

Programme of study for Year 13 Sociology

Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd Term)	Summer (1 st term)	Summer (2 nd term)
From: September To: November	From: November To: December	From: January To: February	From: February To: April	From: April To: May	From: May To: June
Topic / Big Question: Interleaving of Beliefs in Society and Crime & Deviance topics: BinS MT1 – Theories on the role of religion BinS MT2 - The nature of religion C&D MT1 – Theories on crime Skills: AO1 - knowledge and understanding AO2 - application AO3 - analysis and evaluation	Topic / Big Question: Interleaving of Beliefs in Society and Crime & Deviance topics: C&D MT2 - Social distribution of crime Theory MT1 - Theories BinS MT3 - Secularisation BinS MT4 - Religion and globalisation Skills: AO1 - knowledge and understanding AO2 - application AO3 - analysis and evaluation	Topic / Big Question: Interleaving of Beliefs in Society, Crime & Deviance and Theory topics: C&D MT3 - Control, punishment and victims of crime Theory MT2 - Objectivity V Subjectivity C&D MT4 - Globalisation of crime Skills: AO1 - knowledge and understanding AO2 - application AO3 - analysis and evaluation	Topic / Big Question: Interleaving of Beliefs in Society, Crime & Deviance and Theory topics: BinS MT5 - Religious organisations and movements Theory MT3 - Sociology and social policy BinS MT6 - Social groups and religiosity Skills: AO1 - knowledge and understanding AO2 - application AO3 - analysis and evaluation	Topic / Big Question: Interleaving of Beliefs in Society, Crime & Deviance and Theory topics: Theory MT4 - Sociology V Science BinS MT7 - Religion V Science Revision Skills: AO1 - knowledge and understanding AO2 - application AO3 - analysis and evaluation	Topic / Big Question: Interleaving revision of all 6 topics from Year 12 and Year 13 with a focus on topics students have shown weaker understanding of in internal exams. Skills: AO1 - knowledge and understanding AO2 - application AO3 - analysis and evaluation
Key Learning Outcomes (students should know): - the relationship between social change and social stability, and religious beliefs, practices and organisations - crime, deviance, social order and social control	Key Learning Outcomes (students should know): - the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime - consensus, conflict, structural and social action theories	Key Learning Outcomes (students should know): - crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system - debates about subjectivity, objectivity and value freedom	Key Learning Outcomes (students should know): - religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice - the relationship between	Key Learning Outcomes (students should know): - the nature of science and the extent to which Sociology can be regarded as scientific - ideology, science and religion, including both Christian and non-Christian religious traditions	Key Learning Outcomes (students should know): - consolidation of all 6 topics

	<p>the concepts of modernity and post-modernity in relation to sociological theory</p> <p>- the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context</p> <p>- globalisation and the spread of religions</p>	<p>- globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes</p>	<p>Sociology and social policy</p> <p>- the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</p>		
<p>End of term 1 assessment to cover: Students will complete in-class assessments (timed essays) throughout the term. These will cover all the topics covered so far in the course (including the Yr12 content).</p>		<p>End of term 2 assessment to cover: Internal exams in January or as per the whole school assessment calendar. Students will also complete in-class assessments (timed essays) throughout the term. These will cover all the topics covered during the course</p>		<p>End of year assessment to cover: Final external exams.</p>	
<p>Building understanding and Rationale / breakdown for your sequence of lessons: The three broad topics taught in Year 13 are covered using the interleaving method. This is in order to improve students' recall and retention of content, with frequent recap of previously covered material through activities such as the Memory Challenge. The Mini Topics are covered in a sequence that allows students to build on their previous knowledge and attention is given to drawing out links with other topics studied in the AQA Sociology specification so students can identify the evidence of and the sociological explanations for the content. This will enable students to foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course. At the end of each Mini Topic, students will have the opportunity to practice exam questions and develop their exam techniques so that, by the end of the year, they would have seen and worked on an essay/exam question for each topic. In addition, they will have regular in-class assessments.</p>					
<p>Home Learning: Students will be set regular compulsory HL tasks. These will include reading ahead of the next lesson's topic, completing worksheets for further development of AO1 and AO2 skills, reading Sociology Review or online articles and linking them to the content under study. In addition, students will also be given advice on how to use their LRCG and NCP time effectively and productively. These 'suggested', non-compulsory, tasks will include carrying out their own research, reading newspapers for the most up to date current events linked to the subject content, watching online documentaries, reading around the subject through the non-set textbooks available in the library, etc. Both HL tasks and 'suggested' activities are pre-planned, however, if a current event occurs that links to the content being taught at the time, the HL will change on ad hoc basis.</p>					
<p>Reading / literacy: Development of literacy is innate to T&L of Sociology and it covers all aspects of literacy and communication skills: reading of texts, extended (essay) writing, speaking and listening (including discussions of sociological theories and evidence) and introduction of new vocabulary as well as emphasising the importance of SPaG.</p>					

Numeracy:

Numeracy is developed through the interpretation and analysis of data presented in a variety of forms including bar and line graphs, pie charts and statistical tables. For example, students have to be able to identify, explain and evaluate the patterns in crime rates relating to class, gender and ethnicity, etc.

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

Students are provided with the 'Independent enrichment activities list' which includes a reading list (fiction and non-fiction), documentaries and other factual TV programmes, independent research topic suggestions, online resources and activities students can complete independently.

In addition, students are encouraged to independently pursue Sociology related enrichment activities such as attending taster courses, masterclasses and lectures. These are promoted by teachers in lessons.