



**THE BROMFORDS SCHOOL**  
ACHIEVE ENRICH PREPARE

# The Bromfords School Sociology Department. Intent of Curriculum



The Bromfords School

Sociology Department.

**The intent of Sociology at Bromfords is...** To allow students to develop their intellectual ability, to be able to evaluate society and its key institutions of daily life. To allow students to develop their own beliefs and personal perspectives in relation to British and global structures, ingrained with respect and interest for understanding how different societies function. Sociology allows students to have a level of self-awareness and sound moral compass.

#### **Achieve**

Sociology students at Bromfords will achieve the skills that allow students to discuss, define and evaluate society in both verbal and written communication. Students will be able to articulate their judgements in a sophisticated manner in wider society, as well as academically in their essay writing. Students will achieve an understanding of how research operates in different social settings, as well as the importance of monitoring demographic trends.

#### **Enrich**

We aim to enrich students to be better equipped with the understanding of ever changing British and global societies. Students studying Sociology are better placed in understanding how key agencies, such as the education system, the media, and the criminal justice system work, as well as the pivotal role that individual's family and household settings have upon their life course. Students are enriched with the understanding and foundational theories of key issues in society, such as gender, ethnicity and class inequalities and the root causes of these social issues; while providing contemporary theories on how to tackle and approach these ongoing struggles in education, crime and the media.

#### **Prepare**

Sociology prepares students with multiple transferrable skills, adaptable to the workplace. Through the study of Sociology, students are taught to be independent thinkers, effective communicators and diligent in their work ethic, providing value for higher education or apprenticeship. Studying Sociology provides effect preparation for the further study or occupation in fields of sociology, law and humanities.

**Post-16  
Year 12**

**Post-16  
Year 13**

Knowledge:

- What is Sociology?
- Sociological Theories:  
*Functionalism, Marxism, Feminism, Postmodernism*
- Families and Households
- Education
- Sociological Research Methods

Skills:

- Applying key Sociological studies to relevant debates in society.
- An understanding of how to write analytically.
- The ability to express judgements and debate perspectives when considering real world experiences and sociological theories.
- Drawing conclusions.
- Linking Sociological knowledge to contemporary news articles.

Knowledge:

- The Media
- Crime and Deviance
- Sociological Research Methods

Skills:

- The ability to make informed and well supported judgements and applying Sociological theory and studies appropriately.
- An understanding of social issues, debates, social changes and continuities over time.
- Evaluative thinking, when applying sociological research methods to a particular social group and setting.
- Making connections between subject content and real-life experiences.
- Identifying patterns and trends in preindustrial and contemporary society.
- Inquisitive higher order questioning and thinking.

*\*Skills from Year 12, are transferable and in addition to Year 13\**

**Enrichment,  
Careers,  
Real-world  
Experience.**

Understanding the role of individuals and social groups in societies both local and globally.

Understanding the methods, processes, issues, focus and curriculum of the Education system.

Understanding the differences in families and households and the impact this can have on their wider world experiences and choices, with addition to how this may impact wider society in context.

Understanding the importance of Research Methods in studying Sociological and Social Science subjects when doing research, with knowledge of practical, theoretical and ethical issues to consider.

Gaining a deeper understanding of the world around them and the ability to reflect on social issues that are often relevant to their own social experiences.

Critically watching documentaries and applying Sociological perspectives or critiques to different viewpoints and findings.

Wider acknowledgement of real-world news and media coverage and the impact this may have on its audiences.

Knowledge of the purpose, role, impact and influence of key social institutions on all groups and individuals in societies and how this influence differs greatly.

Developing strong critical thinking skills.

A consideration of social issues in a wider context, with reference to main social institutions studied (The family, Education, Media and the Criminal Justice System)

Careers & Real-World: - Sociology develops pupils' confidence in being able to look at the world and have an understanding of its structures and processes. With students ability to critically think and evaluate, skills are transferable to a number of sectors. These transferrable skills support careers including the media, public relations, government, research, police, education, social work and medicine.

**Year 12– Intent:** 1. What impacts families and households and how do they differ & 2. What role does the education system play in wider society?

	Autumn 1	Autumn 2 / Spring 1	Spring 1 / Spring 2 / Summer 1	Summer 2
Teacher 1	<p>Scheme of Work: <b>An introduction to Sociology</b></p> <p>Learning Intent: <b>What is Sociology?</b></p> <p>Scheme of Work: <b>(4.1) The Family, Social Structure and Social Change.</b></p> <p>Learning Intent: <b>How do family and household structures differ? Does this influence social change?</b></p>	<p>Scheme of Work: <b>(4.2)The Family and Social Policy</b></p> <p>Learning Intent: <b>How has social policy influenced families and households?</b></p> <p>Scheme of Work: <b>(4.3) Demographic Trends and Family Life</b></p> <p>Learning Intent: <b>How have demographic trends changed? How do they influence families and households?</b></p>	<p>Scheme of Work: <b>(4.4) Marriage, Divorce and Family Diversity</b></p> <p>Learning Intent: <b>How does marriage and divorce impact the family structure and contribute to family diversity?</b></p> <p>Scheme of Work: <b>(4.5) Domestic Labour, Power Relationships and the Family</b></p> <p>Learning Intent: <b>What is the domestic division of labour and how is this notion viewed in the family?</b></p>	<p>Scheme of Work: <b>(4.6) The Social Construction of Childhood</b></p> <p>Learning Intent: <b>Is childhood a social construct?</b></p> <p>Scheme of Work: <b>Revision &amp; Exam Practice Year 13 Bridging</b></p>
Teacher 2	<p>Scheme of Work: <b>An introduction to Sociology</b></p> <p>Learning Intent: <b>What is Sociology?</b></p> <p>Scheme of Work: <b>(1.1)The role of Education in Society</b></p> <p>Learning Intent: <b>What is the purpose of Education in society?</b></p>	<p>Scheme of Work: <b>(1.2 )Class and Educational Achievement</b></p> <p>Learning Intent: <b>How does class impact educational achievement?</b></p> <p>Scheme of Work: <b>(1.3) Ethnicity and Educational Achievement</b></p> <p>Learning Intent: <b>How does ethnicity impact educational achievement?</b></p>	<p>Scheme of Work: <b>(1.4) Gender, Educational Achievement and Subject Choice</b></p> <p>Learning Intent: <b>Does gender influence educational achievement or subject choice?</b></p> <p>Scheme of Work: <b>(1.5) Relationships and Processes in Schools</b></p> <p>Learning Intent: <b>What are the relationships and processes in schools, and what impacts do these have upon pupils?</b></p>	<p>Scheme of Work: <b>(1.6) Social Policy and Education</b></p> <p>Learning Intent: <b>How has social policy changed the education system?</b></p>
<i>Measuring Impact Through:</i>				
Teacher 1 Teacher 2	<p><i>Introductory Essay: (Skills focused) &amp; Low Tariff Exam Question</i></p> <p><i>Introductory Essay: (Skills focused) &amp; High Tariff Exam Question</i></p>	<p><i>In Class Assessment / High Tariff Exam Question</i></p> <p><i>Low Tariff Exam Question(s) / High Tariff Exam Question</i></p>	<p><i>Year 12 Mock Exams / In Class Assessment</i></p> <p><i>Year 12 Mock Exams / In Class Assessment</i></p>	<p><i>Low Tariff Exam Question(s)</i></p> <p><i>Low Tariff Exam Question(s)</i></p>

**Year 13– Intent:** 3.What role does the Media play in society? & 4. How does crime and deviance contribute to a functioning society?

	Autumn 1	Autumn 2	Spring 1 & 2	Summer
Teacher 1	<p>Scheme of Work: <b>(4.1) The New Media</b></p> <p>Learning Intent: <b>What is the nature and significance of digital media? How do people use the media?</b></p> <p>Scheme of Work: <b>(4.2) Ownership and Control of the Media</b></p> <p>Learning Intent: <b>How does the ownership and control of the media impact its content and society?</b></p>	<p>Scheme of Work: <b>(4.3) The Media, Globalisation and Popular Culture</b></p> <p>Learning Intent: <b>How has the role of the media created a global popular culture?</b></p> <p>Scheme of Work: <b>(4.4) The Selection and Presentation of News</b></p> <p>Learning Intent: <b>How is the News socially constructed?</b></p> <p>Scheme of Work: <b>(4.7) The Relationship Between the Media and Their Content, Presentation &amp; Audiences</b></p> <p>Learning Intent: <b>What impact does the Media have on its audiences?</b></p>	<p>Scheme of Work: <b>(4.5) Media Representations of Gender, Sexuality and Disability</b></p> <p>Learning Intent: <b>How does the Media represent different groups in society?</b></p> <p>Scheme of Work: <b>(4.6) Media Representations of Ethnicity, Social Class and Age</b></p> <p>Learning Intent: <b>How does the Media represent different groups in society?</b></p>	N/A
Teacher 2	<p>Scheme of Work: <b>(1.1) Functionalism, Strain and Subcultural Theories of Crime</b></p> <p>Learning Intent: <b>What do Sociologists theorise about the role of crime in society?</b></p> <p>Scheme of Work: <b>(1.2) Labelling Theory</b></p> <p>Learning Intent: <b>How does the Labelling Theory contribute to criminal and deviant behaviour?</b></p> <p>Scheme of Work: <b>(1.3) Marxist and Critical Criminologies</b></p> <p>Learning Intent: <b>What do Sociologists theorise about the role of crime in society?</b></p> <p>Scheme of Work: <b>(1.4) Realist Theories of Crime</b></p> <p>Learning Intent: <b>What do Sociologists theorise about the role of crime in society?</b></p>	<p>Scheme of Work: <b>(1.5) Statistics and Patterns of Crime</b></p> <p>Learning Intent: <b>How do statistics and patterns of crime differ across society?</b></p> <p>Scheme of Work: <b>(1.6) Ethnicity and Crime</b></p> <p>Learning Intent: <b>How does an individual's ethnicity influence the choices made by the criminal justice system?</b></p> <p>Scheme of Work: <b>(1.7) Gender and Crime</b></p> <p>Learning Intent: <b>What are the patterns of crime when considering gender and victimisation and criminalisation?</b></p> <p>Scheme of Work: <b>(1.8) Social Class and Crime</b></p> <p>Learning Intent: <b>What is the relationship between social class, crime, and criminalisation?</b></p>	<p>Scheme of Work: <b>(1.9) Globalisation, Human Rights, State and Green Crime</b></p> <p>Learning Intent: <b>How has globalisation changed the nature of crime and deviance?</b></p> <p>Scheme of Work: <b>(1.10) Crime and the Media</b></p> <p>Learning Intent: <b>How is Crime portrayed in the Media?</b></p> <p>Scheme of Work: <b>(1.11) Control, Prevention and Punishment; Victims; The Criminal Justice System</b></p> <p>Learning Intent: <b>How do theories crime prevention, punishment, the criminal justice system and criminal victimisation operate in society?</b></p>	N/A
<i>Measuring Impact Through:</i>				
Teacher 1	Low Tariff Exam Question		Mock Exams: April	

<i>Teacher 2</i>	<i>Low Tariff Exam Question</i>	<i>Mock Exams: October In Class &amp; Study Task: Exam Questions</i>	<i>In Class &amp; Study Task: Exam Questions</i>
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