

Sociology curriculum map: Year 11 (amended curriculum map due to following the 3 year GCSE course)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Knowledge	<p>Crime and Deviance</p> <p>Criminal and deviant behaviour - Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate. The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty.</p> <p>Key texts: Cohen, Carlen, Becker</p>	<p>Social stratification</p> <p>Functionalist theory of stratification - Different views of the functionalist theory of social stratification including the work of Davis and Moore on social stratification from a functionalist perspective.</p> <p>Socio-economic class - Different views of socio-economic class including the work of Marx and Weber on socio-economic class.</p> <p>Life chances - Different views on factors affecting life chances including the work of Devine revisiting the idea of the affluent worker.</p> <p>Key texts: Davis and Moore / Marx/ Weber / Devine</p>	<p>Social stratification</p> <p>Poverty as a social issue - Different interpretations of poverty as a social issue including the work of Townsend on relative deprivation and Murray on the underclass.</p> <p>Power and authority - Different forms of power and authority including the work of Weber on power and authority.</p> <p>Power relationships - Describe and explain different views on factors affecting power relationships including the work of Walby on patriarchy.</p> <p>Key texts: Townsend / Murray / Weber / Walby</p>	<p>Revision of substantive topics and research methods.</p> <p>Refine knowledge of how to be successful in the exam and use Sociological Knowledge to develop your own thinking.</p>	<p>Revision / external exams.</p>

<p>Skills</p>	<p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO2: Apply knowledge and understanding of sociological theories and methods.</p> <p>AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> <p><u>Students should be able to:</u> -identify, describe and explain various sociological explanations of crime and deviance including anomie, labelling, structural theories, subcultural theories and interactionist theory - explain the social construction of concepts of crime and deviance - describe, compare and contrast a variety of sociological perspectives on the social construction of crime and deviance (interactionist, functionalist, feminist and Marxist) - describe the key ideas of Merton on the causes of crime - describe the key ideas of Becker on the causes of crime</p> <p><u>Students should be able to:</u> - identify, describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age - identify and describe various public debates over criminal and deviant behaviour including concerns over violent crime, sentencing, the treatment of young offenders, the prison system and media coverage of crime - describe, compare and contrast a variety of sociological perspectives on factors affecting criminal and deviant behaviour (interactionist, functionalist, feminist and Marxist) - describe the key ideas of Albert Cohen on delinquent subcultures - describe the key ideas of Carlen on women, crime and poverty.</p>	<p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO2: Apply knowledge and understanding of sociological theories and methods.</p> <p>AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> <p><u>Students should be able to:</u> - describe and explain the functionalist theory of stratification (effective role allocation and performance linked to the promise of rewards) - describe the key ideas of Davis and Moore - describe, compare and contrast alternative perspectives on functionalist theory (feminist and Marxist).</p> <p>- identify, describe and explain socio-economic class divisions in society describe, compare and contrast a variety of sociological perspectives on socio-economic class - describe the key ideas of Marx on socio-economic class - describe the key ideas of Weber on socio-economic class.</p> <p>- identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, disability, religion and belief describe, compare and contrast a variety of sociological perspectives on life chances - describe the key ideas of Devine on the idea of the affluent worker.</p>	<p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO2: Apply knowledge and understanding of sociological theories and methods.</p> <p>AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> <p><u>Students should be able to:</u> -identify, describe and explain different interpretations of poverty as a social issue including, the culture of poverty, material deprivation, the way in which governments have attempted to alleviate poverty and unemployment, the impact of globalisation</p> <p>- describe, compare and contrast a variety of sociological perspectives on poverty - describe the key ideas of Townsend on relative deprivation - describe the key ideas of Murray on the underclass including links to New Right theories.</p> <p>-identify, describe and explain different forms of power and authority including traditional, charismatic, rational-legal, formal and informal sources of power - describe, compare and contrast a variety of sociological perspectives on power and authority - describe the key ideas of Weber on power and authority.</p> <p>- identify, describe and explain different factors affecting power relationships including social class, gender, sexuality, race, age, disability, religion and beliefs describe, compare and contrast a variety of sociological perspectives on power relationships - describe the key ideas of Walby on patriarchy.</p>	<p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO2: Apply knowledge and understanding of sociological theories and methods.</p> <p>AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> <p><u>Students should be able to:</u></p>	
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Key Questions	What are the formal and informal methods of social control? Which is more effective? Which gender commits more crimes and why? Which age group commits more crimes and why? Which ethnic group commits more crimes and why? Which social class commits more crimes and why? What public debates are there on crime? How does the media report on crime?	What research methods were used in key sociological studies? What are the advantages / disadvantages? How could they be developed? How would you extend them?	What are the factors affecting life chances including class, race and ethnicity, sexuality, age, disability, religion and belief. How can differences in life chances be explained through sociological theory? How does this topic link to other areas of the course? What are the different forms of power? Who holds power and how do sociologists explain this? What are the factors affecting power?		
Assessment focus on core knowledge & skills.	Low stakes questioning, live task marking, knowledge based short questions assessment. Recap starter every lesson; end of unit knowledge test.	Low stakes questioning, live task marking; knowledge based short questions assessment. Recap starter every lesson; independent research investigation; end of unit knowledge test.	Low stakes questioning, live task marking using exam style questions, knowledge based short questions assessment. Recap starter every lesson; short question knowledge test every 3 weeks. 12 mark essay questions	Low stakes questioning, live task marking using exam style questions, knowledge based short questions assessment. Recap starter every lesson; short question knowledge test every 3 weeks. 12 mark essay questions; End of Module full mock exam paper. REACT - intervention and re-sit.	
Literacy/numeracy/SMSC/Character	<p>PiXL key word booklet - Structured whole class and independent reading, challenging articles used alongside core test • use of ABC questioning to support reading • Structured writing • Terminology & definitions of Tier 3 and tier 2 words (detail in sow) • SEN support – differentiated writing frames i.e. PEEL / SERC paragraphs, sentence starters • Development and questioning of opinions and new ideas on social issues and problems(detail in sow) • Public speaking and opportunities to develop debating skills in every term • Starters i.e. word bingo, key concept recall • Terminology booklet (glossary)• Inquiry skills • Analytical skills • Better understanding of social structures • SMSC – Directly and indirectly embedded across lessons – social issues discussed within lessons, students able to empathise with the norms and values of others and challenge stereotypes and misnomers in society. In every unit students are challenged to develop critical thought (details in sow)</p>				
Enrichment opportunities and futures	<p>Futures in the subject embedded across lesson plans and presentations. Directly and indirectly. Career options displayed on the display board including further education options. Core skills are developed to support the transition to the world of work including: Independent research skills ; Group work and ability to work independently; Communication and Cooperation ; Public speaking . Encourage students to participate in the TED talk club.</p> <p>Specific enrichment - Relevant documentaries and wider reading throughout the course / talk from a practising Sociologist to foster a passion for the subject / Theatre trip to support cultural transition and application, also to enhance cultural capital particularly for DA and SEND students who may not have experiences of live performances in London / Link with alternative type of school to understand differences / Visit to Museum of London to view Crime and Deviance through time and Suffragette exhibition / visiting speaker from police / probation service / ex offender though NewBridge Prison trust - If availability attend NewBridge prison Trust conference. .</p>				

[Last years version](#)

