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		AUTUMN 1							AUTUMN 2							SPRING 1							SPRING 2						SUMMER 1					SUMMER 2						
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6	7
1 2	Education, theory and methods – Paper 1	<u>Role of education</u> What is the purpose of education? Explain the way that education transmits values and norms whilst providing an economic function. <ul style="list-style-type: none"> <li>• Functionalist</li> <li>• New Right</li> <li>• Marxist</li> </ul>							<u>Differential Educational Achievement</u> What has the biggest impact on educational achievement? <ul style="list-style-type: none"> <li>• Trends and patterns and statistics showing GCSE results.</li> <li>• Social class and achievement</li> </ul> Internal and external factors <ul style="list-style-type: none"> <li>• Gender and Achievement</li> </ul> Internal and external factors <ul style="list-style-type: none"> <li>• Gender and subject choice</li> <li>• Evaluation of explanations</li> </ul>							<u>Differential Educational Achievement</u> <ul style="list-style-type: none"> <li>• Ethnicity and achievement</li> <li>• Internal and external factors</li> <li>• Evaluation of factors</li> </ul> <u>Education policy</u> <ul style="list-style-type: none"> <li>• Overview of Education policy</li> <li>• Education policy by government</li> <li>• Impact of policies</li> <li>• Marketisation and privatisation</li> <li>• Globalisation of education</li> </ul> RET New Right							<u>Research Methods</u> How do sociologists use Research Methods? <ul style="list-style-type: none"> <li>• Interpretivist vs Positivists</li> <li>• Secondary vs Primary data</li> <li>• Quantitative vs Qualitative data</li> <li>• Research design</li> <li>• Experiments</li> <li>• Questionnaires</li> <li>• Types of interviews</li> <li>• Types of observations</li> <li>• Evaluation of research methods</li> </ul> RET Marxism/Functionalist						<u>Research Methods with methods on context</u> How do sociologists use Research Methods to investigate education? <ul style="list-style-type: none"> <li>• Application of Research Methods to education topics</li> <li>• Evaluate the strengths and weaknesses of research methods in relation to a particular research topic.</li> </ul> RET Role of Education					<u>Revision</u> <ul style="list-style-type: none"> <li>• Role of education</li> <li>• Differential Educational Achievement</li> <li>• Education Policy</li> <li>• Research methods</li> <li>• Research methods in context</li> </ul>						
	Paper 2 – Families/ Media	<u>Into to sociological perspectives on the family</u> What is the family? <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Marxism</li> <li>• Feminism</li> <li>• New Right</li> <li>• What is the family?</li> <li>• What is a household?</li> </ul>							<u>Topic 2</u> Why have households changed over time? <ul style="list-style-type: none"> <li>• Changing family patterns</li> <li>• Changing patterns of marriage</li> <li>• Divorce</li> <li>• Changes in child bearing</li> <li>• Lone parenthood</li> <li>• Remarriage and the blended family</li> <li>• Household diversity</li> </ul>							<u>Topic 3 – Gender roles</u> Is there equality in gender roles? <ul style="list-style-type: none"> <li>• Changing gender roles</li> <li>• Evaluation of equality in the family</li> <li>• Consequences of inequality</li> </ul> <u>Topic 4 – childhood</u> What is childhood? <ul style="list-style-type: none"> <li>• Popular views of childhood</li> <li>• Social construction</li> <li>• Evaluation in Britain today</li> </ul>							<u>Topic 5 – population change UK</u> Can we explain population change in the UK? <ul style="list-style-type: none"> <li>• Demographic change</li> <li>• Migration and globalisation</li> </ul>						<u>Media – Topic 1</u> What are the media? <ul style="list-style-type: none"> <li>• Controls of the media</li> <li>• Ownership of the media</li> </ul> <u>Topic 2</u> What affects the media? <ul style="list-style-type: none"> <li>• Globalisation of the media</li> <li>• Postmodernism</li> </ul>					<u>Topic 3 – social construction of the news</u> Is the news a social construct? Representations of <ul style="list-style-type: none"> <li>• Gender</li> <li>• Sexuality</li> <li>• Disability</li> </ul>						

Sociology

Curriculum – Key Stage 5

Consolidation and assessment	Mind map each topic for revision	Use of SENECA to assess knowledge recall.	Families exam question (WAGOLL) booklet given and revision timetable guide provided.	10 mark exam question on new media and ownership	Year 12 end of year mock
	Knowledge test on each topic and exam skills question	10 markers on dem and glob			

Use of SENECA

Assessment types

- Assessment
- Consolidation

Key Stage 5 Curriculum Overview 2025-26

		AUTUMN 1								AUTUMN 2						SPRING 1			SPRING 2						SUMMER 1						SUMMER 2					
		1	2	3	4	5	6	7	8	1	2	3	4		5	6	7	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5			
1 3	Paper 3 with theory and methods	<u>Topic 2 – Social distribution of crime and deviance by ethnicity, gender and social class</u>  Can we effectively explain crime rates? <ul style="list-style-type: none"><li>• Types of crime state</li><li>• Trends in crime</li><li>• Ethnicity and crime</li><li>• Gender and crime</li><li>• Social class and crime</li></ul> RET - Theories								<u>Topic 3 - Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crime</u>  How has contemporary society impacted our understanding of crime? <ul style="list-style-type: none"><li>• Type of global crime</li><li>• Evaluation</li><li>• Green crime- primary and secondary</li><li>• Evaluation</li><li>• Human Rights and state crime</li><li>• Evaluation</li><li>• Media and social construction of crime</li><li>• Evaluation</li><li>• Moral panics</li><li>• Evaluation</li></ul>						<u>Theories in Sociology</u>  How do sociologists explain society? <ul style="list-style-type: none"><li>• Functionalist theories</li><li>• Interactionist</li><li>• Social action theory</li><li>• Marxist theories</li><li>• Feminist theories</li><li>• Modernity</li><li>• Late modernity</li><li>• Post modern</li><li>• Evaluation</li></ul> RET - Theories						<u>Revision</u>  <ul style="list-style-type: none"><li>• Paper 1 and Paper 3</li></ul>						Year 13 Exam series – Exam leave								

Consolidation and Assessment	Paper 2 – Media + Paper 3 C and D	<p><b>Topic 3 – social construction of the news</b></p> <p>Is the news a social construct?</p> <ul style="list-style-type: none"><li>• Social class</li><li>• Age</li><li>• Ethnicity</li></ul> <p><b>Topic 4- researching media effects</b></p> <p>What are the effects of the media on society?</p> <ul style="list-style-type: none"><li>• Methodological problems</li><li>• Passive audience</li><li>• Active audience</li><li>• Evaluation of media effects</li><li>• Violence and the media</li></ul>	<p><b>Topic 1 Social construction of crime and deviance</b></p> <p>Is crime a social construct?</p> <p>gender, sexuality and disability</p> <p>Defining crime and the problems</p> <p>How is crime reported/recorded?</p> <p>Explain and evaluate theories of crime and deviance</p> <ul style="list-style-type: none"><li>• Functionalist theories</li><li>• Control theory</li><li>• Marxist theories</li><li>• Interactionist theory</li><li>• Feminist theories</li><li>• Realist theories</li><li>• Post modern theories</li></ul>	<p><b>Topic 4 – State control, crime prevention and punishment</b></p> <p>How does the state impact crime and deviance?</p> <ul style="list-style-type: none"><li>• Criminal justice system</li><li>• Role of the Criminal Justice System</li><li>• Role of punishment</li><li>• Explanations and perspective</li><li>• Surveillance and crime control and prevention</li><li>• Theoretical approaches and social policies for crime control and prevention</li><li>• Left Realist</li><li>• Right Realism</li><li>• Postmodernism</li><li>• Victims of crime and victimisation</li></ul>	<p><b>Revision</b></p> <ul style="list-style-type: none"><li>• Families and Households</li><li>• Media</li><li>• Timed papers</li></ul>	Year 13 exam series – Exam leave
		<p>Mind map each topic for revision</p> <p>Knowledge test on each topic and exam skills question</p>	<p>Mind map each topic for revision</p> <p>Knowledge test on each topic and exam skills question</p>	<p>Mind map each topic for revision</p> <p>Knowledge test on each topic and exam skills question</p>		

Assessment types

- Assessment
- Consolidation

# >Something More?

*Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:*

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.

Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Encouraging creative expression to connect with the inner self and the transcendent.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

Promoting open-ended investigations rather than just seeking right answers.

## How does our curriculum do >Something More?#

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

- Explore key perspectives that explain the functions of society and giving students an opportunity to reflect on their views on what forms their identity e.g post modernity/impact of globalisation.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

- Debate in all topic areas to evaluate impact of social structures e.g. role and function of education as an agent of secondary socialisation/how far the media shapes our identity/ are we living in a fragmented society? We examine how we can understand society looking at theories – structural/conflict and consensus and how they shape society. The debate over structure vs agency and global sociology highlights our interconnectedness across race, class, gender, and national boundaries. Sociology at its core is about understanding human society, identity, and relationships—making it uniquely placed to cultivate empathy, connection, and global awareness
- In Paper 1: Education, students explore the role of schools in shaping identity, norms, and a sense of belonging to national and cultural communities. Multiculturalism and pupil subcultures highlight inclusivity/exclusion. Paper 2: Families and Households examines kinship, changing family structures, and how family provides emotional support, socialisation, and connection. Themes of care, gender roles, and globalisation link to universal human experiences. In Paper 3: Crime and Deviance, we identify how moral boundaries, restorative justice, and social control shape a sense of shared values and responsibilities. Subcultural theory shows how people find belonging outside of mainstream norms.

Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.

- Students will explore key sociologists such as Marx, Durkheim, Parsons, Oakley, Archer, Giddens and consider their theories and the context of their writings and the influence and significance of their thoughts in contemporary society.

Promoting open-ended investigations rather than just seeking right answers.

- We encourage students to think critically about the concepts (such as the nature of gender roles) and their usefulness and validity in today’s society.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder

- Sociology encourages learners to *experience* the social world through inquiry, interaction, and observation. In Education or Families units, students can observe classroom dynamics, family roles, or peer group behaviour to explore social norms and identities.
- Students design and carry out mock sociological research for Paper 1, such as questionnaires on gender experiences of subject choice. For Paper 2, students analyse representations of gender, crime, or ethnicity in media and explore their influence on cultural norms and stereotypes. Across all papers

Encouraging self-awareness, emotional intelligence, and moral reasoning.

- Mapping inequality in local areas using census data, students explore how inequality is structured geographically—sparking interest in housing, poverty, race, and crime and how we can tackle inequality in society.