

Sociology curriculum map: Year 9 - 'Foundation year'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Introduction to sociology- • 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.	Introduction to how to use 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, including practical difficulties and ethical issues demonstrate an understanding of the relevance and usefulness of various primary and secondary sources; demonstrate the ability to interpret data.	Introduction to issues of gender through the study of the Family in Sociology Introduction to issues of class through the study of the Education in Sociology Introduction to issues of ethnicity through the study of the Crime and Deviance in Sociology	Introduction to issues of Poverty and inequality through the study of the Stratification in Sociology Introduction to debates within sociology including conflict versus consensus and different sociological perspectives on social structures, social processes and social issues, including feminism, functionalism, interactionism and Marxism	Family and households - 3.3.1 Functions of families 3.3.2 Different types of family forms. 3.3.5 Criticisms of families (Marxist) Key texts: Parsons / Rapoport's / Zaretsky Key theory: Marxism / Functionalism / Feminism / Interactionism.	Family and households continued – 3.3.5 Criticisms of families (Feminist) 3.3.4 Changing relationships within families 3.3.6 Divorce Key texts: Oakley / Delphy and Leonard / Willmott and Young. Key theory: Marxism / Functionalism / Feminism / Interactionism. Summer reading project: Watching the English: The Hidden Rules of
Skills	AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.	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.	AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. Though application to substantive topics.	AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. Though application to substantive topics.	AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.	AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. / AO2: Apply knowledge and understanding of sociological theories and methods.
Key Questions	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?	What are the processes involved in research design? How do sociologists use questionnaires, interviews, experiments, observations and secondary data; what are the advantages and disadvantages of the different methods?	How are core areas of sociology interrelated? How are key processes studied in substantive topics?	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?	What is a family? • What is the difference between a family and a household? • Family diversity • What is the functionalist perspective of the different • What is the Marxist perspective of the family? roles within the family? • How are roles	What is the feminist perspective of the family? • What are the similarities and differences of the different views? • How has childhood changed? • The dark side of the family

					changing within the family?	
Assessment - <i>focus on effort / core knowledge.</i>	Low stakes questioning, live task marking; knowledge based assessment. Recap starter every lesson; poster - Different cultures; End of unit knowledge test.	Low stakes questioning, live task marking; knowledge based assessment. Recap starter every lesson; independent investigation using 3 methods into your own area with evaluation. End of unit knowledge test	Low stakes questioning, live task marking; Recap starter every lesson; Family time and motion study; Mini end of topic core knowledge test. Letter to Prime Minister re crime reduction. Review of class documentary.	Low stakes questioning, live task marking; Recap starter every lesson; Group project - life chances; Quick test on each theory at end of section.	Low stakes questioning, live task marking; Recap starter every lesson; Short (10 minute)core knowledge tests every 2 weeks.	Low stakes questioning, live task marking; Recap starter every lesson; Short (10 minute)core knowledge tests every 2 weeks. Open book essay task.
Literacy/numeracy/SMSC/Character	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 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). Summer reading to develop subject knowledge.					
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 practicing Sociologist to support foster a passion for the subject / Theater trip to support cultural transition and application, also to enhance cultural capital particularly for DA and SEND students who may not have experienced live performances in London - 'Everyone's TALKing about Jaime' / 'Blood Brothers' (show subject to change depending on ticket availability and run) in the second half of the summer term.</p>					

Sociology curriculum map: Year 10 - 'Development year'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Education 3.4.1 - Different views on the roles and functions of education. 3.4.2 The relationship between education and capitalism. Key text: Durkhime / Parsons / Bowles and Gintis Key theory: Marxism / Functionalism / Feminism / Interactialism.	Education 3.4.3 Educational achievement with reference to gender, class and ethnicity 3.4.4 - Processes within schools. Key text: Halsey / Ball / Willis / Becker Key theory: Marxism / Functionalism / Feminism / Interactialism.	Research methods / Key debates - recall of substantive topics. Research methods used in the core text - practical applications to research. Evaluation: Practical Ethical Validity Reliability Representativeness	Crime and deviance 3.5.1 - The Social construction of crime and deviance. 3.5.2 - Social control. Key text: Heidenson / Merton / Becker Key theory: Marxism / Functionalism / Feminism / Interactialism.	Crime and Deviance 3.5.4 - Data on crime. 3.5.3 - Criminal and deviant behaviour. Key text: Cohen / Carlen / ONS report. Key theory: Marxism / Functionalism / Feminism / Interactialism.	Exam skills / formal Mocks PLC - independent work / focused group intervention. Introduction to y 11. Summer reading project: Brave New World
Skills	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.	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.	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.	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.	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.	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.
Key Questions	What is the role of education? • School diversity; what are the alternatives to formal education • How are you assessed in school? •	What are the Internal and external factors affecting educational achievement • Why do some groups underperform / over perform? •	What research methods were used in key sociological studies? What are the advantages /	Why do people commit crime? • Functionalist explanations • Marxism Explanation – white Vs	Characteristics of offending including class, gender, ethnicity and age • Feminism explanation •	How to improve your grade • Studying model answers • Development of 12 mark essays • Examiner reports •

	What is the functionalist perspective of the education system? • What is the Marxist perspective of the education system?	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?	disadvantages? How could they be developed?	Blue collar crime • social construction of concepts of crime and deviance • What are the formal and informal methods of social control • How can we explain female conformity?	Interactionist explanation – Labelling • New Right explanations • Prison reform – do they work? • How should young offenders be dealt with? What are the key trends? • explain the 'dark figure' of crime	Creating effective revision material for paper 1 • How to effectively revise
Assessment focus on core knowledge & skills.	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	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; short question knowledge test every 3 weeks. 2 x essay	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.	Fact sheet on each study - research on method. 5 mark questions on each study. Recap starter every lesson; Low stakes questioning, live task marking using exam style questions	Mock exam - Paper 1 - (Family and Education.) REACT - intervention and re-sit. All students achieve 60% + using guided feedback.
Literacy/numeracy/SMSC/Character	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 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)					
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 . Specific enrichment - 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 - 'Consolidation year'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Stratification 3.6.1 Functionalist theory of stratification. 3.6.2 - Socio - economic class. 3.6.4 - Poverty as a social issue. Key text: Davis and Moore / Marx / Weber / Townsend / Murray	Research methods / Key debates - recall of substantive topics. Research methods used in the core text - practical applications to research. Evaluation:	Stratification 3.6.3 Life chances. 3.6.5 Power and authority 3.6.6 Power relationships Key text: Devine / Weber / Waby	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	Revision / external exams.	

	Key theory: Marxism / Functionalism / Feminism / Interactialism / New Right	Practical Ethical Validity Reliability Representativeness	Key theory: Marxism / Functionalism / Feminism / Interactialism / New Right	thinking.		
Skills	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.	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.	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.	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.	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.	
Key Questions	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 views of poverty as a social issue? How is poverty defined? What is the underclass? How has the State dealt with and created poverty?	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?	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?		
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	Low stakes questioning, live task marking using exam style questions knowledge based short questions assessment. Recap starter every lesson. Imed questions in	External exam.	

			weeks. 2 x essay. End of Module full mock exam paper	class. Feedback on independent work.		
Literacy/numeracy/SMS C/Character	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 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).					
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 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 and or Shelter to develop understanding of issues of poverty / support crisis at Christmas to develop understanding of issues related to poverty.</p>					

Sociology curriculum map: Year 11 - 'Consolidation year' 2021 -22 (amended curriculum map amended due to covid)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Crime and deviance 3.5.1 - The Social construction of crime and deviance. 3.5.2 - Social control. Key text: Heidenson / Merton / Becker Key theory: Marxism / Functionalism / Feminism / Interactionism.	Crime and Deviance 3.5.4 - Data on crime. 3.5.3 - Criminal and deviant behaviour. Key text: Cohen / Carlen / ONS report. Key theory: Marxism / Functionalism / Feminism / Interactionism.	Stratification 3.6.1 Functionalist theory of stratification. 3.6.2 - Socio - economic class. 3.6.4 - Poverty as a social issue. Key text: Davis and Moore / Marx / Weber / Townsend / Murray Key theory: Marxism / Functionalism / Feminism / Interactionism / New Right	Stratification 3.6.3 Life chances. 3.6.5 Power and authority 3.6.6 Power relationships Key text: Devine / Weber / Waby Key theory: Marxism / Functionalism / Feminism / Interactionism / New Right	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. Research methods / Key debates - recall of substantive topics. Research methods used in the core text - practical applications to research. Evaluation: Practical Ethical Validity Reliability Representativeness	

Skills	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.	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.	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.	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.	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.	
Key Questions	Why do people commit crime? • Functionalist explanations • Marxism Explanation – white Vs Blue collar crime • social construction of concepts of crime and deviance • What are the formal and informal methods of social control • How can we explain female conformity?	Characteristics of offending including class, gender, ethnicity and age • Feminism explanation • Interactionist explanation – Labelling • New Right explanations • Prison reform – do they work? • How should young offenders be dealt with? What are the key trends? • explain the 'dark figure' of crime	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 views of poverty as a social issue? How is poverty defined? What is the underclass? How has the State dealt with and created poverty?	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?	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? What research methods were used in key sociological studies? What are the advantages / disadvantages? How could they be developed? How would you extend them?	
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. End of Module	Fact sheet on each study - research on method. 5 mark questions on each study. Recap starter every lesson; Low stakes questioning, live task marking using exam style 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	Low stakes questioning, live task marking using exam style questions knowledge based short questions assessment. Recap starter every lesson. Imed questions in	External exam.	

	full mock exam paper.		weeks. 2 x essay. End of Module full mock exam paper	class. Feedback on independent work.		
Literacy/numeracy/SMSC/Character	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 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).					
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 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 and or Shelter to develop understanding of issues of poverty / support crisis at Christmas to develop understanding of issues related to poverty.</p>					