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|  | **Term 1**  **Key knowledge/skills** | **Term 2**  **Key knowledge/skills** | **Term 3**  **Key knowledge/skills** |
| **EYFS** |  |  |  |
| **Y1** |  |  |  |
| **Y2** |  |  |  |
| **Y3** |  |  |  |
| **Y4** |  |  |  |
| **Y5** |  |  |  |
| **Y6** |  |  |  |
| **Y7** |  |  |  |
| **Y8** |  |  |  |
| **Y9** | Introduction to Sociology  Different agents of socialisation and the theoretical perspectives on the purpose of socialisation  Social structures in society such as, social class, gender, age and ethnicity  Research methods used in sociology to understand the behaviour of different social groups and wider social structures | Introduction to Families and Households as an agent of socialisation: reasons for increased family diversity in today’s society and the role of the family in today’s society from different theoretical perspectives  Research project with a focus on researching families and households | Education with methods in context: the role of education from different perspectives, school diversity and how education has changed since the 1880s.  Opportunity to design and conduct research on state vs independent schooling |
| **Y10** | Education continued: educational policy in greater depth, looking at policies from 1944-2010  Differences in educational achievement, looking at social class, gender and ethnic differences. This involves analysis of statistics and weighing up the usefulness of sociological explanations of the key trends and patterns  Student-led research on gender and subject choice. Students use either questionnaires of interviews to conduct their own research | Crime and Deviance. Students explore the difference between crime and deviance, the ways in which criminal behaviour is measured and the pros and cons of the method. Crime statistics are analysed closely with a focus on age, class, gender and ethnic differences in offending  Students build on their understanding of theory by discovering different theoretical views on crime | Students explore key debates related to crime such as: the effectiveness of formal vs informal social control and rehabilitation vs punishment and the effectiveness of incarceration  Methods in context re-visited with a focus on carrying out research in education. This develops students understanding of education and methods, whilst also building on the skills required to answer these questions effectively  Time is blocked out to revise difficult topics to ensure students have a deep and secure understanding of the key concepts are sociological ideas and debates |
| **Y11** | Students learn about social stratification: different forms of social stratification, theoretical views on social stratification, measuring social class, different levels of poverty, social groups and social mobility and life chances. Students will also explore what the welfare state is, why it was introduced and what impact this has had on society  Theory links are developed throughout the topic | Social stratification continued: social construction of health and different definitions of power  Students explore different perspectives on stratification in the UK, examining the significance of social class in today’s society | Methods in context of social stratification  Revision of all topics including application and practice |
| **Y12** | Education: the role of education from different perspectives, education policies, differences in achievement by social class, gender and ethnicity  Families and households: changing family patterns, childhood in the UK and around the world, the role of the family in society, gender roles in the family, domestic violence | Education: pupil identities and achievement, ethnocentrism in education and research methods standalone and in context of education  Families and households: postmodern views on family diversity, demographic trends in the UK and family policy | Education: methods in context  Introduction to Crime and Deviance  Secondary research project into crime |
| **Y13** | Crime and Deviance: sociological explanations on criminal behaviour, the effects of labelling on crime, labelling and mental health, crimes of the powerful, Right and Left Realist views of crime, gender and ethnic differences in offending, media and crime and the relationships between globalisation, capitalism and crime.  Beliefs in Society: different types of religion, the purpose of religion and the growth of new religious movements. Key debates include: is religion a force for change? has society become more secular? are we seeing a spiritual revolution in today’s society? | Theory and methods: sociological perspectives on society, structure vs action theory, phenomenology and ethnomethodology. Key debates include: are we living in postmodernity or late modernity? is sociology a science? can objectivity and values be kept out of research?  Beliefs in society: gender, age, class and ethnic differences in religiosity, religious fundamentalism, religion as a form of cultural defence and ideology and science | Research methods and revision of all topics |