

Sociology Curriculum Vision, Aims and Overview

At Harefield School, our Sociology curriculum aims to develop the students' sociological imagination and for them to understand the social world and our behaviour in it. The course follows the Eduqas syllabus with students immersing themselves in the core topics of Families, Education, Crime and Deviance and Social Stratification, which are underpinned by key theoretical perspectives and methods, exploring issues such as inequality, the distribution and use of power and experiences of different social groups in society. Our intent is to challenge student thinking and develop their understanding of how social processes and structures in society work and how societies influence us and shape our lives.

Key Aims of Sociology at Harefield School:

- apply their sociological knowledge, understanding and skills to develop an understanding of relationships and tension between social structures and individual agency within a UK and global context
- critically analyse information and use evidence in order to make informed arguments, reach substantiated judgements and draw conclusions
- use and apply their knowledge and understanding of how social structures and processes influence social control, power and inequality
- use sociological theories to understand social issues, debates, social changes and continuities over time
- understand and evaluate sociological methodology and a range of research methods
- use sociological terminology appropriately and make connections between the key areas of subject content.

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
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| Autumn 1 | | | | <p>Key concepts and processes of cultural transmission</p> <ul style="list-style-type: none"> ● Culture and norms ● Values and status ● Socialisation ● The nature versus nurture debate ● Cultural Diversity ● Gender as a social construct ● Ethnic identity ● Social control ● Social class ● National identity | <p>Crime and Deviance</p> <ul style="list-style-type: none"> ● Socially constructed concepts of crime and deviance ● Social control and crime and deviance ● The role of the police ● The role of the courts ● The functionalist view of crime and deviance ● Marxist explanation of crime ● Subcultural theories of crime ● White collar and corporate crime ● Victims of crime ● The patterns of crime relating to age ● The contribution of sociologists to the study of media and crime ● Official statistics and crime ● What do sociological theories tell us about official crime figures? ● Views of feminists about the social control of women in |

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| | | | | | <p>society</p> <ul style="list-style-type: none"> ● Gender and crime |
| Autumn 2 | | | | <p>Family</p> <ul style="list-style-type: none"> ● What is a family? ● Different types of family in Britain today ● Functionalist view of the family ● The Marxist view of the family ● New Right views on the family ● Trends in marriage and the reasons for these changes ● The feminist view of the family ● Different sociological views about family diversity ● The growth in singlehood ● Examining the different sociological views on lone - parent families ● Changes in divorce rate ● Sociological views on divorce ● The changing role of men in society and family ● Is 'the family' in decline? ● Changes in conjugal roles ● Changes to family size. ● The changing role of children ● The dark side of childhood ● Power relationships ● The role of older people in the family. | <p>Crime and Deviance</p> <ul style="list-style-type: none"> ● Ethnicity and crime ● The nature of institutional racism ● The contribution of interactionists to the study of crime. |
| Spring 1 | | | | <p>Education</p> <ul style="list-style-type: none"> ● Introduction to education ● Different types of school ● Social class and achievement (the importance of cultural and material factors) ● Teacher expectations and labelling ● The effects of teacher labelling on achievement ● Labelling and the formation of | <p>Social Stratification</p> <ul style="list-style-type: none"> ● Social stratification ● Functionalist views on stratification ● Marxist views on stratification ● Max Weber's view of stratification and inequality in society ● Feminist views on stratification ● Social differentiation ● Different views of how power |

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| | | | | anti-school subcultures | <p>spreads in society</p> <ul style="list-style-type: none"> ● Max Weber's ideas about where authority and power comes from ● Sociological ideas about how male and female roles are presented in UK Society ● Sociological ideas about how life chances might be influenced by gender ● Different views of patriarchy and how it affects women. |
| Spring 2 | | | | <p>Education</p> <ul style="list-style-type: none"> ● The hidden curriculum ● Ethnicity and achievement ● Ethnicity and internal factors ● Gender and achievement ● Gender and internal factors ● The functionalist view of education ● The Marxist view of education ● The feminist view of education ● Parental choice and competition between schools ● The comprehensive system. | <p>Social Stratification</p> <ul style="list-style-type: none"> ● Sociological ideas about how men have been affected by developments in UK society ● Children and age ● Age and media representations ● Age and life chances ● Sociological issues affecting race and ethnicity in the UK ● How does the media portray different ethnic groups? ● How does ethnicity affect life chances? ● How is disability viewed in our society? ● How does disability affect life-chances? ● Changing attitudes to sexuality in the UK ● How does sexuality affect life-chances? ● Which groups suffer from poverty? ● Examine reasons why poverty exists and why the culture of poverty is hard to change. ● How does globalisation affect poverty in the UK? |
| Summer 1 | | | | <p>Research methods</p> <ul style="list-style-type: none"> ● The research process ● How useful are questionnaires in | |

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| | | | | <p>social research?</p> <ul style="list-style-type: none"> ● How useful are interviews in social research? ● Different types of sociological observation ● How do sociologists choose a sampling technique? | |
| <p>Summer 2</p> | | | | <ul style="list-style-type: none"> ● Sociological research methods ● Usefulness of different types of data/ Methods of research ● Primary and secondary data ● Qualitative and quantitative data. ● Sources of secondary data, including diaries, journals, official and non-official statistics ● Usefulness of these types of data to sociologists ● Methods of research ● Qualitative and quantitative methods including ● Questionnaires structured and unstructured interviews and different types of observations. ● The value, practical application and strengths and weaknesses of different methods in terms of validity, reliability, ethics, representativeness and mixed methods approaches. ● Sampling processes ● Representative and non-representative sampling techniques ● Practical issues affecting research ● Access to subjects of research, gatekeeper to allow access and time and cost of research Ethical issues affecting research Informed consent ● Confidentiality Harm to participants ● Deception Strategies used by | |

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| | | | | sociologists to address issues | |
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