



Year 13	Golden Threads: How do social theories impact our understanding of how society works?				Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum
	Topics & Substantive knowledge	Assessment	Disciplinary Knowledge		Misconceptions	Key Vocabulary	Knowledge tracking
	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge		What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
Term 1	Teacher 1 Paper 2 Topic 2: Beliefs in Society - Defining religion and exploring theoretical perspectives of religion. - Defining religion - Functionalist theories of religion - Marxist theories of religion - Feminist theories of religion - Religion and social change - The relationship between social change and social stability, and religious beliefs, practices and organisations. - Religion as a conservative force versus religion as a force for social change.		- Key speakers and studies as listed in scheme of work. - Key vocabulary as outlined in scheme of work. - An ability to clearly explain theoretical perspectives of religion. - An ability to compare and contrast these perspectives by using key studies and speakers. - An ability to argue that religion functions as a conservative force. - Knowledge of Weber's view of religion as a force for social change - Knowledge of the Marxist view of religion as a force for social change - An understanding of religion can strengthen social protest.		How asceticism can lead to change How Calvinism shows religion as a force for change... ...but that Weber was NOT a Marxist	See S.O.W for key vocabulary list	
	Teacher 2 Paper 3 Topic 1: Crime & Deviance Examination and evaluation of a wide range of sociological perspectives on the issue of crime.		- Key speakers and studies as listed in scheme of work. - Key vocabulary as outlined in scheme of work. - Ability to outline, explain and evaluate the following theoretical perspectives of crime: Functionalism, Control theory, Strain Theory, Sub-Cultural theories, Traditional Marxism, Interactionism, Labelling theory, Neo-Marxism, Left Realism, Right Realism.		Merton was NOT a Marxist and strain theory is a Functionalist idea because it was about common norms and values of striving for the American Dream, and he didn't blame capitalism as a Marxist would.	See S.O.W for key vocabulary list	



Term 2	Teacher 1 Paper 2 Topic 2: Beliefs in Society Secularisation <i>The nature and extent of secularisation in a global context.</i> <i>Secularisation in Britain.</i> <i>Secularisation in America</i> <i>Explanations of secularisation</i> Religion, renewal and choice <i>The significance of religion and religiosity in the contemporary world.</i> <i>New forms of religion</i>		- Key speakers and studies as listed in scheme of work. - Key vocabulary as outlined in scheme of work. - An ability to discuss whether Britain is becoming increasingly secularised with evidence and examples to support. - An ability to explain clear reasons for the changing religiosity within Britain. - An ability to discuss whether the US is becoming increasingly secularised with evidence and examples to support. - An ability to explain clear reasons for patterns/trends of religiosity within the US - Ability to evaluate secularisation theory through looking at new forms of religion and 'religions of choice.' - Clear knowledge of late modern/postmodern religions. - Clear knowledge of religious market theory.	News forms of religion as evidence against secularisation. NRMs confusion with church, denomination, sect, cult terminology Link between globalisation and new forms of religion.	See S.O.W for key vocabulary list	
	Teacher 2 Paper 3 Topic 1: Crime & Deviance <i>Examination and evaluation of a wide range of sociological perspectives on the issue of crime.</i>		- Key speakers and studies as listed in scheme of work. - Key vocabulary as outlined in scheme of work. - Key speakers and studies as listed in scheme of work. - Key vocabulary as outlined in scheme of work. - Ability to outline, explain and evaluate the following theoretical perspectives of crime: - Functionalism - Control theory - Strain Theory - Sub-Cultural theories - Traditional Marxism - Interactionism - Labelling theory - Neo-Marxism - Left Realism - Right Realism	As above And also how Neo-Marxism is different to Traditional Marxism	See S.O.W for key vocabulary list	



Term 3	Teacher 1 Paper 2 Topic 2: Beliefs in Society • Religion in a global context - <i>Examining the ways in which globalisation has impacted religion and belief.</i> - <i>Religious fundamentalism</i> - <i>What are the different types of fundamentalism?</i> - <i>Religion as a cultural defence</i> - <i>Religion as a form of development</i> • Organisations, movement and members. - <i>Types of religious organisation</i> - <i>Explaining the growth of religious movements</i> - <i>Religiosity and social groups: gender and religiosity.</i> - <i>Religiosity and social groups: ethnicity and religiosity.</i> - <i>Religiosity and social groups: age and religiosity</i>		• Key speakers and studies as listed in scheme of work. • Key vocabulary as outlined in scheme of work. • An ability to explore the relationship between different social groups and religious/spiritual organisations. • An ability to examine religious fundamentalism in the context of globalisation. • Consideration of globalisation as weakening religious identities or strengthening them. • Ability to examine main types of religious organisation such as churches/sects/denominations/cults. • Explain reasons for New Age movements. • Give clear sociology explanations for patterns/trends of religiosity based on demography.	Different types of fundamentalism as a response to globalisation. The 'Clash of civilisations'. Differences between the types of organisation. Linking growth of different organisations to globalisation.	See S.O.W for key vocabulary list	
	Teacher 2 Paper 3 Topic 1: Crime & Deviance • The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime - <i>How Ecological/Environmental theories explain the social distribution of crime by locality</i> - <i>How Feminists and others explain gendered patterns of crime, deviance and social control. (male and female crime)</i> - <i>How various theories explain class patterns of crime, deviance and social control.</i> - <i>How various theories explain ethnic patterns of crime, deviance and social control.</i>		• Key speakers and studies as listed in scheme of work. • Key vocabulary as outlined in scheme of work. • An ability to apply theoretical perspectives as well as key studies and data to outline crime patterns and trends based on demography. • An ability to explain these patterns and trends as well as critically evaluate them, with reference to key speakers/studies.	Institutional racism does NOT mean all the police are racist.	See S.O.W for key vocabulary list	



Term 4	Teacher 1 Paper 2 Topic 2: Beliefs in Society Ideology and science. <i>Science as a belief system</i> <i>Ideologies: Marxism</i> <i>Ideologies: Nationalism</i> <i>Ideologies: Feminism</i> <i>Ideologies: Utopia</i> Teacher 1 Paper 3 Topic 2: Theory & Methods The nature of science and the extent to which Sociology can be regarded as scientific. - What is the difference between positivist and interpretivist views of whether sociology can be considered a science? - What implications do the natural sciences have on sociology? - Should sociology be considered a science? Debates about subjectivity, objectivity and value freedom - What is the relationship between sociology and values? Theoretical perspectives and sociological methods <i>How do the different theoretical perspectives inform social research methods?</i> The relationship between Sociology and social policy. <i>What are the factors that may affect the extent to which sociology can influence social policy?</i>		- Key speakers and studies as listed in scheme of work. - Key vocabulary as outlined in scheme of work. - Explore ideology, science and religion, including both Christian and non-Christian religious traditions. - Discuss the impact of science as a belief system. - Discuss differing ideologies as alternative belief systems. - Clear understanding and ability to evaluate the differences between positivism and interpretivism. - Discussion of sociology as a science with main focus on the work of Popper & Kuhn. - Understand the meaning of objectivity, subjectivity and value freedom and show an ability to evaluate the strengths and limitations of differing views as to whether sociology can and should be value free. - Explore the approaches towards methodologies from consensus, conflict, structural and social action theories. - Explore how modernity and post-modernity may inform sociological theory and methods. - Explore the difference between social problems and sociological problems - Explore relationship between theoretical perspectives and their relationship to social policies.	What makes something an ideology/a science. What is science Falsification Paradigms Open and closed systems Objectivity vs subjectivity Differences between modernity, late modernity and post modernity Simulacra, hyper-reality, end of the grand narrative, risk society Differences between different strands of social action theories e.g. symbolic interactionism, ethnomethodology etc Structural vs humanistic neo-Marxism	See S.O.W for key vocabulary list	



Term 5	Teacher 2 Paper 3 Topic 2: Crime & Deviance • Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes - <i>What is globalisation and how has it affected crime, deviance and social control? (include postmodernism)</i> - <i>What are the types and patterns of green crime?</i> - <i>What are the types and patterns of state crimes and human rights abuses?</i> - <i>What is the relationship between crime and the media? How can it cause crime?</i> • Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. - <i>How do the various theories explain how we control, police and punish criminals?</i> - <i>What does victimology teach us about the patterns of victims and how these are responded to?</i>		• Key speakers and studies as listed in scheme of work. • Key vocabulary as outlined in scheme of work. • Examine patterns and trends of crime on a global scale. • Evaluate the ways in which globalisation creates new opportunities for crime with a focus on green crime and state crime. • Analyse the ways in which the media can cause crime. • An ability to explain crime from a postmodern perspective- Global risk society. • An understanding of different types of crime prevention: situational, environmental and community. • A clear understanding and ability to evaluate surveillance theories: Foucault. • Understanding of the different aims of punishment. • An ability to analyse the aims from punishment from different theoretical perspectives. • An ability to discuss patterns of victimisation as well as positivist versus critical victimology.	What is a state?	See S.O.W for key vocabulary list	
	Teacher 1 Mop up & Revision - <i>Course content completion</i> - <i>Common misconceptions addressed</i> - <i>Exam skills practice</i> - <i>Revision of key topic areas</i>		• Key speakers and studies as listed in scheme of work. • Key vocabulary as outlined in scheme of work. • Identifying common misconceptions and addressing • Past paper practice • Ability to create and answer exam style questions of all mark weightings. • Creation of knowledge organisers for all topics • Completion of revision booklets for all topics • Accessing revision Olympics resources.		See S.O.W for key vocabulary list	
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