

This document contains details of how the subject is sequenced over the years of delivery. Included are assessment points and the prior learning that will be included in these assessments. It also includes where topics are revisited to maximise student retrieval and retention. Along with curriculum content, opportunities to develop links with careers are also identified in order to bring the relevance of the curriculum into the wider life context.

Curriculum Intent Statement

At BBG we follow the AQA GCSE specification. GCSE Sociology provides our pupils with the necessary foundation on the major sociological topics such as crime and deviance, research methods, families and social stratification to allow pupils to continue to A-Level post-16 if they chose.

Sociology helps students develop a wide range of knowledge and understanding about society at a local and global level and how sociologists' study and understand its structures, processes and issues. The aim of the Sociology curriculum is to equip students with appropriate knowledge and the skills needed to understand and explain the causes of global human interaction whilst opening up discussions between pupils.

Pupils not only acquire worldly knowledge but a critical understanding of contemporary society and social changes that impact their own lives and others across the country. We want pupils to be able to think analytically, establishing connections in their learning to ensure logical conclusions are reached in all applied and non-applied contexts.

The curriculum provides opportunities to inspire a curiosity and fascination about the world that we live in.

The study of other cultures helps to provide a depth of study along with an appreciation of the society we all live in.

GCSE

GCSE assessment dates

Assessment week 1 – 06.10.25

Assessment week 2 – 12.01.26

Term	Content	Sequencing	Assessment	Careers links & Experiences
Autumn 1	Topic: Introduction to Sociology <ul style="list-style-type: none"> • Sociological imagination • Nature vs nurture • Culture • Politics in Britain • Introduction to sociological perspectives – functionalism, Marxism, feminism, interactionalism • Agencies of social control • Primary and secondary socialisation 	Previous topics built on in this topic: N/A Subject terminology: <ul style="list-style-type: none"> • Socialisation • Norms • Values • Culture • Nature/nurture • Functionalism • Marxism • Feminism • Communism • Capitalism • Interactionalism • Bourgeoisie • Proletariat • Politics • Social control 	Consolidation/Summative assessment: Retrieval activities	Careers: Policy makers Experiences:

	<p>Topic: Research methods</p> <ul style="list-style-type: none"> • The research design • Different types of data • Qualitative and quantitative data • Primary and secondary sources • Interpretation of data • Practical issues • Ethical issues 	<ul style="list-style-type: none"> • Agency/structural factors • Sociological imagination <p>Previous topics built on in this topic: N/A</p> <p>Subject terminology:</p> <ul style="list-style-type: none"> • Primary data sources • Secondary data sources • Quantitative data • Qualitative data • Hypothesis • Covert/overt participation • Participant/Non-participant observation • Valid • Reliable • Representative • Ethical • Practical • Structured interviews • Unstructured interviews 	<p>Consolidation/Summative assessment:</p> <p>Retrieval activities Small scale research Weekly practice questions End of unit assessment</p>	<p>Careers: Sociological researcher</p> <p>Experiences:</p>
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	<p>Topic: Families</p> <ul style="list-style-type: none"> • Differing views of the functions of families • How family forms differ in the UK and within a global context • Different views of conjugal role relationships • Changing relationships within families • How relationships within families have changed over time • The theory of the symmetrical family • Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures • Sociological perspectives and criticisms of the family 	<ul style="list-style-type: none"> • Semi-structured interviews • Longitudinal study • Statistics • Birth cohort study • Household panel study • Sample (stratified, random, snowball, quota) • Hawthorne effect • Triangulation • Case study • Confidentiality • Content analysis <p>Previous topics built on in this topic: Research methods Introductory unit</p> <p>Subject terminology:</p> <ul style="list-style-type: none"> • Nuclear family • Extended family • Blended (reconstituted) family • Social stigma • Patriarchy • Household • Double shift • Triple shift 	<p>Consolidation/Summative assessment: Mock assessment week – 06.10.25</p> <p>GCSE past paper based on families units.</p> <p>Retrieval activities Weekly practice questions End of unit assessment</p>	<p>Careers: Social worker Marriage counsellor</p> <p>Experiences:</p>
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		<ul style="list-style-type: none"> • Primary socialisation • Secondary socialisation • Monogamy • Bigamy • Polyandry • Polygyny • Empty nest family • Canalisation • Egalitarian family • Principle of stratified diffusion • Instrumental roles • Expressive roles • Conjugal roles • Joint conjugal roles • Segregated conjugal roles • Symmetrical family 		
Autumn 2	<p>Topic: Education</p> <ul style="list-style-type: none"> • Different views on the role and functions of education • The relationship between education and capitalism • Factors affecting educational achievement • Processes within schools affecting educational achievement • The transmission of norms and values and the operation of schools on meritocratic principles • Creation of counter school cultures • The impact of labelling and self-fulfilling prophecies • Sociological perspectives and criticisms of education 	<p>Previous topics built on in this topic:</p> <p>Research methods Introductory unit Families</p> <p>Subject terminology:</p> <ul style="list-style-type: none"> • National curriculum • Formal curriculum • Hidden curriculum 	<p>Consolidation/Summative assessment:</p> <p>Retrieval activities Weekly practice questions End of unit assessment</p>	<p>Careers:</p> <p>Educational psychologist School counsellor Teaching staff</p> <p>Experiences:</p>

		<ul style="list-style-type: none"> • Labelling • Self-fulfilling prophecy • Meritocracy • Material deprivation • teacher expectations • halo children • streaming • setting • mixed ability teaching • league tables • marketisation • OFSTED • De-schooling • Steiner Schools • Free schools • Montessori schools • Home schooling • Gendered curriculum • Ethnocentric curriculum • Anti-school subculture • Counter-school subculture 		
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		<ul style="list-style-type: none"> • Correspondence principle • Competition • Cultural capital • Cultural deprivation • GCSE 		
<p>Spring 1</p>	<p>Topic: Crime and Deviance</p> <ul style="list-style-type: none"> • The social construction of concepts of crime and deviance and explanations of crime and deviance • Formal and informal methods of social control • Female conformity in male dominated patriarchal societies • Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate • Subcultures, crime, poverty and women • The collection of official data on crime • Patterns and trends in crime figures and the 'dark figure' • Sociological perspectives and criticism of theory 	<p>Previous topics built on in this topic:</p> <p>Research methods Introductory unit Families Education</p> <p>Subject terminology:</p> <ul style="list-style-type: none"> • Crime • Deviance • Custodial sentences • crime rate • dark figure of crime • formal agencies of social control • informal agencies of social control • official crime statistics • Judiciary system 	<p>Consolidation/Summative assessment:</p> <p>Mock assessment week – 12.01.26</p> <p>GCSE past paper based on families and education units.</p> <p>Retrieval activities Weekly practice questions End of unit assessment</p>	<p>Careers:</p> <p>Police Service Crown Prosecution service</p> <p>Experiences:</p> <p>Trip to Leeds Crown Court</p>

		<ul style="list-style-type: none"> • Self-report study • Social construction of crime • Victim survey • Anomie • Chivalry thesis • Collective conscience • Deviant career • Deviancy amplification • Moral panic • Edgework • Hate crime • Probation • Status frustration • Violent crime • White collar crime • Stop and search • Blue collar crime 		
Spring 2	<p>Topic: Social Stratification</p> <ul style="list-style-type: none"> • Different views on the theory of social stratification • Different views of socio-economic class • Different views on factors affecting life chances • Different interpretations of poverty as a social issue • Different forms of power and authority • Different views on factors affecting power relationships • Sociological perspectives and criticisms of theory 	<p>Previous topics built on in this topic:</p> <p>Research methods Introductory unit Families Education Crime and deviance</p> <p>Subject terminology:</p>	<p>Consolidation/Summative assessment:</p> <p>Retrieval activities Weekly practice questions End of unit assessment</p>	<p>Careers:</p> <p>Social policy maker Social worker</p> <p>Experiences:</p> <p>Meeting a Sociologist (Fiona Devine)</p>

		<ul style="list-style-type: none"> • Absolute poverty • Relative poverty • Achieved status • Ascribed status • Cycle of deprivation • New Right • Life chances • Authority • Power • Charismatic • Embourgeoisement • Poverty trap • Vertical social mobility • Intergenerational social mobility • Intragenerational social mobility • Affluence • Social stratification • Strata • Bureaucracy • Relative income • Standard of poverty • Class dealignment • Classless society • Underclass 		
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		<ul style="list-style-type: none">• Environmental poverty• Functionally important roles• Instrumentalism• Welfare state• Benefits• Pluralism•		
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Year 8

Year 8 assessment dates

Assessment week 1 – 30.09.2024

Assessment week 2 – 03.03.2025

Term	Content	Sequencing	Assessment	Careers links & Experiences
Summer 2	Topic:	Previous topics built on in this topic:	Consolidation/Summative assessment:	
Autumn 1	Topic:	Previous topics built on in this topic:	Assessment week 1 – 30.09.2024 Consolidation/Summative assessment:	
Autumn 2	Topic:	Previous topics built on in this topic:	Consolidation/Summative assessment:	

Spring 1	Topic:	Previous topics built on in this topic:	Consolidation/Summative assessment:	
Spring 2	Topic:	Previous topics built on in this topic:	Assessment week 2 – 03.03.2025 Consolidation/Summative assessment:	
Summer 1	Topic:	Previous topics built on in this topic:	Consolidation/Summative assessment:	

Year 9

Year 9 assessment dates

Assessment week 1 – 09.12.2024

Assessment week 2 – 31.03.2025

Term	Content	Sequencing	Assessment	Careers links & Experiences
Summer 2	Topic:	Previous topics built on in this topic:	Consolidation/Summative assessment:	
Autumn 1	Topic:	Previous topics built on in this topic:	Consolidation/Summative assessment:	
Autumn 2	Topic:	Previous topics built on in this topic:	Assessment week 1 – 09.12.2024 Consolidation/Summative assessment:	

Spring 1	Topic:	Previous topics built on in this topic:	Consolidation/Summative assessment:	
Spring 2	Topic:	Previous topics built on in this topic:	Assessment week 2 – 31.03.2025 Consolidation/Summative assessment:	
Summer 1	Topic:	Previous topics built on in this topic:	Consolidation/Summative assessment:	

EXAMPLE Year 8

Year 8 assessment dates

Assessment week 1 – 27.11.23

Assessment week 2 – 6.5.24

Term	Content	Sequencing	Assessment	Careers links & Experiences						
Summer 2	<p>Topic: B1 Organ systems</p> <table border="1"> <tr><td>Digestive System</td></tr> <tr><td>Balanced Diet and Food Groups & Tests</td></tr> <tr><td>Enzymes Theory (include factors)</td></tr> <tr><td>Structure of the lung</td></tr> <tr><td>Breathing</td></tr> <tr><td>Smoking (links to emphysema)</td></tr> </table>	Digestive System	Balanced Diet and Food Groups & Tests	Enzymes Theory (include factors)	Structure of the lung	Breathing	Smoking (links to emphysema)	<p>Previous topics built on in this topic: Y7 B1 cells from HT2</p>	<p>Formative assessment: No planned formative assessment this HT</p>	<p>Explore role of Dietitian Dietitian Explore careers National Careers Service</p> <p>Explore role of physiotherapist Physiotherapist Explore careers National Careers Service</p>
Digestive System										
Balanced Diet and Food Groups & Tests										
Enzymes Theory (include factors)										
Structure of the lung										
Breathing										
Smoking (links to emphysema)										
Autumn 1	<p>Topic: B1 Organ systems (continued) As on previous summer 2</p> <p>Topic: P1 Forces and Motion Outline topic contents here</p> <table border="1"> <tr><td>Scalar vs vector</td></tr> <tr><td>Introducing acceleration as change in velocity</td></tr> <tr><td>$F = m a$</td></tr> <tr><td>Streamlining</td></tr> </table>	Scalar vs vector	Introducing acceleration as change in velocity	$F = m a$	Streamlining	<p>Previous topics built on in this topic: Y7 P1 Forces from HT2</p>	<p>Formative assessment: End of B1 test, including compare skills</p> <p>Formative assessment: End of P1 test including calculation skills</p>	<p>Ferrari formula 1 careers link Ferrari: Formula One Careers Resource Pack [Ages 11-16] (twinkl.co.uk)</p>		
Scalar vs vector										
Introducing acceleration as change in velocity										
$F = m a$										
Streamlining										

				Explore role of collisions investigator Forensic collision investigator Explore careers National Careers Service															
Autumn 2	<p>Topic: C1 Matter</p> <table border="1"> <tr><td>History of the atom: development</td></tr> <tr><td>Group 1, & and 0</td></tr> <tr><td>Metals & non-metal properties</td></tr> <tr><td>History of the periodic table – linking to same group = same properties</td></tr> <tr><td>Modelling changes of state & scientific language behind it</td></tr> <tr><td>Stearic acid practical</td></tr> <tr><td>Changes of states: pure & mixtures</td></tr> <tr><td>Melting and boiling points of mixtures compared to pure substances</td></tr> </table> <p>Topic: B2 Hormones</p> <table border="1"> <tr><td>Puberty</td></tr> <tr><td>Menstrual cycle</td></tr> <tr><td>Contraception</td></tr> <tr><td>IVF</td></tr> <tr><td>The endocrine system</td></tr> <tr><td>Diabetes</td></tr> <tr><td>How are water levels controlled?</td></tr> </table>	History of the atom: development	Group 1, & and 0	Metals & non-metal properties	History of the periodic table – linking to same group = same properties	Modelling changes of state & scientific language behind it	Stearic acid practical	Changes of states: pure & mixtures	Melting and boiling points of mixtures compared to pure substances	Puberty	Menstrual cycle	Contraception	IVF	The endocrine system	Diabetes	How are water levels controlled?	<p>Previous topics built on in this topic: Y7 C2 Matter from HT3</p> <p>Previous topics built on in this topic: Y7 B2 Reproduction from HT4</p>	<p>Assessment week 1 – 27.11.23 Summative assessment: Content from topics Y8 B1, Y8 P1, Y8 C1 and Y7 P3 electricity</p> <p>Formative assessment: End of B2 test including graph skills</p>	<p>Explore role of Nanotechnologist</p> <p>Construction careers toolkit</p> <p>Becoming a Genetic Counsellor - AGNC</p> <p>Phlebotomist Explore careers National Careers Service</p>
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BBG Academy Curriculum 2025-2026 – Sociology

	Fight or flight response				
	How is metabolism controlled?				
Spring 1					
Spring 2					
Summer 1					