

Year 13 Sociology Curriculum Rationale

Students will study a wide range of sociological institutions, trends, and theoretical viewpoints to examine and analyse UK society. Students will develop critical thinking skills to question both trends and theoretical viewpoints. Students will be building on learning from Year 12 and project work completed over the summer. Consequently, students will go on to develop written communication skills. *Beliefs is also a nationally popular topic so a good range of resources available. It is often particularly relevant to our students, as many religious students take Sociology and are particularly interested in this topic. It also provides a pathway from GCSE Religious Studies from some students. 'Theories' is more abstract and much better grasped by students at the end of the course where they have the concrete knowledge to connect the abstract to. The same methods and theories parts are needed for both Paper 1 and Paper 3 – so teaching as the one of the last topics, also develops student skills for Paper 3.*

Paper 3: Crime (Also on this Paper 3 are the topics: Research Methods and Theories. Research Methods was taught in year 12 and revisited at the end of Year 13; Theories is taught in Year 13)

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
Preparation for Year 13 (1)	Summer Crime Project Overview of methods of measuring criminality Overview of theoretical perspectives Complete of primary and secondary research leading to a presentation	Builds on: knowledge of sociological research methods and statistical evidence on criminal behaviour Leads to practical knowledge of research and some application of theoretical views on criminal behaviour	Additional knowledge used to understand findings of primary research	40 marks awarded for viva presentation	SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns	Metacognition Strategy-planning Seeing alternatives perspectives Originality Evolutionary thinking Collaboration Confident Creative and enterprising
Functionalist, strain, and subcultural theories (2)	After studying this Topic, students will: Understand the functionalist perspective on crime,	Builds on: knowledge of patterns of criminal behaviour Leads to: understanding of	Getting Started activity, p70 Research Activity, p73 'The positive functions of crime'	Forms Quiz Then either 4,6-, and 10-mark exam questions or	SPAG, reading for meaning Tolerance for those with different opinions	Metacognition Big picture thinking Abstraction Critical thinking Concern for society Enquiring

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
	<p>including the functions of crime. Understand the concept of strain and its role in explaining deviance. Be able to explain the differences between different strain and subcultural theories. Be able to evaluate functionalist, strain and subcultural theories of crime and deviance.</p>	<p>competing explanations to explain criminality by social class</p>	<p>Media Activity, p74 'Why do people commit crime?' Analysis and Evaluation question, p75 Textbook, pp70-77 <i>Crime and Deviance</i> Workbook, pp 1-10 Clip for Media activity p74: https://www.youtube.com/watch?v=cRtRKH8lspU</p>	<p>30 essay exam question Seneca</p>	<p>Numeracy to understand statistical patterns of crime Sociology Review where appropriate</p>	<p>Open-minded</p>
<p>Interactionism and labeling theory (3)</p>	<p>After studying this Topic, students will: Understand why interactionists regard crime and deviance, and official statistics on crime, suicide, and mental illness, as socially constructed. Understand the labelling process and its consequences for those who are labelled.</p>	<p>Builds on: prior knowledge of statistical patterns of crime by social class and functionalist explanations Leads to: greater understanding of alternative explanations of criminality by social class</p>	<p>Textbook pp78-85 <i>Crime and Deviance</i> Workbook, pp 11-19 Websites for Webquest activity p81: https://www.crimesolutions.gov/ProgramDetails.aspx?ID=325 http://findyouthinfo.gov/node/50028 Getting Started activity, p78</p>	<p>Forms Quiz Then either 4,6-, and 10-mark exam questions or 30 essay exam question Seneca</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns of crime Sociology Review where appropriate</p>	<p>Self-regulation Precision Automaticity Concern for society Enquiring Open-minded</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
	<p>Be able to evaluate the strengths and limitations of labelling theory in explaining crime and deviance.</p>		<p>Discussion activity, p80: 'The negotiation of justice'. Application question, p81 Webquest activity, p82: 'Reintegrative shaming'</p>			
<p>Class, power, and crime (4)</p>	<p>After studying this Topic, students will: Understand why Marxists see crime as inevitable in capitalist society. Understand Marxist and neo-Marxist approaches to crime and deviance, and the similarities and differences between them. Be able to evaluate the strengths and limitations of Marxist and neo-Marxist approaches to crime and deviance.</p>	<p>Builds on: prior knowledge of statistical patterns of crime by social class and competing explanations for these patterns – functionalism/labelling Leads to: greater understanding of alternative explanations of criminality by social class. The links between labelling and Marxist theories.</p>	<p>Textbook pp86-95 <i>Crime and Deviance</i> Workbook, pp 20-30 Websites for Webquest activity p89: http://durhamprobo.no.blogspot.co.uk/2014/12/is-corporate-manslaughter-and-corporate.html https://www.youtube.com/watch?v=vcRMVqHYFYs Getting Started activity, p86 Application question, p88</p>	<p>Forms Quiz Then either 4,6-, and 10-mark exam questions or 30 essay exam question Seneca</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns of crime Sociology Review where appropriate</p>	<p>Connection finding Seeing alternatives Critical thinking Automaticity Concern for society Enquiring Open-minded</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
	Understand the nature and extent of white collar and corporate crime, and be able to evaluate sociological explanations of it		Webquest activity, p89 'Corporate manslaughter' Application question p90 Webquest activity, p94 'Corporate crime'			
Realist theories of crime (5)	After studying this Topic, students will: Understand the difference between realist and other approaches to crime. Know the main features of right and left realist approaches to crime and understand their political context and similarities and differences between them. Be able to evaluate the strengths and limitations of right and left realist approaches to crime.	Builds on: prior knowledge of statistical patterns of crime by social class and competing explanations for these patterns – functionalism/labelling/Marxism Leads to: greater understanding of alternative explanations of criminality by social class. The links between competing theories	Getting Started activity, p96 Analysis and Evaluation question, p98 Research activity, p101 'Causes of and solutions to crime' Application question, p102 Discussion activity, p102 'Left versus right' Textbook pp96-103 <i>Crime and Deviance</i> Workbook, pp 31-38	Forms Quiz Then either 4,6-, and 10-mark exam questions or 30 essay exam question Seneca	SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns of crime Sociology Review where appropriate	Strategy planning Intellectual confidence Intellectual playfulness Automaticity Collaboration Creative and enterprising Resilience
Ethnicity, crime, and justice (6)	After studying this Topic, students will:	Builds on: prior knowledge of	Getting Started activity, p114	Forms Quiz Then	SPAG, reading for meaning	Connection finding

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
	<p>Know the patterns of ethnicity and criminalisation as shown by different sources of data. Understand the relationship between the criminal justice process and ethnicity. Be able to evaluate sociological explanations of the relationship between ethnicity, offending and criminalisation. Understand the relationship between ethnicity, racism, and victimisation</p>	<p>statistical patterns of crime by social class and competing explanations for these patterns – functionalism/labelling/Marxism Leads to: greater understanding of alternative explanations of criminality by ethnicity. The links between competing theories of ethnicity and social class</p>	<p>Media activity, p117: 'Ethnicity and criminal justice in America' Application question, p118 Media activity, p119: 'Urban riots and race' Textbook pp114-121 <i>Crime and Deviance</i> Workbook, pp 50-58 Clip for Media activity p117: http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice Clips for Media activity p119 https://www.youtube.com/watch?v=cCjZEt3QKc&list=PL98DB4FDBA66FB189 https://www.youtube.com/watch?v=fW6kY6HfAqk&list=PL98DB4FDBA66FB189&index=2</p>	<p>4,6-, and 10-mark exam questions or 30 essay exam question Seneca</p>	<p>Tolerance for those with different opinions Numeracy to understand statistical patterns of criminality Tied to Black History month Sociology Review where appropriate</p>	<p>Seeing alternatives perspectives Evolutionary thinking Confident Open-minded Perseverance Collaboration</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
PPE (7)	Preparation for exams			A Level Paper 1 A Level Paper 2	SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns	Intellectual confidence Imagination Complex and multi-step problem solving Precision Automaticity Speed Practice
Gender, crime, and justice (8)	<p>After studying this Topic, students will:</p> <p>Know the main gender differences in recorded patterns of offending.</p> <p>Understand and be able to evaluate the debates about the treatment of men and women in the criminal justice system.</p> <p>Be able to evaluate explanations of the relationship between women and crime, and between men and crime.</p>	<p>Builds on: prior knowledge of patterns of criminality by factors such as social class, and ethnicity, in addition to explanations for these patterns.</p> <p>Leads to: greater understanding of the way in which characteristics such as class, ethnicity and gender are intersectional</p>	<p>Getting Started activity, p104</p> <p>Analysis and Evaluation question, p105</p> <p>Application question, p106</p> <p>Discussion activity, p109 'Female crime: explanations on trial'</p> <p>Media activity, p112: 'Violence, media and masculinity'</p> <p>Textbook pp 104-113</p> <p><i>Crime and Deviance</i> Workbook, pp 39-49</p> <p>Clip for Media activity p112: https://www.youtube.com/watch?v=3exzMPT4nGI</p>	<p>Forms Quiz</p> <p>Then either 4,6-, and 10-mark exam questions or 30 essay exam question</p> <p>Seneca</p>	<p>SPAG, reading for meaning</p> <p>Tolerance for those with different opinions</p> <p>Numeracy to understand statistical patterns of criminality</p> <p>Tied to International Men's Day</p> <p>Sociology Review where appropriate</p>	<p>Intellectual confidence</p> <p>Seeing alternatives</p> <p>Intellectual playfulness</p> <p>Automaticity</p> <p>Concern for society</p> <p>Enquiring</p> <p>Practice</p> <p>Resilience</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
<p>Crime and the media (9)</p>	<p>After studying this Topic, students will: Know the patterns of media representations of crime and how these differ from the picture of crime in official statistics. Understand and be able to evaluate different views about the media as a cause of crime and fear of crime. Know and be able to evaluate views of the media's role in the creation of moral panics. Understand the relationships between the new information media and crime and social control.</p>	<p>Builds on: prior knowledge of patterns of criminality by factors such as social class, ethnicity, and gender, in addition to explanations for these patterns. Leads to: greater understanding of the way in which the media cause the criminalisation of key groups in society.</p>	<p>Getting Started activity, p122 Media activity, p126: 'Counterculture and commodification' Media activity, p128: 'Moral panic' Textbook pp122-129 <i>Crime and Deviance</i> Workbook, pp 59-69 Clip for Media activity p126: https://www.youtube.com/watch?v=LiCo_uUD2SY Clip for Media activity p128: https://www.youtube.com/watch?v=URYflAn-510 https://www.youtube.com/watch?v=-HTpt1nFPkc https://www.youtube.com/watch?v=65OP7w1NIHo</p>	<p>Forms Quiz Then either 4,6-, and 10-mark exam questions or 30 essay exam question Seneca</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns of criminality and written media Sociology Review where appropriate</p>	<p>Connection finding Seeing alternatives perspectives Evolutionary thinking Confident Open-minded Perseverance Collaboration</p>
<p>Globalisation, green crime,</p>	<p>After studying this Topic, students will:</p>	<p>Builds on: prior knowledge of explanations linked</p>	<p>Getting Started activity, p130</p>	<p>Forms Quiz Then either</p>	<p>SPAG, reading for meaning</p>	<p>Connection finding Seeing alternatives Critical thinking</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
<p>human rights, and state crime (10)</p>	<p>Understand the ways in which globalisation and crime are related and be able to evaluate explanations of this relationship. Understand the different types of green crime and be able to evaluate sociological explanations of environmental harm. Understand the relationship between state crimes and human rights and be able to evaluate definitions and explanations of such crimes.</p>	<p>to Marxism – crimes of the powerful. Students will also have knowledge of the concept of globalisation. Leads to: greater understanding of the transgressive nature of more recent sociological explanations of crime</p>	<p>Analysis and Evaluation question, p132 Webquest activity, p133 'Global crime networks' Application question, p135 Activity, p137 'State-corporate crime and war' Textbook pp130-141 <i>Crime and Deviance</i> Workbook, pp 70-85 Clip for Media activity p133: http://www.ted.com/talks/misha_glenny_investigates_global_crime_networks Clips for activity p137: https://www.youtube.com/watch?v=x9D0QMFTdos https://www.youtube.com/watch?v=tVEJq7-GggQ</p>	<p>4,6-, and 10-mark exam questions or 30 essay exam question Seneca</p>	<p>Tolerance for those with different opinions Numeracy to understand statistical patterns of criminality and case studies on state crime Sociology Review where appropriate</p>	<p>Automaticity Concern for society Enquiring Open-minded</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
			https://www.youtube.com/watch?v=ParFskGjsns			
<p>Control, punishment, and victims (11)</p>	<p>After studying this Topic, students will: Understand and be able to evaluate a range of crime prevention and control strategies. Understand and be able to evaluate different perspectives on punishment and surveillance. Know the main trends in sentencing and understand their significance. Know the main patterns of victimisation and be able to evaluate sociological perspectives on victimisation.</p>	<p>Builds on: prior knowledge of explanations of criminality and victimisation by factors such as ethnicity, gender, and social class. Leads to: greater understanding of the crime prevention strategies, punishment, and victimology</p>	<p>Getting Started activity, p142 Application question, p143 Webquest activity, p144 'Situational crime prevention' Analysis and Evaluation question, p144 Media activity, p148: 'Surveillance' Application question, p152 Textbook pp142-153 <i>Crime and Deviance</i> Workbook, pp 86-101 Websites for Webquest activity p144: http://www.popcenter.org/25techniques/ http://www.popcenter.org/tools/displacement</p>	<p>Forms Quiz Then either 4,6-, and 10-mark exam questions or 30 essay exam question Seneca</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Sociology Review where appropriate</p>	<p>Self-regulation Precision Automaticity Concern for society Enquiring Open-minded</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
			Clip for Media activity p148: https://www.youtube.com/watch?v=hX1r2Tbv5g			
Paper 3 Crime with Theory and Methods	Preparation for exams	Builds on: prior knowledge of patterns and explanations of crime Leads to: effective techniques to answer examination questions	De coding questions	A level practice paper Paper 3 – Crime element only	SPAG, reading for meaning	Intellectual confidence Imagination Complex and multi-step problem solving Precision Automaticity Speed Practice

Paper 1 and Paper 3: Theory and Research Methods

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
<p>Sociology and science (12)</p>	<p>After studying this Topic, students will: Know the difference between positivist and interpretivist views of whether sociology can be a science and be able to apply this to the issue of suicide. Know a range of views on natural science and their implications for sociology as a science. Be able to evaluate the arguments for and against the view that sociology can or should be a science.</p>	<p>Builds on: prior knowledge gained from theoretical consideration of research methods. Links to science and ideology in beliefs Leads to: greater understanding of difference methodological perspectives especially positivism and interpretivism</p>	<p>Getting Started activity, p186 Analysis and Evaluation question, p188 Analysis and Evaluation question, p191 Media Activity, p192 'Karl Popper and falsificationism' Application question, p193 Media Activity, p193 'The case of Dr. Velikovsky' Textbook pp186-195 <i>Theory and Methods</i> Workbook, pp39-53 Clip for Media activity p192: https://www.youtube.com/watch?v=80GSz1laR_c Clip for Media activity p192: https://www.youtube.com/watch?v=CIOYEQ4FcfY</p>	<p>10-mark exam question or 20 essay exam question Seneca</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Sociology Review where appropriate</p>	<p>Metacognition Big picture thinking Flexible thinking Enquiring Open-mindedness</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
Objectivity and values in sociology (13)	After studying this Topic, students will: Understand the meaning of objectivity, subjectivity and value freedom. Know the main views put forward of the relationship between sociology and values. Be able to evaluate the strengths and limitations of different views as to whether sociology can and should be value-free.	Builds on: prior knowledge of methodology Leads to: greater understanding of objectivity and subjectivity in research	Getting Started activity, p196 Media activity, p199 'Social scientists and the military' Textbook pp196-201 <i>Theory and Methods</i> Workbook, pp54-62 Clips for Media activity p199: https://www.youtube.com/watch?v=pTg6g9mR2FQ https://www.youtube.com/watch?v=jnj9D5pr8f8 https://www.youtube.com/watch?v=DqufC2X3y4U	10-mark exam question or 20 essay exam question Seneca	SPAG, reading for meaning Tolerance for those with different opinions Sociology Review where appropriate	Strategy-planning Intellectual confidence Connection finding Critical thinking Precision Speed and automaticity Confident Open-minded Practice
Functionalism (14)	After studying this Topic, students will: Know the main features of the functionalist view of the social system. Understand Merton's contribution to the development of functionalism.	Builds on: prior knowledge of functionalism in substantive subjects across the specification – education, family, belief and crime Leads to: a greater understanding of	Getting Started activity, p202 Analysis and Evaluation question, p203 Research activity, p204 'The social system'	10-mark exam question or 20 essay exam question Seneca	SPAG, reading for meaning Tolerance for those with different opinions Sociology Review where appropriate	Strategy-planning Intellectual confidence Connection finding Critical thinking Precision Speed and automaticity Confident Open-minded Practice

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
	Be able to evaluate the strengths and limitations of the functionalist perspective on society.	the usefulness of functionalist theories for studying society	Analysis and Evaluation question, p205			
Marxism (15)	After studying this Topic, students will: Know and understand Marx's main ideas and concepts. Understand the differences between humanistic and structural Marxism. Be able to evaluate the strengths and limitations of Marxist approaches to the study of society.	Builds on: prior knowledge of Marxism in substantive subjects across the specification – education, family, belief and crime Leads to: a greater understanding of the usefulness of Marxist theories for studying society	Getting Started activity, p208 Media activity, p211 'Karl Marx' Box 3.11 question, p213 Discussion activity, p214 'Can ideas bring about revolution?' Textbook pp 208-215 <i>Theory and Methods</i> Workbook, pp73-86 Clips for Media activity p211: https://www.youtube.com/watch?v=fSQgCy_ilcc	10-mark exam question or 20 essay exam question Seneca	SPAG, reading for meaning Tolerance for those with different opinions Sociology Review where appropriate	Strategy-planning Intellectual confidence Connection finding Critical thinking Precision Speed and automaticity Confident Open-minded Practice

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
			<p>can-call-us-that-name-but-we-will-not-shut-up/</p> <p>https://www.youtube.com/watch?v=ol-ND8oQREc</p>			
<p>Action theories (17)</p>	<p>After studying this Topic, students will: Understand the difference between structural and action theories. Know the main types of action theory and understand the differences between them. Be able to evaluate the strengths and limitations of action theories</p>	<p>. Builds on: prior knowledge of social action theories in substantive subjects across the specification – education, family, belief and crime</p> <p>Leads to: a greater understanding of the usefulness of social action theories for studying society</p>	<p>Getting Started activity, p224 Analysis and Evaluation question, p225 Media activity, p227 'Symbolic interactionism' Application question, p228 Media activity, p228 'Goffman and the performed self' Application question, p231 Textbook pp 224-233 <i>Theory and Methods</i> Workbook, pp99-114 Clip for Media activity p227:</p>	<p>10-mark exam question or 20 essay exam question Seneca</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Sociology Review where appropriate</p>	<p>Strategy-planning Intellectual confidence Connection finding Critical thinking Precision Speed and automaticity Confident Open-minded Practice</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
			https://www.youtube.com/watch?v=NJms4Y0Q6nY			
<p>Sociology and social policy (19)</p>	<p>After studying this Topic, students will: Understand the difference between social problems and sociological problems. Know the factors that may affect the extent to which sociology can influence social policy. Know the main sociological perspectives on the relationship between sociology and social policy and be able to evaluate their strengths and limitations.</p>	<p>Builds on: prior knowledge of social policy in substantive subjects across the specification – education, family, and crime</p> <p>Leads to: a greater understanding of whether sociological research should influence governmental policies in society</p>	<p>Getting Started activity, p242 Application question, p243 Discussion activity, p246 'Differing perspectives on policy'</p>	<p>10-mark exam question or 20 essay exam question Seneca</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Sociology Review where appropriate</p>	<p>Strategy-planning Intellectual confidence Connection finding Critical thinking Precision Speed and automaticity Confident Open-minded Practice</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
PPE (20)	Preparation for exams			A Level Paper 3	SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns	Intellectual confidence Imagination Complex and multi-step problem solving Precision Automaticity Speed Practice

Paper 2: Beliefs in society (This is the second Paper 2 topic; the first Paper 2 topic (Families) was taught in year 12)

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
Theories of religion (21)	After studying this Topic, students will: Understand different sociological definitions of religion. Understand how different sociological theories explain the role and functions of religion, and how religion contributes to social stability. Be able to evaluate different sociological definitions and theories of religion.	Builds on: prior knowledge of theoretical explanations from substantive topics taught in other sections of the course. Leads to: students will understand functionalist, feminist, and Marxists explanations of the role of religion in society	Getting Started activity, p4 Application question, p7 Analysis and Evaluation question, p7 Media Activity, p8: 'American civil religion' Textbook, pp4-11 <i>Beliefs in Society</i> Workbook, pp1-8 Clip for Media activity p8:	Forms Quiz Then either 2 x 10-mark exam question or 20 essay exam question Seneca	SPAG, reading for meaning Tolerance for those with different opinions Sociology Review where appropriate	Metacognition Big picture thinking Abstraction Critical thinking Concern for society Enquiring Open-minded

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
			https://www.youtube.com/watch?v=rWFz7p3yA88			
<p>Religion and social change (22)</p>	<p>After studying this Topic, students will: Be able to describe a range of examples of religion and analyse their role in social change. Understand sociological explanations of the role of religion in promoting social change. Be able to evaluate different sociological explanations of the relationship between religion, social stability, and social change.</p>	<p>Builds on: prior knowledge of functionalist, feminist, and Marxists explanations of the role of religion in society. Leads to: students will understand how Neo-Marxist and Weber understand the role of religion in society</p>	<p>Getting Started activity, p12 Media activity, p14: 'Weber and Calvinism' Analysis and Evaluation questions, p15 Application question, p16 Media activity, p17: 'Liberation theology' Textbook, pp12-19 <i>Beliefs in Society</i> Workbook, pp9-16 Clips for Media activity p14: https://www.youtube.com/watch?v=mx3BkVS7TA https://www.youtube.com/watch?v=j-0slHDzsU4 Clips for Media activity p17:</p>	<p>Forms Quiz Then either 2 x 10-mark exam question or 20 essay exam question Seneca</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Sociology Review where appropriate</p>	<p>Strategy planning Intellectual confidence Intellectual playfulness Automaticity Collaboration Creative and enterprising Resilience</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
			https://www.youtube.com/watch?v=cmzTqTXT1t0 https://www.youtube.com/watch?v=2qxTJcbeYu4			
<p>Secularisation (23)</p>	<p>After studying this Topic, students will: Know the main trends in patterns of religious belief and practice in the UK and USA. Understand and be able to analyse the possible causes of secularisation. Be able to evaluate arguments and evidence for the view that secularisation is occurring.</p>	<p>Builds on: prior knowledge of functionalist, feminist, and Marxists explanations of the role of religion in society.</p> <p>Leads to: students will understand how Neo-Marxist and Weber understand the role of religion in society</p>	<p>Getting Started activity, p20 Analysis and Evaluation question, p22 Media activity, p24: 'Secularisation' Application question, p25 Webquest activity, p26: 'U.S. public becoming less religious' Textbook, pp20-27 <i>Beliefs in Society</i> Workbook, pp17-25 Clip for Media activity p24:</p>	<p>Forms Quiz Then either 2 x 10-mark exam question or 20 essay exam question Seneca</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns of religiosity Sociology Review where appropriate</p>	<p>Connection finding Intellectual confidence Intellectual playfulness Precision Automaticity Creative and enterprising Open-minded Resilience</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
			<p>https://www.youtube.com/watch?v=d9W0q6RqdV0 Website for Webquest activity</p> <p>p26: http://www.pewforum.org/2015/11/03/u-s-public-becoming-less-religious/</p>			
<p>Religion, renewal, and choice (24)</p>	<p>After studying this Topic, students will: Understand the reasons why some sociologists reject the idea of secularisation. Be able to analyse alternative interpretations of the nature and position of religion today. Understand and be able to evaluate debates about the nature and extent of secularisation.</p>	<p>Builds on: prior knowledge of trends secularisation in UK and USA</p> <p>Leads to: students will have a clear understanding of evidence which is an alternative to secularisation. Students will have a firm idea of issues linked to defining and measuring religiosity</p>	<p>Getting Started activity, p28 Application question, p30 Research activity, p33 'Mind, body and spirit' Application question, p33 Media activity, p35: 'Supply-led religion' Textbook, pp28-37 <i>Beliefs in Society</i> Workbook, pp26-34 Websites for research activity: http://www.lancaster.ac.uk/fss/projects/iep/pp/kendal/sixthform.htm</p>	<p>Forms Quiz Then either</p> <p>2 x 10-mark exam question or 20 essay exam question Seneca</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns of religiosity Sociology Review where appropriate</p>	<p>Strategy-planning Connection finding Critical thinking Speed and accuracy Concern for society Enquiring Practice</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
			http://www.lancaster.ac.uk/fss/projects/iepp/kendal/methods.htm Clip for Media activity p35: https://www.youtube.com/watch?v=IGmLFSPkyhs			
Religion in a global context (25)	After studying this Topic, students will: Understand some of the different ways in which religion interacts with its global context. Understand the role of religion in economic development in a globalising world. Understand and be able to evaluate explanations of the nature of religious fundamentalism. Understand and be able to evaluate explanations of the	Builds on: prior knowledge of this and other worldly beliefs. Students will also have knowledge of the concept of globalisation. Leads to: students will have a clear understanding of impacts globalisation has had on religious beliefs	Getting Started activity, p38 Media activity, p44: 'Pentecostalism' Textbook, pp 38-45 <i>Beliefs in Society</i> Workbook, pp35-41 Clip for Media activity p44: https://www.youtube.com/watch?v=fu66gNre4OI	Forms Quiz Then either 2 x 10-mark exam question or 20 essay exam question Seneca	SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns of religiosity Sociology Review where appropriate	Strategy-planning Connection finding Critical thinking Speed and accuracy Concern for society Enquiring Practice

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
	<p>role of religion in international conflict.</p>					
<p>Organisations, movements, and members (26)</p>	<p>After studying this Topic, students will: Know the main types of religious organisation and their characteristics. Understand and be able to evaluate explanations of different types of religious/spiritual organisations and movements. Understand and be able to evaluate explanations of the reasons for the growth and development of different</p>	<p>Builds on: prior knowledge of trends in religiosity and fundamentalism as a form of religious organisation. Leads to: students will have a clear understanding of different types of religious organisations, reasons for their growth and patterns of religiosity by age, gender, ethnicity, and class</p>	<p>Getting Started activity, p46 Application question, p48 Analysis and Evaluation question, p49 Discussion activity, p49: 'Types of religious organisations Textbook, pp46-57 <i>Beliefs in Society</i> Workbook, pp42-52 Websites for Discussion activity p49: https://en.wikipedia.org/wiki/Methodism</p>	<p>Forms Quiz Then either 2 x 10-mark exam question or 20 essay exam question Seneca</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns of religiosity Sociology Review where appropriate</p>	<p>Strategy-planning Intellectual confidence Connection finding Critical thinking Precision Speed and automaticity Confident Open-minded Practice</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
	<p>religious/spiritual organisations and movements. Know the main patterns of participation by class, ethnicity, gender and age and the reasons for these patterns.</p>		<p>https://en.wikipedia.org/wiki/Unification_Church_of_the_United_States</p> <p>https://en.wikipedia.org/wiki/Christian_Science</p> <p>https://en.wikipedia.org/wiki/Scientology</p> <p>https://en.wikipedia.org/wiki/Catholicism</p>			
<p>Ideology and science (27)</p>	<p>After studying this Topic, students will: Know the difference between open and closed belief systems. Understand and be able to evaluate different views of science as a belief system. Understand and be able to evaluate different views of the nature of ideology.</p>	<p>Builds on: prior knowledge of Marxism and feminism as ideological beliefs Leads to: greater understanding of the way in which science and ideology are belief systems like religion</p>	<p>Getting Started activity, p58 Analysis and Evaluation question, p60 Media activity, p61: 'Witchcraft among the Azande' Application question, p62 Media activity, p62: 'What is ideology?' Textbook, pp58-65 <i>Beliefs in Society</i> Workbook, pp53-63</p>	<p>Forms Quiz Then either 2 x 10-mark exam question or 20 essay exam question Seneca</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Sociology Review where appropriate</p>	<p>Intellectual confidence Imagination Critical thinking Automaticity Confident Risk-taking Resilience</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
			Clip for Media activity p61: https://www.youtube.com/watch?v=JIX7RfYAY5U Clip for Media activity p62: https://www.youtube.com/watch?v=5Ch5ZCGi0PQ			
Beliefs in society	Preparation for exams	Builds on: prior knowledge of beliefs in society Leads to: effective techniques to answer examination questions		A level practice paper Paper 2 – Beliefs in society section	SPAG, reading for meaning Tolerance for those with different opinions	Intellectual confidence Imagination Complex and multi-step problem solving Precision Automaticity Speed Practice
Quantitative research methods (28) REVISION	After studying this Topic, students will: Know the main features and types of the following quantitative research method and sources of data: experiments, questionnaires,	Builds on: prior knowledge gained regarding quantitative research methods in year 12 Leads to: better understanding of research methods used by sociologists	Getting Started activity, p158 Analysis and Evaluation question, p160 Media Activity, p162 'Racial discrimination in everyday life'	10-mark exam question or 20 essay exam question	SPAG, reading for meaning Tolerance for those with different opinions	Intellectual confidence Imagination Complex and multi-step problem solving Precision Automaticity Speed Practice

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
	<p>structured interviews and official statistics. Be able to evaluate the practical, ethical and theoretical strengths and limitations of each of these methods and sources. Understand the usefulness of each of these methods and sources in relation to wider issues of methodological and theoretical perspective, science, values and objectivity.</p>		<p>Analysis and Evaluation question, p163 Analysis and Evaluation question, p167 Discussion Activity, p169 'Which quantitative method?' Application question, p171 Discussion activity, p171 'Official statistics – a useful resource?' Textbook, pp158-173 <i>Theory and Methods</i> Workbook, pp1-22 Clips for Media activity p162: https://www.youtube.com/watch?v=YyL5EcAwB9c https://www.youtube.com/watch?v=gOS3BBmUxvs</p>			
<p>Qualitative research methods (29) REVISION</p>	<p>After studying this Topic, students will: Know the main features and types of</p>	<p>Builds on: prior knowledge gained regarding qualitative</p>	<p>Getting Started activity, p174</p>	<p>10-mark exam question or</p>	<p>SPAG, reading for meaning</p>	<p>Intellectual confidence Imagination</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
	<p>the following qualitative research methods and sources of data: unstructured interviews, participant observation and documents. Be able to evaluate the practical, ethical and theoretical strengths and limitations of each of these methods and sources. Understand the usefulness of each of these methods and sources in relation to wider issues of methodological and theoretical perspective, science, values and objectivity.</p>	<p>research methods in year 12</p> <p>Leads to: better understanding of research methods used by sociologists</p>	<p>Application question, p177 Analysis and Evaluation question, p181 Research activity, p182 'Different types of observation' Research activity, p184 'Comparing research methods' Textbook pp174-185 <i>Theory and Methods</i> Workbook, pp23-38</p>	<p>20 essay exam question</p>	<p>Tolerance for those with different opinions</p>	<p>Complex and multi-step problem solving Precision Automaticity Speed Practice</p>
<p>Revision (3/4 weeks)</p>	<p>Preparation for exams</p>	<p>Builds on: prior knowledge of beliefs in society</p> <p>Leads to: effective techniques to answer</p>	<p>Tutor2U revision activities and clips. https://www.tutor2u.net/sociology</p>	<p>A level practice paper Paper 1, 2 and 3</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions</p>	<p>Intellectual confidence Imagination Complex and multi-step problem solving Precision</p>

Year 13 Sociology Curriculum



Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
		examination questions				Automaticity Speed Practice