



Sociology Curriculum Overview

This overview document details what students will be studying in this subject area over the course of their time with us and the skills and knowledge they will be covering. Students will be formally assessed across the year and their progress and ATL (Attitude to Learning) will be reported home at the end of each term. Assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, including the curriculum covered in the previous year/s.

Half term	02.09.25 - 23.10.25	03.11.25 - 19.12.25	05.01.26 - 13.02.26	23.02.26 - 26.03.26	13.04.26 - 22.05.26	01.06.26 - 17.07.26
	Autumn 1 - 8 weeks	Autumn 2 - 7 weeks	Spring 1 - 6 weeks	Spring 2 - 5 weeks	Summer 1 - 5 weeks	Summer 2 - 7 weeks
Year 10	<p><u>The Sociological Approach</u></p> <p>In this first half term students will be introduced to the sociological approach. They will know and understand debates within sociology including conflict versus consensus, how sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world. They will also explore a range of different sociological perspectives on social structures, social processes and social issues, including: feminism, functionalism, interactionism and Marxism.</p>	<p><u>The Sociology of Families</u></p> <p>During this half term students will be exploring the sociology of families. They will need to know and understand different family forms, the functions of families, how theorists view the family and conjugal role relationships/ They will also discover changing relationships within families and how family and household structures are changing this. Finally they will learn about marriage and divorce and analyse a range of data which gives us insight into how this has changed over the past 100 years.</p>	<p><u>Research Methods</u></p> <p>The first half term of spring begins with an exploration of research methods. Students will be using a range of methods to conduct their own research and evaluate these methods. They will learn sampling methods, research design, quantitative and qualitative methods. They will apply this to the topics they have already learnt and will have an opportunity to embed and practice their numeracy skills.</p>	<p><u>Education in the UK</u></p> <p>In this half term students will draw on their previous knowledge of research methods to look at education in the UK. They will begin by exploring the many different types of school in the UK and how this has been influenced by UK policy.</p>	<p><u>Education in the UK</u></p> <p>During this half term they will finalise their learning on education. They will learn the different functions of education and will consider whether education is fair for all. This will then lead them to look at differences in educational achievement and the internal and external factors that can impact this. They will analyse a range of statistical data and draw conclusions based on this.</p>	<p><u>Crime and Deviance</u></p> <p>In this final half term students will begin the topic of crime and deviance. They will be exploring what crimes are and how these can be socially constructed. They will look at a range of laws from around the world and time and consider why these are different. They will learn a range of theoretical perspectives on this and consider why crime occurs. Finally they will consider factors that can affect criminal and deviant behaviour and look at a range of media and public debates over crime.</p>
Year 11	<p><u>Crime and Deviance</u></p> <p>In this half term you will continue your study of crime and what is considered criminal or deviant behaviour and how this can differ across societies and cultures. You'll explore reasons why</p>	<p><u>Applying Research Methods</u></p> <p>During this half term students will be returning to families, education, crime and will be applying their knowledge of research methods to these topics. The</p>	<p><u>social stratification</u></p> <p>This half term topic, social stratification focuses on how society is divided into layers, or social classes. You'll explore inequality based on class, gender, ethnicity, and age, and how these affect people's</p>	<p><u>Research Methods</u></p> <p>Throughout the course you will have used research methods and in this half term you will revisit this, you'll learn how sociologists carry out research, looking at a range of key pieces of</p>	<p><u>Revision</u></p> <p>During this half term, students will engage in structured revision of all key AQA GCSE Sociology topics to consolidate knowledge and prepare for assessment. Each lesson will focus on a specific topic area—The</p>	

	<p>people who commit social groups are treated by the justice system. You'll also examine theories about crime from different sociological perspectives.</p>	<p>focus will be on applying their knowledge to a range of exam questions and ensuring that they are confident in answering the longer mark questions. This will give students an opportunity to recall previous knowledge learnt whilst improving their writing skills.</p>	<p>opportunities in life. You'll learn about power, poverty, life chances, and how sociologists explain and measure inequality in society.</p>	<p>research. This includes different types of methods like interviews, questionnaires, observations, and using statistics. You'll explore the strengths and weaknesses of these methods and how to decide which method is suitable for studying different topics.</p>	<p><i>Sociological Approach, Families, Education, Crime and Deviance, Social Stratification, and Research Methods</i>—using a mix of retrieval activities, exam-style questions, and discussion of core concepts and theories. Lessons will include quick quizzes, flashcard practice, past paper questions, group work, and teacher-led feedback to strengthen understanding and exam technique. Students will also practise applying sociological knowledge to real-world examples and data. By the end of the half term, students will have revised all key content areas and developed confidence in tackling both short-answer and extended exam questions.</p>	
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Year 12	<p>Students will start with two topics that will cover over a long period over the academic year.</p> <p><u>Education</u></p> <p>Firstly, paper 1 content will be taught. Education will run from the first term until the end of spring 1.</p> <p>This topic explores the role of education in society. Students examine how factors like class, gender, and ethnicity affect educational achievement, as well as the impact of government policies over time (e.g., marketisation, academies). Theories such as functionalism, Marxism, feminism, and interactionism are applied to the education system to understand how it reproduces or challenges inequality.</p> <p><u>Families and Households</u></p> <p>Secondly, paper 2 content will also be taught at the start of the year alongside paper 1. Families and households will run from the first term until the end of spring 1.</p> <p>This topic examines the changing nature of family life in the UK and beyond. Students explore different family types, changing patterns in marriage, divorce, and cohabitation, and the impact of gender roles and social policies. Key sociological perspectives (Marxist, feminist, functionalist, postmodern) are used to understand the role of the family in society, including debates around power, childhood, and family diversity.</p>	<p><i>Paper 1 - Education</i></p> <p><i>Paper 2 - Families and Households</i></p>	<p><i>Research Methods</i></p> <p>In spring 2 students will start studying research methods.</p> <p>This section develops students' understanding of how sociologists collect and analyse data. It includes different research methods (e.g., experiments, interviews, questionnaires), sampling techniques, types of data, and the strengths and limitations of each approach. Students also consider broader methodological debates like positivism vs interpretivism and issues of validity, reliability, and representativeness.</p> <p><i>Applying Sociological Research Methods</i></p> <p>Students will also focus on applying sociological research methods to the study of issues and topics within families and households. Students are expected to understand how different research methods can be used in practice to study real-life aspects of family life, and the strengths and limitations of each method when used in this particular context.</p>	<p><i>Applying Sociological Research Methods</i></p> <p>Research methods will be carried into the summer term and applied to education once finished for paper 1.</p>		

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13	<p><i>Crime and Deviance with Theory and Methods</i></p> <p>In Year 13 AQA Sociology, students study <i>Crime and Deviance with Theory and Methods</i> (3.3), developing a critical understanding of how crime and deviance are socially constructed and controlled within contemporary society. The curriculum engages students in theoretical debate while encouraging active involvement with the research process, linking substantive content to the core sociological themes of socialisation, culture and identity, and social differentiation, power and stratification. Students examine sociological explanations of crime, deviance, social order and social control, alongside patterns and trends in crime by class, gender and ethnicity. The course also explores global and contemporary issues including globalisation and crime, media representations, green crime, human rights and state crime. Throughout the topic, students analyse crime control, surveillance, punishment and the role of the criminal justice system, applying sociological theories, evaluating evidence, and drawing links to research methods and other areas of the specification. Regular use of small-scale research examples and exam-style practice supports the development of analytical, evaluative and synoptic skills in preparation for A-level assessment.</p>		<p><i>Beliefs in Society</i></p> <p>Students will study Topic 3.2.5 <i>Beliefs in Society</i>, developing a sociological understanding of religion, belief systems and their significance in the contemporary world. Students explore key concepts such as ideology, science and religion, including both Christian and non-Christian traditions, and examine how religious beliefs, practices and organisations relate to social change and social stability. The curriculum covers different types of religious organisations, including churches, denominations, sects, cults and New Age movements, analysing their relationship to religious and spiritual belief and practice. Learners also examine how religion interacts with social groups such as class, gender, ethnicity and age, alongside debates around secularisation, globalisation and the continuing influence of religion worldwide. Throughout the topic, students develop evaluative skills, apply sociological theories, and practise exam-style responses in preparation for A-level assessment.</p>	<p><i>Revision</i></p> <p>In the final half term, Year 13 AQA Sociology students focus on intensive preparation for their final examinations across Papers 1, 2 and 3, with targeted support to address gaps in knowledge and strengthen exam technique. Learning centres on structured revision, retrieval practice and exam-style assessment of key content, including <i>Beliefs in Society</i> (3.2.5), <i>Crime and Deviance</i> (3.3) <i>Families and Households</i> (3.2.2), and <i>Education with Theory and Methods</i> (3.1). Students revisit sociological explanations of religion, ideology, secularisation and globalisation; family diversity, relationships, childhood and demographic change; and the role of education, differential achievement, educational policy and globalisation. Alongside substantive topics, students consolidate their understanding of research methods, theoretical perspectives, and key debates such as positivism and interpretivism, objectivity and value freedom, and the relationship between sociology and social policy. This final phase prioritises synoptic thinking, application of theory, evaluation skills and confident exam performance, ensuring students are fully prepared to meet the demands of all three examination papers.</p>		<i>Exams</i>