

Curriculum Plan

Department/subject: A Level Sociology- SPRING TERM YEAR 12

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

Year 12	SPRING 1	SPRING 2
<p>Knowledge to be taught</p>	<p><u>Theory and Methods</u></p> <ul style="list-style-type: none"> • Should sociology be a voice for the powerless? Can sociological research be value free? • Revision of theory from autumn term <p><u>Health</u></p> <ul style="list-style-type: none"> • How is health socially constructed? The social construction of health, illness, disability and the body, and models of health and illness • How useful are sociological perspectives (Marxism, Functionalism, Feminism, the New Right, Postmodernism and Interactionism) for understanding health? • How are health outcomes evidence of an unequal society? How do health chances differ because of social class, gender, ethnicity and region? Why is this the case? 	<p><u>Theory and Methods</u></p> <ul style="list-style-type: none"> • Who advocates using quantitative research methods and why? Who advocates using qualitative research methods and why? • Revision of theory from the autumn term <p><u>Health</u></p> <ul style="list-style-type: none"> • How stark are inequalities in the provision of, and access to, health care in contemporary society? • What is the nature and social distribution of mental illness and why? • How has the role of medicine and the role of health professions changed? • What is the impact of the globalised health industry and how has this varied by social group? • Have people in society increasingly taken ownership of their own health?
<p>Key words</p>	<ul style="list-style-type: none"> • Social construction - biomedical and social 	<ul style="list-style-type: none"> • Drug industry

	<ul style="list-style-type: none"> • Social distribution • Social inequality • Social determinants • Mental health • Mortality • Morbidity • Sick role • Iatrogenesis • Health chances 	<ul style="list-style-type: none"> • Globalised health industry • Pharmaceutical industry • Health professionals • Social determinants • Stigma • Aetiology of disease and illness • Social capital • epidemiology • pharmaceuticalization
Links to prior knowledge	The health topic builds upon GCSE understanding of structural theory, class, gender and ethnicity to deepen knowledge of theory & its application to the sociology of health. Students who have not studied the GCSE are supported to understand these concepts & apply them to the study of health.	
How knowledge is assessed	Starter questions and quick tests in lessons on prior knowledge 10, 20 and 30 mark questions from past papers and sociology resources	
How gaps will be addressed	Questioning in lessons to assess students' understanding Student presentations on areas of difficulty Paired work Teacher feedback on assessed work and common misconceptions.	
Cultural capital lessons	Why is health unequal? How is health connected to region and class? What role does the medical profession play in society? Why are health outcomes so varied amongst different groups within society? How has our understanding of health and illness changed over time? Who holds the power to improve the health of the population over time? Why do men and women have different experiences of the healthcare system?	