

Year 12 and 13 - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	Character (SMSC & Values)	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> <li>❖ Key words introduced to students in every lesson</li> <li>❖ Opportunities for debates on various topics throughout the course</li> <li>❖ Students are required to think critically and evaluate various perspectives and arguments</li> <li>❖ Essay based subject - extended answers needed for almost every exam question. Students will also need to be prepared to deconstruct 'items' given to them for certain questions</li> <li>❖ In Y13 shorter answer exam questions used as TTDT</li> </ul>	<ul style="list-style-type: none"> <li>● Mutual respect / tolerance - the whole course involves students looking at alternative perspectives which they may not agree with or have experience of</li> <li>● Moral - students have to question the morality of institutions within our society and how they function (eg. families and the education system)</li> </ul>	<ul style="list-style-type: none"> <li>● Skills learnt and developed throughout the course are transferable into a number of different areas - debating, critical thinking, time management, organisation</li> </ul>	<ul style="list-style-type: none"> <li>● Wider reading articles and relevant news shared with students to see how Sociology links in with the wider world and their understanding of the institutions/structures within t</li> </ul>	<ul style="list-style-type: none"> <li>● Students in each unit look at the effects on different groups of people in society (class, gender, ethnicity)</li> <li>● Exposed to a variety of ways of thinking, living etc</li> </ul>
<b>Formal Assessments (Title/Date)</b>			<b>Blended Learning</b>	<b>Home Learning</b>
<ul style="list-style-type: none"> <li>❖ Autumn 22 = Mock Exams</li> <li>❖ Spring 23 = Mock Exams</li> <li>❖ Summer 23 = Mock Exams</li> </ul>			<ul style="list-style-type: none"> <li>● Students are able to use their devices in order to take their notes</li> </ul>	<ul style="list-style-type: none"> <li>● Wider reading</li> <li>● Essays</li> </ul>

Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	National Curriculum <i>(including KS2)</i>
Introduction to Sociology	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Culture, norms and values</i></li> <li>★ <i>Socialisation</i></li> <li>★ <i>Types of theories</i></li> <li>★ <i>Internal and external factors</i></li> <li>★ <i>Key groups</i></li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ <i>Literacy</i></li> </ul>	<p><b>GCSE Link:</b> → N/A</p> <p><b>Wider Curriculum Links:</b> → N/A</p> <p><b>Sequencing Links:</b> → Builds the foundation for the course</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Education	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Class differences in achievement (internal and external)</i></li> <li>★ <i>Ethnic differences in achievement</i></li> <li>★ <i>Gender differences in achievement</i></li> <li>★ <i>The role of education in society</i></li> <li>★ <i>Educational policy and inequality</i></li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ <i>Literacy</i></li> <li>★ <i>Explanation</i></li> <li>★ <i>Evaluation</i></li> <li>★ <i>Analysis</i></li> </ul>	<p><b>GCSE Link:</b> → N/A</p> <p><b>Wider Curriculum Links:</b> → N/A</p> <p><b>Sequencing Links:</b> → Eases students into the demands of the course because it is something they are familiar with</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Families and Households	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Couples</i></li> <li>★ <i>Childhood</i></li> <li>★ <i>Theories of the family</i></li> <li>★ <i>Demography</i></li> </ul>	<p><b>GCSE Link:</b> → N/A</p> <p><b>Wider Curriculum Links:</b> → Child Development</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

	<ul style="list-style-type: none"> <li>★ <i>Changing family patterns</i></li> <li>★ <i>Family diversity</i></li> <li>★ <i>Families and social policy</i></li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ <i>Literacy</i></li> <li>★ <i>Explanation</i></li> <li>★ <i>Evaluation</i></li> <li>★ <i>Analysis</i></li> </ul>	<p><b>Sequencing Links:</b></p> <p>→ Eases students into the demands of the course because it is something they are familiar with</p>	
Research Methods	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Choosing a research method</i></li> <li>★ <i>Experiments</i></li> <li>★ <i>Questionnaires</i></li> <li>★ <i>Interviews</i></li> <li>★ <i>Participant observation</i></li> <li>★ <i>Secondary sources</i></li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ <i>Literacy</i></li> <li>★ <i>Numeracy</i></li> <li>★ <i>Explanation</i></li> <li>★ <i>Evaluation</i></li> <li>★ <i>Analysis</i></li> </ul>	<p><b>GCSE Link:</b></p> <p>→ N/A</p> <p><b>Wider Curriculum Links:</b></p> <p>→ Maths</p> <p>→ Science</p> <p><b>Sequencing Links:</b></p> <p>→ Needs to be studied after Education as students are not examined on Research Methods alone, they have to apply them in context</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Theory and Methods	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Methods in the context of education</i></li> <li>★ <i>Methods in the context of crime and deviance</i></li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ <i>Literacy</i></li> </ul>	<p><b>GCSE Link:</b></p> <p>→ N/A</p> <p><b>Wider Curriculum Links:</b></p> <p>→ Maths</p> <p><b>Sequencing Links:</b></p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

	<ul style="list-style-type: none"> <li>★ Numeracy</li> <li>★ Explanation</li> <li>★ Evaluation</li> <li>★ Analysis</li> </ul>	<p>→ Needs to be studied after Education as students are not examined on Research Methods alone, they have to apply them in context</p>	
Crime and Deviance	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ Functionalist, strain and subcultural theories</li> <li>★ Interactionism and labelling theory</li> <li>★ Class, power and crime</li> <li>★ Realist theories of crime</li> <li>★ Gender, crime and justice</li> <li>★ Ethnicity, crime and justice</li> <li>★ Crime and the media</li> <li>★ Globalisation, green crime, human rights and state crime</li> <li>★ Control, punishment and victims</li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ Literacy</li> <li>★ Explanation</li> <li>★ Evaluation</li> <li>★ Analysis</li> </ul>	<p><b>GCSE Link:</b></p> <p>→ N/A</p> <p><b>Wider Curriculum Links:</b></p> <p>→ Psychology</p> <p>→ Criminology</p> <p><b>Sequencing Links:</b></p> <p>→ N/A</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Media	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ Relationship between ownership and control of the media</li> <li>★ Media, globalisation and popular culture</li> <li>★ Process of selection and presentation of the content of the news</li> <li>★ Media representations of age, class, ethnicity, gender, sexuality and disability</li> </ul>	<p><b>GCSE Link:</b></p> <p>→ N/A</p> <p><b>Wider Curriculum Links:</b></p> <p>→ Media Studies</p> <p><b>Sequencing Links:</b></p> <p>→ N/A</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

	<ul style="list-style-type: none"><li>★ <i>Relationship between media, their content and presentation and audiences</i></li><li>★ <i>The new media</i></li></ul> <p><i>Skills</i></p> <ul style="list-style-type: none"><li>★ <i>Literacy</i></li><li>★ <i>Explanation</i></li><li>★ <i>Evaluation</i></li><li>★ <i>Analysis</i></li></ul>		
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