

De Lisle College Curriculum

“Rooted and grounded in Love”.

A Level Sociology



Intent – ‘**Rooted** and grounded in Love’

Sociology is a transformative subject that encourages students to view themselves and the world around them through a more analytical, questioning lens. Learners are empowered to bring their lived experiences into the classroom and take their learning back out into the real world, fostering a deeper understanding of human behaviour, society and the complex systems that shape social life.

At A Level students engage more deeply with complex sociological theory, contemporary debates and global perspectives. A Level learners explore key topics such as Education, Identity and Culture, Beliefs in Society, Crime and Deviance and advanced areas of theory and methods. They study the relationship between social structures and individual agency and critically examine how inequalities are constructed and challenged within society. The Catholic principles of subsidiarity, giving all people a voice, and stewardship, caring for the world and its people, are central to the curriculum, encouraging ethical reflection and socially engaged scholarship.

Throughout both key stages, Sociology challenges learners to think critically about who holds power in society, whose voices are heard and whose needs are prioritised. It cultivates empathy, a sense of justice and a desire to contribute to a more inclusive and humane world. Students become well-informed, thoughtful individuals who are able to engage in debate, question inequality and advocate for positive change.

Ultimately, Sociology provides learners with the academic, personal and ethical tools to understand and shape the world around them. Whether progressing from GCSE to A Level or continuing into higher education and beyond, students leave the subject equipped to play a meaningful, active and informed role in society.



Sociology

Year 12

Curriculum Outline

Link to Catholic Social Teaching:

Sociology is an academic subject that has several core elements of Catholic Social Teaching running through it. A key principle of Catholic Social Teaching is the **Life and Dignity of the Human Person**; A level Sociology has this concept running throughout the course.

- **Option for the poor and vulnerable:** Students are taught to see the value of every individual, by understanding the impact of a person's social class, gender, ethnicity, disability, sexuality and age they are encouraged to see how sacred life is and how these factors impact on a person's identity, life chances, their chances in education and criminality.
- **Rights of the workers:** A level Sociology has been at the heart of everything it does, it aims to open our eyes to the inequality and discrimination faced by different groups in society so that we can go out into society and challenge these inequalities. Students are made aware of the rights of workers and understand the role capitalism plays in creating poverty and inequality.
- **Solidarity:** But fundamentally sociology aims to unite society, by breaking down barriers, educating society on the real inequalities which exist so that people's views come from a point of education and not misinformation, resulting in a more united and harmonious society who cares for all its inhabitants.

Advent 1	Education and Methods in Context	Advent 2	Education and Methods in Context
Description	• Understand the foundational concepts and theories within sociology. • Understand the different theoretical approaches to education; Functionalist Marxist, Feminist, New Right and Postmodern. • Understand the impact social class has on achievement, including internal and external factors • Understand the impact ethnicity has on achievement including internal and external factors	Description	• Understand the impact gender has on achievement including the internal and external factors. • Understand the factors that impact subject choice by gender and influence male and female identity. • Understand how social policy has influenced state education including the strengths and weaknesses of these changes. • Understand the practical, ethical and theoretical issues with regards to social research. • Understand the factors that impact on the choice of topic and choice of method.

Lent 1	Culture and Identity/ Research Methods	Lent 2	Culture and Identity/Research Methods
Description	• Understand the strengths and weaknesses different primary research methods, such as: Lab/Field experiments, questionnaires, structured/unstructured/group interviews, participant/non-participant/covert/overt observations. • Understand the meaning and important of culture and the different types of culture including the theoretical perspectives on it. • Understand the concept of identity and different types. • Understand the processes of socialisation, the nature vs nurture debate and how our identity is socially constructed. • Understand the sociological approaches to primary and secondary socialisation	Description	• Understand the strengths and weaknesses different secondary research methods, such as official statistics and documents. • Know the strengths and weaknesses of conducting social research in an educational setting. • Understand how our identity is shaped by our social class, gender, sexuality, ethnicity, nationality, disability and age.
Pentecost 1	Culture and Identity/ Crime and Deviance	Pentecost 2	Crime and Deviance
Description	• Understand the postmodern approach to identity and leisure. • Understand the impact of globalisation, consumption and work on identity and leisure patterns. • Understand the Functionalist explanations of crime.	Description	• Understand the impact gender and ethnicity have on criminality • Understand the Strain and Subcultural explanations of crime. • Understand the impact globalisation has on criminality including green crime and state crime

Sociology

Year 13



Curriculum Outline

Link to Catholic Social Teaching:

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- **Option for the poor and vulnerable:** Students are taught to see the value of every individual, by understanding the impact of a person's social class, gender, ethnicity, disability, sexuality and age they are encouraged to see how sacred life is and how these factors impact on a person's identity, life chances, their chances in education and criminality.
- **Rights of the workers:** A level Sociology has been at the heart of everything it does, it aims to open our eyes to the inequality and discrimination faced by different groups in society so that we can go out into society and challenge these inequalities. Students are made aware of the rights of workers and understand the role capitalism plays in creating poverty and inequality.
- **Solidarity:** But fundamentally sociology aims to unite society, by breaking down barriers, educating society on the real inequalities which exist so that people's views come from a point of education and not misinformation, resulting in a more united and harmonious society who cares for all its inhabitants.

Advent 1	Crime and Deviance	Advent 2	Beliefs/Theory and Methods
Description	• Understand the impact of class on crime. • Understand the Realist explanations of crime. • Understand the impact of the media on crime. • Understand the different methods of crime prevention • Understand the interactionist approach to crime including labelling theory.	Description	• Understand the debate on whether religion acts as a conservative force or a force for social change. • Understand the secularisation debate • Understand the postmodern approach • Know the different classification of religious organisations and why they grow/die. • Understand the Functionalist, Marxist and Feminist and Action approaches to understanding society.

Lent 1	Beliefs/ Theory and Methods	Lent 2	Revision
Description	• Understand the impact globalisation has on society from the modern, late modern and postmodern perspectives. Understand the relationships between sociology and social policy. • Be able to debate whether sociology can or cannot be a science. • Be able to debate whether sociology can be value free. • Understand the role of religion in a global context. • Understand the relationship between religion, ideology and science.	Description	• Knowledge retrieval begins at the start of year 13. • Consolidation of key ideas occurs throughout the course. • Thorough revision schedule is followed to ensure both content coverage and exam application.
Pentecost 1	Revision	Pentecost 2	COURSE COMPLETED
Description	• Thorough revision schedule is followed to ensure both content coverage and exam application.	Description	/