Curriculum Outline 2026-2027: SOCIOLOGY

Core Substantive Content
Threshold Concepts
Careers in the curriculum: linked to character virtues (Intellectual, Moral and Performance).

Specification reference https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-7191-7192-SP-2015.PDF

Integral elements

All the following must be an integral part of the study of each topic area:

- sociological theories, perspectives and methods
- the design of the research used to obtain the data under consideration, including its strengths and limitations.

Core themes

Students must study the following two core themes:

- socialisation, culture and identity
- social differentiation, power and stratification.

The themes should be understood and applied to particular substantive areas of Sociology. These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics.

In addition, students must understand the significance of conflict and consensus, social structure and social action, and the role of values.

Year 12 – Miss Winwood – Families and Households

Term 1a	Term 1b PPE 1 (in class)	Term 2a	Term 2b	Term 3a PPE 2 (Main Hall)	Term 3b
Introduction to Sociology Introduction to key themes and perspectives **Family (4.2.2)** **Theories of the families:** Functionalism, New Right, Marxism; Feminism; Postmodernism; Personal Life Perspective.	**Family (4.2.2)** **Social policy:** Traditionalist and Modernist policies; impact of policies on the family; theoretical views of family policy. **Couples:** Domestic division of labour; resources and decision making; domestic violence.	**Family (4.2.2)** **Childhood:** Social construction on childhood; position of childhood; future of childhood. **Demography**: Birth rates; death rates.	**Family (4.2.2)** **Demography**: Ageing population; migration; globalisation. **Changing Family Patterns**: Marriage; divorce.	**Family (4.2.2)** **Changing Family Patterns**: Cohabitating; chosen families; living alone together; one-person households; childbearing; lone-parent families; ethnic differences in families; extended families. .	**Family (4.2.2)** **Family diversity**: Modernist theories of family diversity; Postmodernist theories of family diversity; Personal life perspective of family diversity **Crime (4.3.1)** **Theories of crime**: Functionalist theories of crime; Strain theory.

Careers in the curriculum

Policy Advisor
Critical thinking (Intellectual)
Justice (Moral)
Uses theories (functionalism, Marxism, feminism) to shape family-related policies. Designs policies on marriage, childcare, and welfare. Works in government or think tanks.

Family Policy Campaigner
Communication (Intellectual)
Justice (Moral)
Uses sociological theories to argue for changes in laws affecting families. Focuses on issues like gender equality, childcare, and domestic roles. Works in charities, NGOs, or advocacy groups.

Family Lawyer
Integrity (Moral)
Critical thinking (Intellectual)
Applies knowledge of family roles and policies (e.g. divorce, custody). Works within legal frameworks influenced by social policy. Works in law firms or courts.

Careers in the curriculum

Social Worker
Compassion and empathy (Moral)
Integrity (Moral)
Protects and supports children in families and care systems. Uses knowledge of changing views of childhood and child-centredness. Works in social services or local authorities.

Primary School Teacher
Compassion and empathy (Moral)
Communication (Intellectual)
Supports children's development and wellbeing. Reflects the importance of child-centred approaches in modern society. Works in schools.

Child Protection Officer
Integrity (Moral)
Justice (Moral)
Ensures children's rights and safety are protected. Applies laws and policies around safeguarding. Works in councils, schools, or safeguarding agencies.

Careers in the curriculum

Social Researcher
Curiosity (Intellectual)
Critical thinking (Intellectual)
Studies trends in family diversity (e.g. divorce rates, cohabitation, same-sex families). Uses statistics to analyse social change. Works in research organisations or government

Housing Officer
Compassion and empathy (Moral)
Communication (Intellectual)
Works with different types of families (e.g. single-parent, extended, reconstituted). Understands how diversity affects housing needs. Works in councils or housing associations

Healthcare Worker (e.g. GP / Nurse)
Compassion and empathy (Moral)
Communication (Intellectual)
Works with diverse family structures and changing roles. Understands how family changes affect health and care needs. Work in healthcare settings.

Year 12 – Miss Spink - Education with theory and methods

1 lesson per week: Theories and Methods

Term 1a	Term 1b **PPE 1 (in class)**	Term 2a	Term 2b	Term 3a **PPE 2 (Main Hall)**	Term 3b
Positivism and Interpretivism; Sampling; Practical, Ethical and Theoretical, & Questionnaires.	Lab experiments; Field experiments; Structured interviews; semi-structured interviews; unstructured interviews.	Observations (overt, covert, participant and non-participant); official statistics; & secondary documents.	Theories and Methods comprehensive essay writing i.e. evaluate the view that practical factors are more important when picking a research method than…	**Methods in Context (3.1.2)**	**Quantitative and Qualitative (year 13 content).**

Careers in the curriculum

Social Researcher
Curiosity (Intellectual)
Critical thinking (Intellectual)
Designs and carries out research using methods like questionnaires, interviews, and observations. Applies concepts like validity, reliability, and sampling. Works in universities, government, or research organisations.

Market Researcher
Curiosity (Intellectual)
Critical thinking (Intellectual)
Collects and analyses data on people's opinions and behaviours. Uses surveys, focus groups, and experiments. Works in businesses, marketing agencies, or consultancies

Policy Analyst
Critical thinking (Intellectual)
Reason and judgement (Intellectual)
Uses research methods to evaluate policies and social issues. Interprets data to inform government decisions. Works in government departments or think tanks.

Education (4.1.1)	**Education (4.1.1)**	**Education (4.1.1)**	**Education (4.1.1)**	**Education (4.1.1)**	**Education (4.1.1)**
Introduction to the education system. **Roles and functions of the education system**: Functionalist, New Right, Marxist and Feminist.	**Differential educational achievement by social class**, plus pupil identities and relationships and processes within schools.	**Differential educational achievement by ethnicity** plus pupil identities and relationships and processes within schools.	**Differential educational achievement by gender** plus pupil identities and relationships and processes within schools.	**Educational policies**, including marketization and the impact of globalisation.	**Educational policies**, including marketization and the impact of globalisation.

Careers in the curriculum

Educational Policy Advisor
Critical thinking (Intellectual)
Justice (Moral)
Analyses why some groups underachieve and designs policies to reduce inequality. Uses research on factors like material deprivation and cultural capital. Works in government or education departments

Education Researcher
Curiosity (Intellectual)
Critical thinking (Intellectual)
Studies patterns in achievement across different social groups. Investigates factors like labelling, teacher expectations, and home environment. Works in universities or research organisations.

Teacher
Compassion and empathy (Moral)
Communication (Intellectual)
Addresses differences in achievement between social groups (e.g. social class, gender, ethnicity). Uses strategies to close attainment gaps (e.g. targeted support, inclusive teaching). Works in schools helping all students reach their potential.

Careers in the curriculum

Policy Advisor
Critical thinking (Intellectual)
Justice (Moral)
Designs and evaluates education policies and other policies (e.g. academies, marketisation, funding). Uses sociological research on inequality and outcomes. Works in government or think tanks.

Education Consultant
Communication (Intellectual)
Critical thinking (Intellectual)
Advises schools or governments on improving education systems and policies. Uses knowledge of policies like marketisation, privatisation, and funding changes. Works for consultancies, local authorities, or independently.

Local Authority Education Officer
Integrity (Moral)
Communication (Intellectual)
Oversees how national policies are implemented at a local level. Works on school funding, admissions, and support services. Works in local councils or education authorities

Year 13 – Miss Winwood					
Term 1a **PPE 1 (in class)**	**Term 1b**	**Term 2a** **PPE 2 (Main Hall)**	**Term 2b**	**Term 3a**	**Term 3b**
Crime (4.3.1) **Theories of crime – *Miss Winwood*** Functionalism and crime; Subcultural Strain theory; Institutional anomie. Labelling theory; social construction of crime; social construction of official statistics; effects of labelling; labelling and the criminal justice system **Class differences** in crime (Marxism, Neo-Marxism, crimes of the powerful i.e. corporate crime). Right and Left Realism; causes and solutions.	**Crime (4.3.1)** **Theories of crime:** Postmodernism; globalisation; transgressive approach to crime; edgework. **Crime and globalisation**; increase in opportunities/ types of crime; increased inequalities; increase risk. **Green crime**; definitions of green crime; types of crime green crime; explanations of green crime; controlling green crime. **State crimes;** definitions of state crime; types of state crime; explanations of state crime; controlling state crime.	**The Media (4.2.7)** **The new media:** features of the new media; effects of new media on old media; stratification in the new media (inequalities); significance of the new media in contemporary society; cultural pessimistic and neophiliacs views. **Globalisation and popular culture**: different types of culture in the media.	**The Media (4.2.7)** **Globalisation and popular culture:** cultural homogenisation; cultural imperialism; postmodernist views of global popular culture. **Audience models**: methodological issues of researching audience effects; violence and the media; passive and active models.	**Finishing off Media/ Revision & exam practice:** Families; crime, media; theory and methods.	

Year 13 – Miss Winwood

Term 1a PPE 1 (in class)	Term 1b	Term 2a PPE 2 (Main Hall)	Term 2b	Term 3a	Term 3b
Careers in the curriculum Criminologist *Curiosity (Intellectual)* *Critical thinking (Intellectual)* Uses theories (e.g. functionalism, Marxism, labelling theory) to explain why people commit crime. Studies causes of crime such as inequality, strain, and social control. Works in universities, research organisations, or government Criminal Lawyer *Communication (Intellectual)* *Integrity (Moral)* Represents victims (or defendants) in the justice system. Understands how crime affects individuals and groups. Works in courts or law firms Criminal Justice Policy Advisor *Critical thinking (Intellectual)* *Justice (Moral)* Uses theories of crime to design policies to reduce offending. Applies sociological explanations to real-world strategies. Works in government or think tanks. Data Analyst (Crime Statistics) *Critical thinking (Intellectual)* *Reason and judgement (Intellectual)* Studies patterns in crime by gender, ethnicity, age, and social class. Uses official statistics and victim surveys. Works in government, police, or research organisations		**Careers in the curriculum** Social Media Manager *Communication (Intellectual)* *Creativity (Intellectual)* Manages content on platforms like Instagram, TikTok, or X. Understands how digital media influences audiences. Works in businesses, media companies, or marketing. Digital Content Creator *Communication (Intellectual)* *Creativity (Intellectual)* Produces online content for audiences using new media platforms. Applies ideas about global audiences and interaction. Works independently or for companies online. Film / TV Producer *Creativity (Intellectual)* *Teamwork (Performance)* Creates content that can appeal to global audiences. Uses knowledge of cultural trends and globalisation. Works in media production companies. Music / Entertainment Manager *Communication (Intellectual)* *Leadership (Performance)* Promotes artists to global audiences. Understands how media spreads popular culture worldwide. Works in the music and entertainment industry. Market Researcher *Curiosity (Intellectual)* *Critical thinking (Intellectual)* Studies how audiences respond to media (e.g. passive vs active audiences). Uses audience theories like hypodermic needle and uses & gratifications. Works in marketing or media research. Advertising Executive *Communication (Intellectual)* *Creativity (Intellectual)* Designs adverts based on how audiences interpret media. Applies theories of audience response and persuasion. Works in advertising agencies.		

Year 13 – Miss Spink

Theory and Methods (4.3.2)

Term 1a	Term 1b PPE 1 (in class)	Term 2a	Term 2b	Term 3a PPE 2 (Main Hall)	Term 3b
Theory and Methods (4.3.2) Objectivity and values; Sociology and science	**Theory and Methods (4.3.2)** Functionalism; Marxism; Feminism	**Theory and Methods (4.3.2)** Social action theories	**Theory and Methods (4.3.2)** Globalisation; modernity; postmodernity.	**Theory and Methods (4.3.2)** Sociology and social policy.	

Social Researcher
Curiosity (Intellectual)
Critical thinking (Intellectual)
Uses theories to guide research into social issues (e.g. inequality, power, social structures). Applies different perspectives to interpret data and explain findings. Works in universities, research organisations, or charities.

Social Campaigner / Activist
Justice (Moral)
Communication (Intellectual)
Uses theories like feminism or Marxism to challenge inequality and promote social change. Raises awareness of issues like gender inequality, class inequality, or discrimination. Works in charities, NGOs, or advocacy groups.

Teacher (Sociology or Social Sciences)
Communication (Intellectual)
Critical thinking (Intellectual)
Teaches students different sociological perspectives and how they explain society. Helps students understand competing theories of social structures and behaviour. Works in schools or colleges

Term 1a	Term 1b PPE 1 (in class)	Term 2a	Term 2b	Term 3a PPE 2 (Main Hall)	Term 3b
Crime (4.3.1) **Gender and crime**: patterns of crime by gender. Explanations of patterns; sex role theory; patriarchal control; liberation thesis; hegemonic masculinity; assertion of masculinity.	**Crime (4.3.1)** **Controlling and preventing crime**; role of the criminal justice system; Left and Right Realist solutions; Surveillance theories; the role of punishment.	**The Media (4.2.7)** **Ownership and control:** power of the media; formal controls; governmental influence; media concentration; theoretical views of ownership.	**The Media (4.2.7)** **Media representations:** gender; ethnicity; class; sexuality; age; disability; theoretical explanations of representations; impact of representations on audiences.	**Finishing off Media/ Revision & exam practice:** Education, MIC, crime, media.	

Ethnicity and crime; patterns of crime by ethnicity. Explanations of patterns; institutional racism in the criminal justice system; Left Realism; Neo-Marxism. **Crime and the media**; representations of crime; media as a cause of crime; moral panic; links to labelling explanations of crime.	**Victims of crime;** patterns of victimisation; explanations of victimology (critical and positivist).	**Selection and presentation of the news**: social construction of the news.			

Intelligence Analyst
Critical thinking (Intellectual)
Reason and judgement (Intellectual)
Studies global crime networks (e.g. cybercrime, trafficking, organised crime). Uses knowledge of globalisation and cross-border crime. Works in security agencies or international organisations.

Cybercrime Specialist
Critical thinking (Intellectual)
Curiosity (Intellectual)
Investigates online and globalised forms of crime. Applies understanding of new types of offending linked to technology. Works in law enforcement or private security firms.

International Policy Advisor
Critical thinking (Intellectual)
Justice (Moral)
Develops policies to tackle global crime issues. Uses sociological knowledge of globalisation and inequality. Works in government or organisations like the UN.

Police Officer
Courage (Performance)
Critical thinking (Intellectual)
Implements strategies to prevent crime (e.g. surveillance, community policing). Uses sociological ideas like deterrence and situational crime prevention. Works in law enforcement.

Probation Officer
Compassion and empathy (Moral)
Integrity (Moral)

Media Policy Advisor
Critical thinking (Intellectual)
Justice (Moral)
Analyses how media ownership and concentration affect society (e.g. power, bias, control). Helps regulate monopolies and ensure media diversity. Works in government or regulatory bodies (e.g. Ofcom).

Media Analyst
Critical thinking (Intellectual)
Reason and judgement (Intellectual)
Studies who own media companies and how this influences content. Applies theories about power and control (e.g. Marxism). Works in research organisations or media companies

Journalist
Communication (Intellectual)
Critical thinking (Intellectual)
Selects and presents news stories to audiences. Influenced by news values, bias, and gatekeeping. Works in newspapers, TV, or online media.

News Editor
Critical thinking (Intellectual)
Communication (Intellectual)
Decides which stories are covered and how they are framed. Applies knowledge of bias, agenda-setting, and representation. Works in media organisations overseeing news production.

Media Producer
Creativity (Intellectual)
Communication (Intellectual)
Creates representations of groups (e.g. gender, ethnicity, age). Influences how audiences see different social groups. Works in TV, film, or online media.

Equality, Diversity & Inclusion (EDI) Officer

Helps rehabilitate offenders and prevent reoffending. Uses knowledge of social causes of crime and behaviour change. Works in the community or criminal justice system <u>Victim Support Worker</u> *Compassion and empathy (Moral)* *Communication (Intellectual)* Helps victims cope with the emotional and practical effects of crime. Uses knowledge of victimisation patterns and impact. Works in charities or support organisations	*Justice (Moral)* *Respect (Moral)* Challenges stereotypes and bias in media representation. Ensures fair and accurate portrayals. Works in organisations, media companies, or public sector.