

Sociology curriculum map: Year 10

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Knowledge | <p>Introduction to sociology - Review of learning covered in the carousel curriculum. Students will gain an understanding of key sociological terms and concepts concerned with social structures, social processes and social issues and the explanation of social phenomena including: society, culture, socialisation, norms, values, roles, labelling, discrimination, power and authority.</p> <p>Introduction to debates and key perspectives within sociology including conflict versus consensus and different sociological perspectives on social structures, social processes and social issues, including feminism, functionalism, interactionism and Marxism.</p> | <p>Introduction to sociological research methods. Students will be able to identify, describe and explain various methods and methodological issues; demonstrate an understanding of the process of research design for a specific area of research; demonstrate an understanding of the relevance and usefulness of various primary and secondary sources; and demonstrate the ability to interpret data.</p> <p>Research methods used in the core texts (key studies) e.g. observations, case studies, interviews, questionnaires, longitudinal studies mixed methods.</p> <p>Evaluation of research methods such as practical and ethical considerations as well as issues relating to validity, reliability and representativeness</p> | <p>Introduction to Families and Households Family forms - How family forms differ in the UK and within a global context including the work of the Rapoport on family diversity.</p> <p>Functions of families - Differing views of the functions of families including the work of Parsons from a functionalist perspective on primary socialisation and the stabilisation of adult personalities.</p> <p>Criticisms of families - Different criticisms of families (isolation and unrealistic idealisation, loss of traditional functions, lack of contact with wider kinship networks, the status and role of women within families, marital breakdown, dysfunctional families).</p> <p>The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist critique of families.</p> <p>Key texts: The Rapoport, Parsons, Zaretsky, Delphy and Leonard</p> | <p>Families and Households Conjugal role relationships - Different views of conjugal role relationships and The feminist perspective of Oakley on the idea of the conventional family.</p> <p>Changing relationships within families - Changing relationships within families and between members how relationships within families have changed over time and the theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young.</p> <p>Divorce Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.</p> <p>Key texts: Oakley, Willmott & Young</p> | <p>Introduction to Education Roles and functions of education - Different views of the role and functions of education. The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles.</p> <p>The relationship between education and capitalism - Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.</p> <p>Key texts: Durkheim, Parsons, Bowles and Gintis</p> | <p>Education Processes within schools - Processes within schools affecting educational achievement. The work of Ball on teacher expectations and Willis on the creation of counter school cultures.</p> <p>Educational achievement - Factors affecting educational achievement including the work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.</p> <p>Key texts: Ball, Willis, Halsey et al, Ball et al</p> |
| Skills | AO1: Demonstrate knowledge and understanding of sociological theories, | AO1: Demonstrate knowledge and understanding of sociological theories, concepts, | AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and | AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and | AO1: Demonstrate knowledge and understanding of sociological | AO1: Demonstrate knowledge and understanding of sociological theories, |

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| | <p>concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> | <p>evidence and methods. AO2: Apply knowledge and understanding of sociological theories and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> | <p>methods. AO2: Apply knowledge and understanding of sociological theories and methods. 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> <ul style="list-style-type: none"> - identify, describe and explain various family forms (nuclear, extended, reconstituted, lone parent, single sex). - identify, describe and explain the functions of families (sexual, reproductive, economic and educational) - describe, compare and contrast a variety of sociological perspectives on the functions of families (functionalist, feminist and Marxist). - identify, describe and explain different criticisms of families describe, compare and contrast a variety of sociological perspectives on these issues - describe the key ideas of Zaretsky on families describe the key ideas of Delphy and Leonard on families. | <p>methods. AO2: Apply knowledge and understanding of sociological theories and methods. 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> <ul style="list-style-type: none"> - identify, describe and explain joint and segregated conjugal roles - describe and explain the domestic division of labour in both traditional and contemporary families - demonstrate their understanding of issues that impact on conjugal role relationships within the contemporary family including decision making, money management, dual career families, child rearing and leisure activities - describe, compare and contrast a variety of sociological perspectives on conjugal role relationships - identify, describe and explain how relationships within families have changed over time (pre-industrial, industrial and contemporary/modern) - identify, describe and explain contemporary family related issues, the quality of parenting, the relationships between teenagers and adults, care of the disabled/elderly and arranged marriage - describe, compare and contrast a variety of sociological perspectives on changing relationships within families - describe the key ideas of Willmott and Young. - identify, describe and explain the pattern of divorce in Britain since 1945 using relevant statistical data - explain reasons for the rise in divorce since 1945 including: | <p>theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories and methods. 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> <ul style="list-style-type: none"> - identify, describe and explain the functions of education including serving the needs of the economy, facilitating social mobility and fostering social cohesion - identify and describe a variety of different types of school including primary and secondary, state and private - describe alternative forms of educational provision including home schooling and deschooling - describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist) - describe the key ideas of Durkheim on education - describe the key ideas of Parsons on education - describe the key ideas of Bowles and Gintis on education and capitalism - describe, compare and contrast a variety of alternative sociological perspectives on the correspondence principle. | <p>concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories and methods. 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> <ul style="list-style-type: none"> - identify, describe and explain various processes within schools affecting educational achievement including, streaming, setting, mixed ability teaching, labelling and the self-fulfilling prophecy - describe, compare and contrast a variety of sociological perspectives on these issues (interactionist, functionalist, feminist and Marxist) - describe the key ideas of Ball on teacher expectations - describe the key ideas of Willis on the creation of counter school cultures. - identify, describe and explain various factors affecting educational achievement including class, gender and ethnicity - describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist) - describe the key ideas of Halsey on class-based inequalities - describe the key ideas of Ball on parental choice and competition between schools. |
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| | | | | changes in the law, changes in social attitudes and values, secularisation, changes in the status of women in society - describe the consequences of divorce for family members and the increase in the numbers of lone parent families - describe, compare and contrast a variety of sociological perspectives on these issues | | |
| Key Questions | <p>What is sociology? • How is it different to other subjects • What are social issues? • Why do sociologists study social issues? What is the nature vs nurture debate? What is social control and how is it maintained?</p> <p>Who are the founding fathers of Sociology? What is the conflict, consensus debate? How do sociologists view the social world differently? What is a theory? What is a perspective? How is Marxism and Feminism different? What is interactionism and labelling?</p> | <p>What are the processes involved in research design? What research methods were used in key sociological studies? How do sociologists use questionnaires, interviews, experiments, observations and secondary data? What are the advantages and disadvantages of the different methods? How could they be developed?</p> | <p>What is a family? • What is the difference between a family and a household? • What is meant by family diversity • What is the functionalist perspective of the family? • What is the Marxist perspective of the family? What is the feminist perspective of the family?</p> | <p>What were gender roles like in the 1950s? How have roles and relationships within the family changed? What is a conventional family? Are families more symmetrical today? Why are more people getting divorced today? In what ways does divorce impact family members and family structures? What are the positive and negative consequences of divorce on family members?</p> | <p>What is the role of education? • School diversity; what are the alternatives to formal education • How are you assessed in school? • What is the functionalist perspective of the education system? • What is the Marxist perspective of the education system?</p> | <p>What are the internal and external factors affecting educational achievement • Why do some groups underperform / over perform? • Educational policies • How did the 1988 education reform Act affect education • What did New Labour implement in 1997 which affected education? • What has the coalition government done which has changed education?</p> |
| Assessment focus on core knowledge & skills. | <p>Low stakes questioning, live task marking, knowledge based short questions assessment. Recap starter every lesson; end of unit knowledge test.</p> | <p>Low stakes questioning, live task marking; knowledge based short questions assessment. Recap starter every lesson; independent research investigation; end of unit knowledge test.</p> | <p>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</p> | <p>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.</p> | <p>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</p> | <p>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.</p> |
| Literacy/numeracy/SMSC/Character | <p>PiXL key word booklet - Structured whole class and independent reading, challenging articles used alongside core text • 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

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.

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. .

Sociology curriculum map: Year 11

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Knowledge | <p>Stratification 3.6.1 Functionalist theory of stratification. 3.6.2 - Socio - economic class. 3.6.4 - Poverty as a social issue.</p> <p>Key text: Davis and Moore / Marx / Weber / Townsend / Murray</p> <p>Key theory: Marxism / Functionalism / Feminism / Interactionism / New Right</p> | <p>Research methods / Key debates - recall of substantive topics.</p> <p>Research methods used in the core text - practical applications to research.</p> <p>Evaluation: Practical Ethical Validity Reliability Representativeness</p> | <p>Stratification 3.6.3 Life chances. 3.6.5 Power and authority 3.6.6 Power relationships</p> <p>Key text: Devine / Weber / Waby</p> <p>Key theory: Marxism / Functionalism / Feminism / Interactionism / New Right</p> | <p>Revision of substantive topics and research methods Refine knowledge of how to be successful in the exam and use Sociological Knowledge to develop your own thinking.</p> | Revision / external exams. | |
| Skills | <p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> | <p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> | <p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> | <p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> | <p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> | |
| Key Questions | <p>What is the Functionalist theory of stratification and how is it evaluated? What are the socio-economic class divisions? What are the contrasting sociological views on class? How does class link to power and authority? What are the different</p> | <p>What research methods were used in key sociological studies? What are the advantages / disadvantages? How could they be developed? How would you extend them?</p> | <p>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?</p> | <p>Review of all key questions - use of subject knowledge maps to support. How does sociology overlap? What is the big picture in Sociology? How can you apply knowledge from other subjects? How can knowledge be woven together to form answers to questions?</p> | | |

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| | views of poverty as a social issue? How is poverty defined? What is the underclass? How has the State dealt with and created poverty? | | 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 <i>focus on core knowledge & skills.</i> | 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. 2 x essay | Recap starter every lesson; Low stakes questioning, live task marking using exam style questions Mock exam - Paper Education / C&D. REACT - intervention and re-sit. All students achieve 60% + using guided feedback. | 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. 2 x essay. End of Module full mock exam paper | Low stakes questioning, live task marking using exam style questions, knowledge based short questions assessment. Recap starter every lesson. Imed questions in class. Feedback on independent work. | External exam. |
| Literacy/numeracy/SMSC/Character | <p>PiXL key word booklet. Structured whole class and independent reading, challenging articles used alongside core text • 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 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 misconceptions 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. Support in preparing students for the next stage of study. Review what futures they can use Sociology for. 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</p> <p>Specific enrichment - Visit to the Houses of Parliament / Attend a Sociology lecture at UCL or Burnel to raise aspirations. Visit / speaker from a food bank or Shelter to develop understanding of issues of poverty / support crisis at Christmas to develop understanding of issues related to poverty.</p> | | | | |