

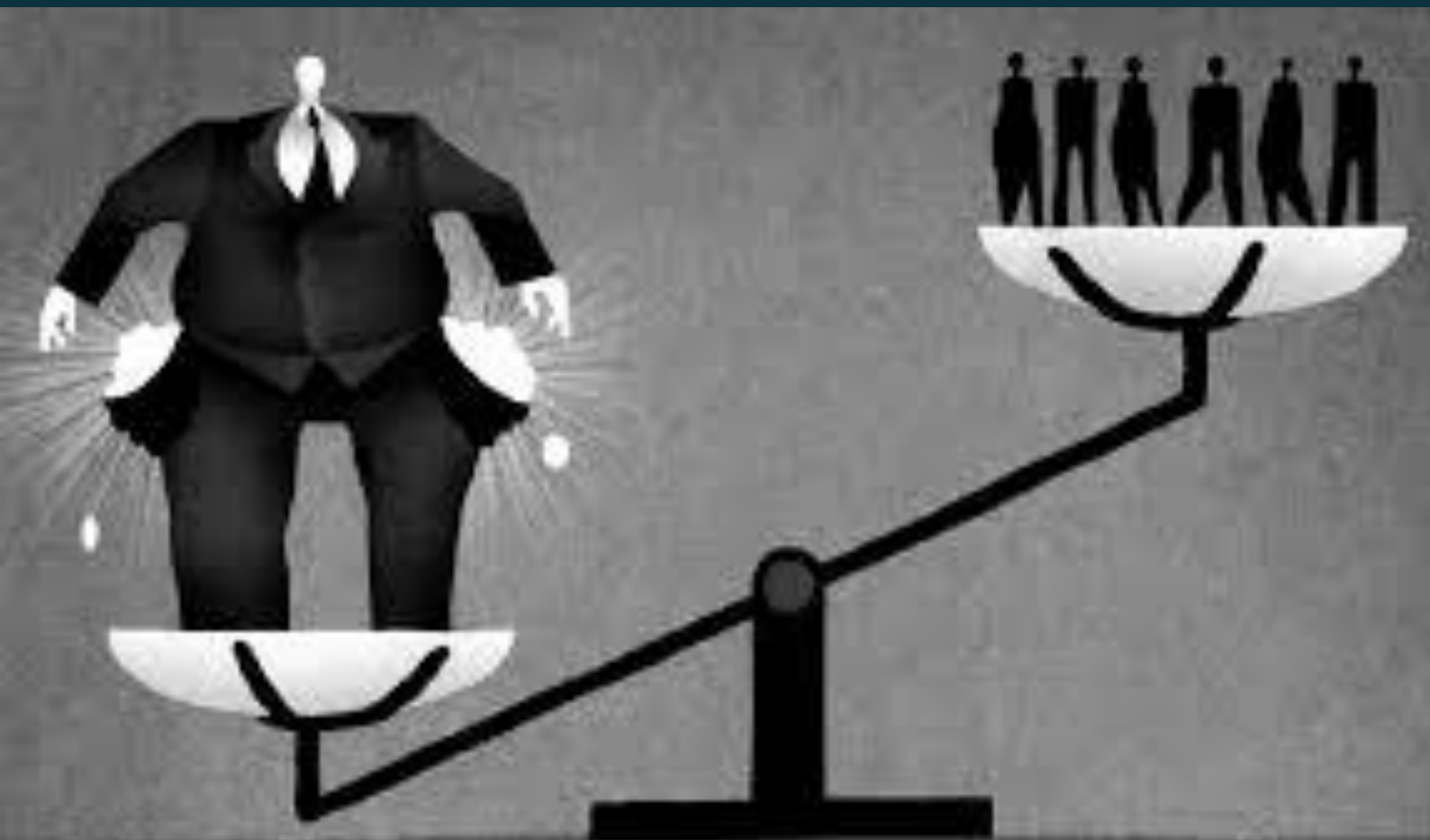


**ST BERNARD'S  
HIGH SCHOOL**

# Curriculum Guide

## Sociology

### 2025 - 26



# Contents

|                         |    |
|-------------------------|----|
| Curriculum Intent ..... | 3  |
| Year 10 .....           | 4  |
| Year 11 .....           | 6  |
| Year 12 .....           | 8  |
| Year 13 .....           | 10 |

## **Curriculum Intent**

Sociology is an invaluable subject for students as members of society we will all undoubtedly be impacted by structures and processes that exist. It is hard to imagine that anyone can say that they have not been impacted by their family, education, the mass media or the law in their society. Social class, ethnicity and gender are still key determinants of a person's life chances and experiences. Studying Sociology allows students to develop knowledge and understanding of how society works to better understand their own lives and hopefully: "be the change they wish to see in the world" – Mahatma Ghandi. Wanting to create a fairer society where the poor and marginalised are treated with dignity is completely aligned with our school ethos and Catholic Social Teaching Principles.

At GCSE, students will explore the following topics: Families, Education, Crime and Deviance and Social Stratification. For families they will need to know things such as differing views on the functions of the family, how family forms differ and gender roles and relationships within families. For education: differing views on the functions of education and factors affecting educational achievement. For crime and deviance: methods of social control and factors affecting criminal and deviant behaviour. Finally, for social stratification: differing views of socio-economic class, factors affecting life chances and differing views on factors affecting power relationships. Students will develop skills to answer a range of examination questions, including short response and extended response. When completing an extended response answer they will need to analyse and evaluate sociological theories, concepts, evidence and methods to construct arguments, make judgements and draw conclusions.

At A Level, students will develop their knowledge and understanding of above-mentioned topics further and will increasingly be expected to relate their expertise to contemporary society. In addition to this, they will study the media and its role in society, considering its ownership, presentation of the news and representation of social groups. When answering questions, students will continue to analyse and evaluate and will develop their writing to reflect a more academic style.

Ultimately, sociology students should finish their courses of study with deeper knowledge and understanding of the society that we live in, the ability to see society through different perspectives and the desire to change society for the better.

## **Head of Social Sciences Faculty**

Mr J Toms

## **Head of Sociology Department**

Mrs S Perkins

# Year 10

## AQA GCSE SOCIOLOGY

This subject can be chosen as an option for GCSE.

**Number of lessons per fortnight: 3**

**Skills developed:** Investigate facts and make deductions, analytical skills, communication skills, making substantiated judgements.

**Classes:** Students are taught in mixed ability classes.

**Essential equipment:** Blue or black pen, green pen, ruler, scissors and glue.

**Extracurricular and enrichment opportunities:**

Students can get involved with the school's SVP group who help anyone experiencing poverty.

During cultural week students learn about cross-cultural examples related to their topics of study.

**Careers curriculum:**

Opportunities to explore various careers, for example: the work of a social worker, teacher, policy analyst, criminologist and journalist.

|                    | Content studied   | Literacy focus   | What parents can do to help   |
|--------------------|---|--|---|
| <b>Autumn Term</b> | Introduction: The Sociological approach<br>Paper 1 & Paper 2: Sociological research methods | Students must understand and use key terms correctly (e.g. culture, socialisation, norm, class, ethnicity, gender). Students must practice writing clear, coherent, and well-structured answers using PEEL paragraphs (Point, Explain, Evidence, Link) to build arguments. Students must understand exam questions and command words (e.g. describe, explain, evaluate). | Discuss key concepts together: ask your child to explain research methods concepts to you (e.g. experiments, questionnaires, interviews).   |
| <b>Spring Term</b> | Paper 1: Families<br>Paper 2: Education   | Students must understand and use key terms correctly (e.g. culture, socialisation, norm, class, ethnicity, gender). Students must practice writing clear, coherent, and well-structured answers using PEEL paragraphs (Point, Explain, Evidence, Link) to build arguments. Students must understand exam questions and command words (e.g. describe, explain, evaluate). | Discuss real-life examples: talk about different family types and education experiences either from your own life or from news stories.<br>Encourage critical thinking: prompt your child to think about issues like gender roles in families or how schools might affect inequality. |
| <b>Summer Term</b> | Paper 1: Education continued<br>Consolidation and revision                                  | Students must understand and use key terms correctly (e.g. culture, socialisation, norm, class, ethnicity, gender). Students must practice writing clear, coherent, and well-structured answers using PEEL paragraphs (Point, Explain, Evidence, Link) to build arguments. Students must   | Discuss real-life examples: talk about education experiences either from your own life or from news stories.<br>Encourage critical thinking: prompt your child to think about issues like how schools might affect inequality.  |

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|  |  | understand exam questions and command words (e.g. describe, explain, evaluate). |  |
|--|--|---|--|

### Helpful books/websites:

AQA GCSE 9-1 Sociology Student Book

AQA GCSE 9-1 Sociology All-in-One Complete Revision and Practice

Seneca: [Sociology: AQA GCSE](#)

Save My Exams: [Sociology Revision Resources](#)

### Opportunities for wider reading/research:

Discover Sociology: [Discover Sociology - Home](#)

BBC News: [Family & Education | Latest News & Updates | BBC News](#)

# Year 11

## AQA GCSE SOCIOLOGY

This subject can be chosen as an option for GCSE.

**Number of lessons per fortnight: 3**

**Skills developed:** Investigate facts and make deductions, analytical skills, communication skills, making substantiated judgements.

**Classes:** Students are taught in mixed ability classes.

**Essential equipment:** Blue or black pen, green pen, ruler, scissors and glue.

**Extracurricular and enrichment opportunities:**

Students can get involved with the school's SVP group who help anyone experiencing poverty.

During cultural week students learn about cross-cultural examples related to their topics of study.

**Careers curriculum:**

Opportunities to explore various careers, for example: the work of a social worker, teacher, policy analyst, criminologist and journalist.

|                    | Content studied  | Literacy focus   | What parents can do to help   |
|--------------------|--|--|---|
| <b>Autumn Term</b> | Paper 2: Crime and deviance<br>Paper 2: Social stratification                    | Students must understand and use key terms correctly (e.g. culture, socialisation, norm, class, ethnicity, gender). Students must practice writing clear, coherent, and well-structured answers using PEEL paragraphs (Point, Explain, Evidence, Link) to build arguments. Students must understand exam questions and command words (e.g. describe, explain, evaluate). | Talk to your child about the causes and effects of crime: help them explore reasons why people commit crimes (e.g. socialisation, poverty, peer pressure) and discuss the impact of crime on individuals, families and communities.<br>Encourage critical thinking: help your child to think about bias in the criminal justice system. |
| <b>Spring Term</b> | Paper 2: Social stratification continued<br>Examination preparation and practice | Students must understand and use key terms correctly (e.g. culture, socialisation, norm, class, ethnicity, gender). Students must practice writing clear, coherent, and well-structured answers using PEEL paragraphs (Point, Explain, Evidence, Link) to build arguments. Students must understand exam questions and command words (e.g. describe, explain, evaluate). | Talk to your child about how society is divided into different layers or groups: help them to explore why some people live in bigger houses or have different job types.<br>Encourage critical thinking: discuss unequal access to education and healthcare.  |
| <b>Summer Term</b> | Examination preparation and practice   | Students must understand and use key terms correctly (e.g. culture, socialisation, norm, class, ethnicity, gender). Students must practice writing clear, coherent, and well-structured answers using PEEL paragraphs (Point, Explain, Evidence, Link) to build arguments. Students must   | Encourage active revision techniques (e.g. flash cards, mind maps, or summarise notes in their own words).<br>Encourage your child to teach you what they have learned.   |

|  |  |   |  |
|--|--|---|--|
|  |  | understand exam questions and command words (e.g. describe, explain, evaluate). |  |
|--|--|---|--|

## Helpful books/websites:

AQA GCSE 9-1 Sociology Student Book

AQA GCSE 9-1 Sociology All-in-One Complete Revision and Practice

Seneca: [Sociology: AQA GCSE](#)

Save My Exams: [Sociology Revision Resources](#)

## Opportunities for wider reading/research:

Discover Sociology: [Discover Sociology - Home](#)

BBC News: [Crime - BBC News](#)

# Year 12

## AQA A-LEVEL SOCIOLOGY

**Number of lessons per fortnight:** 5

**Skills developed:** Critical thinking, research skills, analytical and evaluative skills, communication skills and cultural awareness and empathy.

**Essential equipment:** Folder, dividers, plastic wallets, paper, blue or black pen, green pen. *AQA A Level Sociology Book One* textbook is provided by the school – students must return it at the end of the course.

**Extracurricular and enrichment opportunities:** Students can get involved with the school's SVP group who help anyone experiencing poverty.

During cultural week students learn about cross-cultural examples related to their topics of study.

**Careers curriculum:** Opportunities to explore various careers, for example: the work of a social worker, teacher, policy analyst, criminologist and journalist.

|                    | Content studied   | Literacy focus   | What parents can do to help  |
|--------------------|---|--|--|
| <b>Autumn Term</b> | Introduction to Sociology<br>Paper 1: Education                       | Students must be confident with key sociological terms (e.g. socialisation, stratification, identity, culture). Students must extract key points and evidence from sociological texts. Students must develop clear, coherent essay structures. | Discuss sociological theories and current events: talk to your daughter/son about news stories or social issues (e.g. exam pressure, streaming/setting, funding cuts, or inequalities based on class, gender or ethnicity) to help relate theories to real life. |
| <b>Spring Term</b> | Paper 2: Families and households<br>Paper 1 & 3: Research methods     | Students must be confident with key sociological terms (e.g. socialisation, stratification, identity, culture). Students must extract key points and evidence from sociological texts. Students must develop clear, coherent essay structures. | Discuss sociological theories and current events: talk to your daughter/son about news stories or social issues (e.g. changing family structures, divorce rates, same-sex parenting, childcare) to help relate theories to real life.                            |
| <b>Summer Term</b> | Paper 1 & 3: Research methods continued<br>Consolidation and Revision | Students must be confident with key sociological terms (e.g. socialisation, stratification, identity, culture). Students must extract key points and evidence from sociological texts. Students must develop clear, coherent essay structures. | Encourage active revision techniques (e.g. flash cards, mind maps, or summarise notes in their own words).<br>Encourage your daughter/son to teach you what they have learned.   |

### Helpful books/websites:

Revise Sociology: [A Level Sociology Revision Help and Resources](#)

*Sociology for AQA Volume 1: AS and 1st-Year A Level, 5<sup>th</sup> edition*, Ken Browne. Polity

*AQA Sociology for A Level Book 1*, David Bown, Laura Pountney, Tomislav Maric. Hodder Education

### Opportunities for wider reading/research:

AQA Sociology: [Resource list](#)

*A Beginner's Guide to Social Theory*, Shaun Best



*The Spirit Level*, Wilkinson and Pickett

*Chavs*, Owen Jones

*Living Dolls*, Natasha Walter

# Year 13

## AQA A-LEVEL SOCIOLOGY

**Number of lessons per fortnight: 5**

**Skills developed:** Critical thinking, research skills, analytical and evaluative skills, communication skills and cultural awareness and empathy.

**Essential equipment:** Folder, dividers, plastic wallets, paper, blue or black pen, green pen. *Sociology AQA A-Level Year 2* textbook is provided by the school – students must return it at the end of the course.

**Extracurricular and enrichment opportunities:** Students can get involved with the school's SVP group who help anyone experiencing poverty.

During cultural week students learn about cross-cultural examples related to their topics of study.

**Careers curriculum:** Opportunities to explore various careers, for example: the work of a social worker, teacher, policy analyst, criminologist and journalist.

|                    | Content studied  | Literacy focus   | What parents can do to help  |
|--------------------|--|--|--|
| <b>Autumn Term</b> | Paper 2: Mass Media<br>Paper 3: Crime and deviance             | Students must be confident with key sociological terms (e.g. socialisation, stratification, identity, culture). Students must extract key points and evidence from sociological texts. Students must develop clear, coherent essay structures. | Discuss sociological theories and current events: talk to your daughter/son about news stories or social issues (e.g. social media trends, news coverage biases, advertising) to help relate theories to real life.  |
| <b>Spring Term</b> | Paper 3: Crime and deviance<br>Paper 1 & 3: Theory and methods | Students must be confident with key sociological terms (e.g. socialisation, stratification, identity, culture). Students must extract key points and evidence from sociological texts. Students must develop clear, coherent essay structures. | Discuss sociological theories and current events: talk to your daughter/son about news stories or social issues (e.g. who commits crime, how the media portrays it, different types of punishment and their effectiveness) to help relate theories to real life. |
| <b>Summer Term</b> | Examination preparation and practice                           | Students must be confident with key sociological terms (e.g. socialisation, stratification, identity, culture). Students must extract key points and evidence from sociological texts. Students must develop clear, coherent essay structures. | Encourage active revision techniques (e.g. flash cards, mind maps, or summarise notes in their own words).<br>Encourage your daughter/son to teach you what they have learned.   |

### Helpful books/websites:

Revise Sociology: [A Level Sociology Revision Help and Resources](#)

*Sociology for AQA Volume 2: 2<sup>nd</sup>-Year A Level, 3<sup>rd</sup> edition*, Ken Browne, Johnathon Blundell and Pamela Law. Polity

*AQA Sociology for A Level Book 2*, David Bown, Laura Pountney, Tomislav Maric and Natalie Meadows. Hodder Education

### Opportunities for wider reading/research:

AQA Sociology: [Resource list](#)

*The McDonaldisation of Society*, George Ritzer

*Media Studies*, Dan Laughey

*Criminology: The Essentials*, James Treadwell

*Teach Yourself Postmodernism*, Glenn Ward