

Saffron Walden County High School Curriculum

SIXTH FORM CURRICULUM SUMMARY 2026-2027



SAFFRON WALDEN
COUNTY HIGH SCHOOL

Year 12		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM2B	TERM 3A	TERM3B
Sociology	KNOWLEDGE DOMAIN	Introduction and overview of Sociology. Education (Paper 1)	Education (Paper 1)	Research methods and Methods in Context (Paper 1 and 3)	Families and Households (Paper 2)	Families and Households (Paper 2)	Assessment -paper 1 Progression: Crime and Deviance (Paper 2)
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<u>Knowledge and enquiries</u> Introducing sociological theories, concepts. Education Examine the following: ➤ Differential educational achievement of social groups by social class, gender and ethnicity ➤ Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning. <u>Skills</u> Develop knowledge of key concepts, theories and studies related to Education	<u>Knowledge and enquiries</u> Education Examine the following: ➤ The role and functions of the education system, including its relationship to the economy and to class structure. ➤ The significance of educational policies including marketisation, privatisation and selection. The impact of globalisation <u>Skills</u> Develop knowledge of key concepts, theories and studies related to Education Develop skills of critical analysis and evaluation	<u>Knowledge and enquiries</u> Research methods and MIC ➤ 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.	<u>Knowledge and enquiries</u> Families and households Examine the following: ➤ The relationship between the family and social structure and social change with reference to the economy. ➤ Gender roles, domestic labour and power relationships ➤ Changing patterns of marriage, cohabitation, divorce and childbearing <u>Skills</u> Develop knowledge of key concepts, theories and studies related to FHH and make synoptic links to other topics Use sociological concepts with accuracy and	<u>Knowledge and enquiries</u> Families and households Examine the following: ➤ Demographic trends in the UK since 1900. ➤ The nature of childhood, and changes in the status of children in the family and society. <u>Skills</u> Develop knowledge of key concepts, theories and studies related to FHH and make synoptic links to other topics Use sociological concepts with accuracy and precision. Develop coherent arguments using evidence which lead to	<u>Knowledge and enquiries</u> Crime and deviance ➤ Theoretical perspectives on crime and deviance in society <u>Skills</u> As previous column Developing synopticity to a higher level. Apply core themes to the study of crime and deviance Build on critical analysis skills to develop coherent arguments. Engage in research using the internet, news articles and statistical data to apply to theoretical debates. Independently completed tasks

		Develop skills of critical analysis and evaluation Application of knowledge to contemporary issues within education context Reflect on summative assessment and implement improvements Develop effective note taking, time management, through regular homework and revision tasks.	Application of knowledge to contemporary issues within education context Reflect on summative assessment and implement improvements Develop effective note taking, time management, through regular homework and revision tasks. Using unseen material and identify relevant hooks from the item.	➤ 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. <u>Skills</u> Develop knowledge of key concepts, theories and studies in relation to sociological research. Evaluate the strengths and limitations of research methods when applied to different contexts.	precision. Develop coherent arguments using evidence which lead to judgements Researching contemporary examples that relate to the area of study Select appropriate concepts to demonstrate good application. Using unseen material and identify relevant hooks from the item.	judgements Researching contemporary examples that relate to the area of study Select appropriate concepts to demonstrate good application. Using unseen material and identify relevant hooks from the item.	focusing on time management and organisation.
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SAFFRON WALDEN
COUNTY HIGH SCHOOL

Year 13		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM2B	TERM 3A	TERM3B
Sociology	KNOWLEDGE DOMAIN	Crime and Deviance (Paper 3) Linear revision -revisit paper 2 Families and households.	Media (Paper 2) Linear revision- Education Paper 1	Media (Paper 2) Linear revision- Research methods revision (Paper 1 and 3)	Theories and methods (Papers 1 and 3) Linear revision-Methods in context revision (paper 1)	Theories and Methods (papers 1 and 3) Linear lessons – Final prep for exams	Final exams
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<u>Knowledge and enquiries</u> Examine sociological explanations for the following: ➤ Differences in offending rates and the distribution of crime in relation to class, gender, ethnicity and age. ➤ The relationship between the media and crime. ➤ Interactionist explanations of crime. ➤ Crime control and surveillance ➤ Crime in contemporary society in relation to globalisation, state crime and green crime <u>Skills:</u> Continue to hone the skills developed in year 12. Develop synoptic links between Crime, family education theory and methods.	<u>Knowledge and enquiries</u> Examine sociological explanations for the following: ➤ The role of new media in contemporary society ➤ The relationship between ownership and control of the media ➤ representations of gender sexuality and disability <u>Skills:</u> Continue to hone the skills developed in year 12. Develop synoptic links between Crime, media, family, education, theory and methods. Make links between crime and core themes of globalisation,	<u>Knowledge and enquiries</u> Examine sociological explanations for the following: ➤ Media representations of Age, class and ethnicity ➤ Selection and presentation of the news ➤ Relationship between audiences, content and the media ➤ Globalisation and popular culture Media <u>Skills:</u> Continue to hone the skills developed in year 12. Develop synoptic links between Crime, media, family education theory and methods.	<u>Knowledge and enquiries</u> Examine sociological explanations for the following: ➤ Consensus, conflict and structural theories ➤ the nature of science and the extent to which Sociology can be regarded as scientific. ➤ debates about subjectivity, objectivity and value freedom in sociology. <u>Skills:</u> Continue to hone the skills developed in year 12. Develop synoptic links between Crime, Media, family, education, theory and methods.	<u>Knowledge and enquiries</u> Examine sociological explanations for the following: ➤ the relationship between Sociology and social policy. ➤ Social action theories ➤ the concepts of modernity and post-modernity in relation to sociological theory <u>Skills:</u> Continue to hone the skills developed in year 12. Develop synoptic links between Crime, Media, family, education, theory and methods.	

		Make links between crime and core themes of globalisation, postmodernity, socialisation power, stratification. Further develop critical analysis skills to construct essays. Revision skills and knowledge recall.	postmodernity, socialisation power, stratification. Further develop critical analysis skills to construct essays. Revision skills and knowledge recall.	Make links between crime and core themes of globalisation, postmodernity, socialisation power, stratification. Further develop critical analysis skills to construct essays. Revision skills and knowledge recall.	Develop synoptic links between Crime, Media, family education theory and methods. Make links between crime and core themes of globalisation, postmodernity, socialisation power, stratification. Further develop critical analysis skills to construct essays. Revision skills and knowledge recall.	Make links between crime and core themes of globalisation, postmodernity, socialisation power, stratification. Further develop critical analysis skills to construct essays. Revision skills and knowledge recall.	
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