



RPE and Social Science Curriculum Overview

Year	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
12 Soc RGI	<p>Topic: Families and Households –</p> <p>Topic 1: Introduction to sociology – the theories and methods. Family and Household, Sociological perspectives on the family, Social Policy and the family.</p> <p>Topic 4: Childhood – popular views of childhood, the social construction of childhood, Children in contemporary Britain, assess whether childhood is disappearing.</p> <p>Substantive Knowledge:</p> <p>Topic 1: To know and understand the different sociological theories – Functionalism, Marxism, Feminism, Post Modernism and New Right and know what they say about the family. To know the different social policies there are that are related to the family. To under what is meant by</p>	<p>Topic: Families and Households –</p> <p>Topic 2: Family Diversity. Changing patterns of family types, including marriage, divorce, remarriage, looking at how families have changed over time and reasons why – e.g LATs, lone parenthood, lone person households, changes in child-bearing and more births outside of marriage.</p> <p>Substantive Knowledge:</p> <p>Students will need to know and understand what is meant by the term family and household diversity. They will need to know the sociology of personal life, the traditional family and the changing live course, such as the Individualization Thesis, confluent love and the “Pure Relationship”. Students will need to have an understanding of divorce and remarriage statistics and what this means in</p>	<p>Topic: Families and Households –</p> <p>Topic 3: – Domestic division of labour, gender roles, power in the family, how equal are modern relationships, consequences of inequality in the family.</p> <p>Substantive Knowledge:</p> <p>To know what is meant when we use the term “Domestic division of labour”. Students are to study gender roles in the family and to look at power relationships in the family and to see how this may have changed over more recent years and what the reasons might be for this. Students will need to study what the consequences of inequality in the family might lead to. Students also need to understand the terms “Dual Burden” and “Triple shift”. To know the studies of Wilmott</p>	<p>Topic: Families and Households –</p> <p>Topic 5: Demographic change – Migration and globalisation: immigration and emigration. Natural population change in the UK – trends in birth and death rates.</p> <p>Substantive Knowledge</p> <p>Students will need to look at demographics in the UK over the last 100 years and look at issues to do with births, deaths, migration and globalisation. Students will need to understand what the push and pull factors are when talking about migration. They will need to know the effects of globalisation and the patterns of migration from 1900-2000 and then 2000 onwards. Students will need to know what is meant by an ageing population and what implications this has on society.</p>	<p>Topic: Revision / Exam preparation</p> <p>Revision.</p>	<p>Topic: Crime and Deviance</p> <p>Intro to Crime and Deviance – introducing what is crime and what is deviance – Social Control, deviance and crime. The social construction of crime and deviance.</p> <p>Substantive Knowledge:</p> <p>To know what a crime is and to understand what is meant by the term deviance and be able to give examples. To understand what is meant when saying that deviance is “socially constructed”.</p> <p>Disciplinary Knowledge:</p> <p>To recall the terms crime and deviance and be able to explain why deviance is thought to be socially constructed.</p> <p>Students will be able to answer a variety of</p>



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	<p>the term family and how this definition has changed over time. To understand the definition of household and to recognise how families and households have changed over the last 100 years.</p> <p>Topic 2: To know what is meant by the term childhood and how “Childhood” is seen as socially constructed. Students need to know about the historical child and how childhood differs across different cultures. Students are to know and understand the term “child centredness” and what this means in contemporary society. They are to understand that childhood is not always “better” today for many children and to understand the reasons why. Students are also to study the notion that some sociologists will argue that childhood is disappearing- so students need to understand what this means.</p>	<p>relation to changing family types. They will need to understand the implications, reasons and importance of why there is an increase in the divorce rate in the UK. They will also need to know the history of the divorce laws. They will need to know about the changing patterns of marriage, the decline in marriage and the meaning and reasons for the increase in cohabitation along with the changes in child-bearing and reasons for more births outside of marriage today. They will need to know what LATs are and reasons why there is a growth in lone parenthood and more single person households than in the past. Students will need to have an understanding of how households have changed – extended, nuclear, and cultural diversity. Cultural diversity refers to differences in family structure and lifestyles between ethnic and religious groups largely arising from immigration</p>	<p>and Young and Anne Oakley.</p> <p>Disciplinary Knowledge:</p> <p>Recall the definitions of Dual Burden and Triple shift. Outline and explain how the gender roles within the family have changed in more contemporary times and be able to critically explain what the reasons are for this. Evaluate the extent to which the view that the modern marriage and cohabiting relationships are really more equal.</p> <p>Students will be able to answer a variety of essay questions on these topic areas.</p>	<p>Disciplinary Knowledge:</p> <p>To recall some key terms in demography: Birth rate, the fertility rate, General fertility rate, the total fertility rate, infant mortality rate, death rate, life expectancy, dependant population, dependant age groups, migration, immigration, emigration, net migration, natural population change, population projections.</p> <p>To be able to recall some statistics in the changes of demographics over the last 100 years in the UK and be able to explain and evaluate reasons for these changes in a sociological manner.</p> <p>To explain the effects of globalisation on immigration and emigration.</p> <p>To critically evaluate the consequences of an ageing population.</p>		<p>essay questions on these topic areas.</p>
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	<p>Disciplinary Knowledge:</p> <p>Recall the definitions of family and household. Outline and explain what Functionalists, Marxists, feminists and Postmodernists believe the role and function of the family is. Evaluate critically each perspective. Recall the major policies on the family. Outline and explain how the laws and social policies affect families and households. Outline and explain how childhood can be seen as socially constructed. Recall the term child-centredness and be able to list reasons as to the causes of child-centredness in society today. Evaluate to what extent childhood is believed by some sociologists to be disappearing. Students will be able to answer a variety of essay questions on these topic areas.</p>	<p>into the UK, and particularly the large-scale immigration that occurred. Tween 1950s and the early 1970s.</p> <p>Disciplinary Knowledge:</p> <p>To recall terms such as LATs, cohabitation, confluent love, pure relationship, individualisation, cultural diversity, beanpole family, the classic extended family. Students need to be able to discuss reasons for the changes leading to family diversity in the UK.</p> <p>Students will be able to answer a variety of essay questions on these topic areas.</p>		<p>Students will be able to answer a variety of essay questions on these topic areas.</p>		
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<p>12 Soc LSH</p>	<p>Topic: Research Methods</p> <p>Substantive Knowledge:</p> <p>Know and apply social science research methods to perspectives in sociology and sociological topics.</p> <p>Disciplinary Knowledge:</p> <p>Critically consider the appropriate research method for investigating social phenomena. Apply the research method to the perspective in sociology.</p>	<p>Topic: Education</p> <p>Substantive Knowledge:</p> <p>Perspectives in sociology and their approach to explaining the purpose of education and school</p> <p>Disciplinary Knowledge:</p> <p>Critically consider the approach to explaining the purpose of education using evidence from sociological perspectives.</p>	<p>Topic: Education</p> <p>Substantive Knowledge:</p> <p>interpretivism - analysis of the factors effecting teachers no students within a school setting</p> <p>Disciplinary Knowledge:</p> <p>Critically consider the interactions within a school that determine attainment and long term success or failure. Using sociological perspectives and studies to support or refute the effect of social interactions.</p>	<p>Topic: Education</p> <p>Substantive Knowledge:</p> <p>Differential educational achievement</p> <p>Disciplinary Knowledge:</p> <p>Critically consider differential effects on attainment in education support theories with evidence and perspectives.</p>	<p>Topic: Education</p> <p>Substantive Knowledge:</p> <p>Educational policies and their effect and change on the education system</p> <p>Disciplinary Knowledge:</p> <p>Critically consider the changes in education, how political parties have effected education and consider the positives and negatives of the change in different socioeconomic groups.</p>	<p>Topic: Education</p> <p>Substantive Knowledge:</p> <p>Research methods within the topic of education</p> <p>Disciplinary Knowledge:</p> <p>Critically apply research methods to education using knowledge of the perspectives and school of thoughts within sociology.</p>
<p>Year 13 Soc RGL</p>	<p>Topic: Crime and Deviance – Topic 1 – Sociological and non-sociological theories of crime and deviance.</p> <p>Substantive Knowledge:</p>	<p>Topic: Crime and Deviance – Topic 2 Crime Statistics, trends in crime, patterns of offending, ethnicity and crime, Gender and crime, social class and crime.</p>	<p>Topic: Crime and Deviance – Topic 4 - The Criminal Justice System, surveillance and prevention, theoretical approaches and social polices for crime control and prevention. The victims of crime.</p>		<p>Topic: Revision and exam technique</p> <p>Substantive Knowledge:</p> <p>Revision and exam technique</p> <p>Disciplinary Knowledge:</p>	<p>Topic:</p> <p>N/A</p> <p>Substantive Knowledge:</p> <p>Disciplinary Knowledge:</p>



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	<p>To know the different theories of crime and deviance: Functionalist , Marxist, including Neo-Marxism, feminist, postmodernist, left and right realist explanations for crime and deviance. To also know the biological and psychological theories of crime and deviance by looking at the work of Lombroso and Eysenk.</p> <p>Disciplinary Knowledge:</p> <p>Be able to critically evaluate the different theories, looking at their strengths and weaknesses alongside case studies.</p> <p>Students will be able to answer a variety of essay questions on these topic areas.</p>	<p>Substantive Knowledge:</p> <p>To look at the official crime statistics – to understand how they might be used, what the advantages and disadvantages might be and be able to discuss the trends in crime. Students need to know the patterns of offending and be able to discuss these in relation to ethnicity and crime, gender and crime and social class and crime.</p> <p>Disciplinary Knowledge:</p> <p>Be able to critically evaluate the crime statistics, who are they for, how were they produced – what do they tell us – what do t they tell us? Students need to evaluate the trends in crime statistics in relation to gender, age, ethnicity, social class and be able to give critical explanations using case studies for the differences in the</p>	<p>Substantive Knowledge:</p> <p>Students need to know what the Criminal Justice system is and how it works. They need to understand what is meant by surveillance and crime control and prevention which links in with left and right realist theories on crime. They need to understand who is more likely to be a victim of crime and why.</p> <p>Disciplinary Knowledge:</p> <p>Be able to critically evaluate crime prevention strategies and give reasons of who is more likely to be victims of crime and why.</p> <p>Students will be able to answer a variety of essay questions on these topic areas.</p>	<p>Topic: Crime and Deviance – Topic 3 – Globalisation and crime in contemporary society. Green and environmental crime. Human Rights and state crimes, the media and the social construction of crime and deviance.</p> <p>Substantive Knowledge:</p> <p>Students need to know what is meant by globalisation and crime in contemporary society and be able to give examples. They need to know what green or environmental crime is, who is to blame and why it is difficult to say who is to blame and what the cost if the crime is – they should also be able to give examples of green / environmental crime. Students need to know what human rights and state crimes are by using examples. Students</p>	<p>Revision and exam technique</p>	
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		<p>statistics amongst different groups of people in society.</p> <p>Students will be able to answer a variety of essay questions on these topic areas.</p>		<p>need to understand what the problems are with defining state crimes and how they can be explained. Students also need to understand what role the media plays in the social construction of crime and deviance. Students need to know what is meant by deviance amplification, folk devils and moral panics – by looking at the case study of Mods and Rockers by Stanley Cohen. Lastly, students need to look at and assess whether the media causes crime.</p> <p>Disciplinary Knowledge:</p> <p>Recall the different types of green, environmental, hate, state crimes etc with examples.</p> <p>Be able to critically analyse and evaluate the different types of crime and how they can be explained.</p>		
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				<p>Be able to critically analyse and evaluate the role of the media using examples such as Cohen’s study on Mod’s and Rockers as to how the media creates Moral Panics and this amplifies the situation, and thus ultimately assess the extent to which the media might create crime within society.</p> <p>Students will be able to answer a variety of essay questions on these topic areas.</p>		
<p>Year 13 LSH</p>	<p>Topic: Media</p> <p>Topic 1 – The relationship between ownership & control of the media Topic 2 – The media, globalisation & popular culture</p> <p>Substantive Knowledge: To know the difference between new and old media and the benefits and implications of new media. To outline</p>	<p>Topic: Media</p> <p>Topic 3 – Process of selection & presentation of the news</p> <p>Substantive Knowledge: To understand the social construction of the news, the influence of owners</p>	<p>Topic: Media</p> <p>Topic 4 – Media representation of gender, age, class, ethnicity, sexuality & disability</p> <p>Substantive Knowledge: To understand and evaluate the representation of differentiated society such as age, gender,</p>	<p>Topic Media</p> <p>Topic 4 – Media representation of gender, age, class, ethnicity, sexuality & disability</p> <p>Substantive Knowledge: To understand the relationship between the media, their content and</p>	<p>Topic: Revision whole course</p> <p>Substantive Knowledge:</p> <p>Disciplinary Knowledge:</p>	



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	<p>ownership and control of the media, historical and current. To outline, compare & evaluate the ideologies associated with media sociology, pluralism, Marxism & post-modern. To know and give examples of globalisation popular and high culture and know the global effects using ideology.</p> <p>Disciplinary Knowledge: To provide evidence of the good and bad effects of new media – use sociologists to support claims in evaluating the development of media. Outline the ideological perspectives on the media, ownership and control. Apply ideas to essay formats and items. To identify high and low culture and the media portrayal of cultures – use ideology to support claims.</p>	<p>and governments on the representations of the news. To understand the terms, norm setting, agenda setting and gatekeepers in relation to the news presentation. To know and give examples of churnalism and relate it to new media. Discuss propaganda.</p> <p>Disciplinary Knowledge: Present and evaluate the value of the news as a valid source of information. Consider ownership of the news and the effects of globalisation on the news. Use key terminology in exam questions accurately apply it to items. Apply current affairs to the construction of the news Correctly apply agenda setting, gatekeepers and norm setting to the presentation and access of the news. Discuss churnalism as a postmodern concept</p>	<p>disability and ethnicity Disciplinary Knowledge: To understand differentiation and representation in the media. How labelling and stereotyping may be reinforced by the media causing discrimination. Discuss feminist views on how women are represented in the media – focusing on postmodern feminist views. Consider class and how it is represented in the media and how this reinforces canalise by causing discrimination and divide within society.</p>	<p>presentation and audiences Disciplinary Knowledge: Outline and evaluate methodological problems with researching media effects. Outline, apply and discuss the media effects models, the hypodermic syringe model, active audiences – two step flow model, cultural effects model, encoding and decoding. Analyse the usefulness of the Glasgow media group in understanding hegemonic approaches to understanding the audience, Consider the media effects of violence – understand and evaluate the Bandura experiment on Social Learning Theory.</p>		
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