

## Sociology Curriculum Map

**Intent** – Sociology is the study of the structure and development of society and how it has impacted human social relationships. The Sociology curriculum intends to develop student’s sociological imagination by imparting fundamental skills such as critical analysis, independent thinking and balancing judgements. Within the rich and broad subject, students will solidly grasp key sociological approaches such as functionalism, Marxism and feminism to then apply their understanding to the processes and purposes of institutions such as the family, education system, criminal justice system and religious beliefs within society. Students will be able to critically evaluate each debate between perspectives encompassing key vocabulary and make acute comparisons. Alongside this, students will analyse the usefulness of various research methods used to understand social processes and issues within some of these topics. This provides students with the sociological understanding to be able to apply to contemporary issues within our postmodern world today, and to which can be applied to other subjects.

Implementation					
Term	1	2	3	4	5
Year 10	<p style="text-align: center;"><b><u>Introduction to Sociology</u></b></p> <p>Students will begin to explore the basic knowledge and understanding of what sociology entails and challenge every day social phenomena within a spiral curriculum. To do this, students will analyse evidenced based knowledge around issues to do with nurture, socialisation, culture, statuses, diversity and social inequality. This will open up key debates around whether issues such as gender or class are fundamental in contemporary society. Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantial judgements and drawing reasoned conclusions. To digest this, students will become experts in explaining relevant key theories such as Marxism, functionalism that will run throughout KS4 sociology. This will underpin all chapters in the curriculum.</p> <p style="text-align: center;"><b><u>Families</u></b></p> <p>These key arguments and concepts will be applied in the Families chapter where students will evaluate the following questions and apply them to extended and short exam questions:</p> <ol style="list-style-type: none"> <li>1. What is a family and what is family diversity?</li> <li>2. Is the nuclear family still important in Britain?</li> <li>3. What are the sociological explanations of the nuclear family?</li> <li>4. Why is marriage decreasing and divorce increasing?</li> <li>5. How are relationships changing within families?</li> <li>6. What are the sociological perspectives on conjugal relationships?</li> </ol>	<p style="text-align: center;"><b><u>Education</u></b></p> <p>Students are immersed with the fascinating chapter of education, which perpetuates their ability to debate about educational issues that evokes synoptic experiences of their own. They will also transfer their skills from the Families chapter such as theory, evaluation and application of knowledge. By doing so, they will critically examine and evaluate a wide range of stimulating questions:</p> <ol style="list-style-type: none"> <li>1. What are the different types of schools?</li> <li>2. What are the sociological perspective’s views on education?</li> <li>3. Private or state education?</li> <li>4. What internal factors effect educational achievement (social class, gender and ethnicity)?</li> <li>5. What external factors effect educational achievement (social class, gender and ethnicity)?</li> <li>6. What policies have effected educational achievement?</li> </ol> <p>Students will master their 12 mark extended pieces of writing which will incorporate the skills and theories they use throughout their debates. This will enable students to explain their sociological imagination around the education system.</p>	<p style="text-align: center;"><b><u>Research methods with the context of education</u></b></p> <p>Students will be introduced to methodology in sociological research. They will analyse the strengths and limitations of the following methods:</p> <ol style="list-style-type: none"> <li>1. Questionnaires</li> <li>2. Observations</li> <li>3. Interviews</li> <li>4. Experiments</li> <li>5. Longitudinal studies</li> <li>6. Official statistics</li> <li>7. Case study</li> <li>8. Ethical issues</li> <li>9. Sampling</li> </ol> <p>Students will analyse the strengths and limitations of each research method when investigating issues within Education e.g. how useful are observations when investigating bullying or anti-school subcultures or how useful are questionnaires when investigating roles between husband and wife. These exam questions enable sociologists to fully grasp the world around sociological investigations. Students will apply this knowledge to short and extended exam questions</p>	<p style="text-align: center;"><b><u>Revision on families and exam practice</u></b></p>	<p style="text-align: center;"><b><u>Revision on education and exam practice</u></b></p>
					<h1 style="margin: 0;"><b><u>Assessment feedback</u></b></h1>

Year 11	<p align="center"><b><u>Crime and deviance</u></b></p> <p>Students will develop their sociological journey into studying the social construction around crime and deviance. This chapter aims to give the students confidence to analyse and evaluate crime statistics, make sound judgements and explain factors that may lead individuals to committing crimes in the UK. Students will analysing synoptic examples of contemporary crime issues and events to enhance their ability to understand sociological theory. Debates about whether the criminal justice system is fair will be at the pivotal points of key arguments and will embed key sociological theories to justify. By doing so, it will address fundamental questions and apply them to short and extended exam questions:</p> <ol style="list-style-type: none"> <li>1. What is crime and deviance?</li> <li>2. How is crime measured?</li> <li>3. What are the factors that affect criminal and deviant behaviour?</li> <li>4. What are the theories of crime?</li> <li>5. Who commits crime?</li> <li>6. How do we control criminal behaviour?</li> <li>7. What is the debate between punishment or rehabilitation?</li> <li>8. Which methods are useful when investigating certain aspects of the criminal justice system?</li> </ol>	<p align="center"><b><u>Social stratification</u></b></p> <p>This chapter grasps the way society is structured into a hierarchy of strata that are unequally ranked. Students will analyse how the most privileged group forms the top layer and vice versa, involving inequalities between groups in the distribution of socioeconomic resources such as wealth, income, status and power. It will evaluate other aspects of British division e.g., gender, class, ethnicity and age are the main criteria by which people tend to be stratified. In doing so, it will address the following questions and apply them to short and extended exam questions:</p> <ol style="list-style-type: none"> <li>1. What is social stratification?</li> <li>2. What are the sociological perspective on social stratification?</li> <li>3. Do we live in a socially mobile society?</li> <li>4. What are our life chances in relation to education and health?</li> <li>5. How does poverty affect our behaviour in society?</li> <li>6. What are the power relations between groups and people?</li> <li>7. Does patriarchy affect a woman's life chances?</li> <li>8. What is the link between globalisation and social stratification?</li> </ol>	<p align="center"><b><u>Research methods with crime and deviance and social stratification</u></b></p> <p>Students will transfer the knowledge of methods from their first year on methodology in sociological research. They will analyse the strengths and limitations of the following methods:</p> <ol style="list-style-type: none"> <li>1. Questionnaires</li> <li>2. Observations</li> <li>3. Interviews</li> <li>4. Experiments</li> <li>5. Longitudinal studies</li> <li>6. Official statistics</li> <li>7. Case study</li> </ol> <p>1. Ethical issues 2. Sampling</p> <p>Students will analyse the strengths and limitations of each research method when investigating issues within Crime and Deviance: e.g. how useful are observations when investigating police stereotyping or how useful are interviews when investigating female criminals. They will apply this knowledge to short and extended exam questions These exam questions enable sociologists to fully grasp the world around sociological investigations.</p>	<p align="center"><b><u>Revision on crime and deviance and exam practice</u></b></p>	<p align="center"><b><u>Revision on social stratification and exam practice</u></b></p>	<p align="center"><b><u>Public exams</u></b></p>
Term	1	2	3	4	5	6
Year 12	<p align="center"><b><u>Introduction to sociology</u></b></p> <p>Students will begin to explore the basic knowledge and understanding of what sociology entails and challenge every day social phenomena within a spiral curriculum. To do this, students will analyse evidenced based knowledge around issues to do with nurture, socialisation, culture, statuses, diversity and social inequality. This will open up key debates around whether issues such as gender or class are fundamental in contemporary society. Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantial judgements and drawing reasoned conclusions. To digest this, students will become experts in explaining relevant key theories such as Marxism, functionalism, feminism and interactionism that will run throughout KS5 sociology. This will underpin all chapters in the curriculum.</p>	<p align="center"><b><u>Education</u></b></p> <p>Students will become critical thinkers of the contemporary postmodern day education system. Students will be able to apply their own experiences of the education system in relation to key sociological perspectives. They will also transfer their skills from the Families chapter when studying Education. By doing so, they will critically examine and evaluate a wide range of stimulating questions and apply them to short and extended pieces of writing:</p> <ol style="list-style-type: none"> <li>1. What are the internal class differences in achievements?</li> <li>2. What are the external class differences in achievement?</li> <li>3. How does ethnic differences effect achievement?</li> </ol>	<p align="center"><b><u>Research methods with the context of education</u></b></p> <p>This chapter challenges student's ability to become sociological investigations. Students will apply their knowledge and understanding to methods used in sociological research. Students will begin to comprehend steps when choosing the correct methods and issues relating to education. From then, they will use their knowledge of factors affecting sociological research such as practical, ethical and theoretical issues in relation to quantitative and qualitative research methods and assess whether they are useful when investigating educational chapter such as teacher expectations, attitudes towards learning, streaming and setting, bullying and many more. These will then be evaluate in relation to how</p>	<p align="center"><b><u>Revision on families and households with exam practice</u></b></p>	<p align="center"><b><u>Revision on education with exam practice</u></b></p>	<p align="center"><b><u>Assessment feedback</u></b></p>

	<p style="text-align: center;"><b><u>Families and households</u></b></p> <p>These key arguments and concepts will be applied in the Families chapter where students will evaluate the following questions and applied to extended exam questions:</p> <ol style="list-style-type: none"> <li>1. Are couples equal in the family?</li> <li>2. What are the perspective of the family?</li> <li>3. Is childhood socially constructed?</li> <li>4. How has globalisation effected families?</li> <li>5. How can we explain the decline in marriages and the increase in divorce?</li> <li>6. Is family diversity beneficial for society?</li> <li>7. What policies has effected the family?</li> </ol>	<ol style="list-style-type: none"> <li>4. Why do girls outperform boys in education?</li> <li>5. What is the role of education?</li> <li>6. How have policies created inequality amongst students?</li> </ol>	<p>they affect educational achievement. They will apply this knowledge to extended exam questions.</p>			
<b>Year 13</b>	<p style="text-align: center;"><b><u>Crime and deviance</u></b></p> <p>Students will develop their sociological journey into studying the social construction around crime and deviance. This chapter aims to give the students confidence to analyse and evaluate crime statistics, make sound judgements and explain factors that may lead individuals to committing crimes in the UK. Students will analysing synoptic examples of contemporary crime issues and events to enhance their ability to understand sociological theory. Debates about whether the criminal justice system is fair will be at the pivotal points of key arguments and will embed key sociological theories to justify. By doing so, it will address fundamental questions and apply them to short and extended exam questions:</p> <ol style="list-style-type: none"> <li>1. What are the functions of crime and deviance?</li> <li>2. How has labelling led to crime?</li> <li>3. Why do the rich and poor commit crimes, and statistics over represent working class crime?</li> <li>4. Why do women commit less crimes than men?</li> <li>5. How can we explain statistics relating to ethnic minorities?</li> <li>6. How can we prevent crime in society?</li> <li>7. How has the media influenced crime?</li> </ol>	<p style="text-align: center;"><b><u>Beliefs in society</u></b></p> <p>Students will begin to understand the beliefs that are central to our society, shaping the way we see the world in which we live in. This chapter focuses on religious beliefs, practices and organisations, some of which are new to students. In doing so, thought-provoking debates will enable students to be positively challenged around the following questions and applied to extended exam questions:</p> <ol style="list-style-type: none"> <li>1. What is religion and what are the theories of religion?</li> <li>2. Is religion used to create social change?</li> <li>3. Why has society become secular?</li> <li>4. How has religion been renewed?</li> <li>5. How can we explain religion in a global context?</li> <li>6. What are the different religious movements, organisations and members?</li> <li>7. How can we relate religion and science together?</li> </ol>	<p style="text-align: center;"><b><u>Theories and methods</u></b></p> <p>The final chapter encapsulates all knowledge from previous chapters and allows students to solidify their knowledge and understanding. By doing so, students will develop meticulously detailed knowledge about the methods and theories when explain g behaviour in the social world. Evaluations, conclusions, applications and analyses' will be implemented in extended pieces of writing based on the following questions:</p> <ol style="list-style-type: none"> <li>1. How useful are quantitative research methods?</li> <li>2. How useful are qualitative research methods?</li> <li>3. Is sociology a science?</li> <li>4. Can sociologists remain objective?</li> <li>5. How useful is functionalism when explaining society?</li> <li>6. How useful is Marxism when explaining society?</li> <li>7. How useful is feminism when explaining society?</li> <li>8. How useful are action theories when explaining human interactions?</li> <li>9. What are the main differences between modernity, postmodernity and late-modernity?</li> <li>10. What is the relationship between sociology and social policy?</li> </ol>	<p style="text-align: center;"><b><u>Revision on crime and deviance and exam practice</u></b></p>	<p style="text-align: center;"><b><u>Revision on theories and method and exam practice</u></b></p>	<p style="font-size: 24pt;"><b><u>Public exams</u></b></p>

**Impact:** To ensure students achieve their fullest potential in sociology, students will be formatively assessed once a fortnight through writing extended essays that will embed key elements of the mark schemes. Data from this assessment will then be used to target students and aim to enhance their development areas through re-teaching lessons. Knowledge of vocabulary from each topic will be assessed once a term as well as key knowledge from certain topics will be assessed during quizzes. Students' data from termly mocks will be analysed to highlight any areas for development e.g. short mark or higher mark questions. Furthermore, students will also read the news on a daily basis and watch documentaries to then link to sociological key arguments as a way of demonstrating impact of the subject outside of lessons.