data. ➤ The relationships between positivism, interpretivism and sociological methods. <p><u>Skills</u> As previous column</p> <p>Awareness surrounding the importance of well designed research in developing theories.</p> <p>Making links to previous topics.</p> <p>Adaptability in applying the same AO and exam skills to a different styles of question.</p> <p>Critically analyse the nature of research and it's purpose to sociology.</p>	<p>documents and official statistics.</p> <ul style="list-style-type: none"> ➤ The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research. ➤ The application of sociological research methods to the study of education. <p><u>Skills</u> As previous column</p> <p>Evaluate the strengths and limitations of research methods.</p> <p>Offer appropriate solutions.</p> <p>Recognise the factors that can affect research and the considerations that must take place.</p> <p>Application of research methods to education.</p> <p>Making synoptic links.</p> <p>Awareness of the assessment criteria for methods in context.</p> <p>Transferability of ideas to other subjects eg. Psychology.</p>	<p>method(s) and the conduct of research.</p> <ul style="list-style-type: none"> ➤ The application of sociological research methods to the study of education. <p>Beliefs in society</p> <ul style="list-style-type: none"> ➤ The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices. ➤ Religious organisations, including cults, sects, denominations, churches and New Age Movements, and their relationship to religious beliefs and practice. <p><u>Skills</u> As previous column</p> <p>Transferability of ideas to other subjects eg. Religious Education.</p> <p>Developing synopticity to a higher level.</p> <p>Apply core themes to the study of Beliefs in society.</p> <p>Engage in research using the internet, news articles and statistical data to apply to theoretical debates.</p> <p>Independently completed tasks focusing on time management and organisation.</p>
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