

## Sociology curriculum map: Year 10 (amended curriculum map due to following the 3 year GCSE course)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p><b>Families and Households</b></p> <p><b>Review of content covered in families and households from summer term of Y9.</b></p> <p><b>Changing relationships within families</b> - 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><b>Marriage and Divorce</b> Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.</p> <p><u><b>Key texts:</b></u> Oakley, Willmott &amp; Young</p> <p><b>Introduction to Education</b></p> <p><b>Roles and functions of education</b> - Different views of the role and functions of education.</p>	<p><b>Introduction to Education</b></p> <p><b>Roles and functions of education</b> - 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><b>The relationship between education and capitalism</b> - 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><u><b>Key texts:</b></u> Durkheim, Parsons, Bowles and Gintis</p>	<p><b>Education</b></p> <p><b>Processes within schools</b> - Processes within schools affecting educational achievement. The work of Ball on teacher expectations and Willis on the creation of counter school cultures.</p> <p><b>Educational achievement</b> - Factors affecting educational achievement including the work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.</p> <p><u><b>Key texts:</b></u> Ball, Willis, Halsey et al, Ball et al</p>	<p><b>Introduction to Crime and Deviance</b></p> <p><b>The social construction of crime and deviance</b> - The social construction of concepts of crime and deviance and explanations of crime and deviance including the work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective.</p> <p><b>Data on crime</b> - The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure'.</p> <p><u><b>Key texts:</b></u> Merton, Becker</p>	<p><b>Crime and Deviance</b></p> <p><b>Social control</b> - Formal and informal methods of social control including the work of Heidensohn on female conformity in male dominated patriarchal societies.</p> <p><b>Criminal and deviant behaviour</b> - 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><u><b>Key texts:</b></u> Cohen, Heidensohn, Carlen</p>	<p><b>Exam skills / research methods review</b></p> <p>PLC - independent work / focused group intervention.</p> <p>Introduction to Y11.</p> <p><b>Summer reading project:</b></p>
Skills	<p><b>AO1:</b> Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p><b>AO2:</b> Apply knowledge and</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p><b>AO2:</b> Apply knowledge and</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p><b>AO2:</b> Apply knowledge and</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p><b>AO2:</b> Apply knowledge and</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p><b>AO2:</b> Apply knowledge and</p>

	<p><b>AO2:</b> Apply knowledge and understanding of sociological theories and methods.</p> <p><b>AO3:</b> Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> <p><b>Students should be able to:-</b>  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</p> <p>- 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: 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</p>	<p>understanding of sociological theories and methods.</p> <p><b>AO3:</b> Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> <p><b>Students should be able to:</b>  - 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)</p> <p>- 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>	<p>understanding of sociological theories and methods.</p> <p><b>AO3:</b> Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> <p><b>Students should be able to:</b>  - 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.</p> <p>- 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.</p>	<p>understanding of sociological theories and methods.</p> <p><b>AO3:</b> Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> <p><b>Students should be able to:</b>  -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>- identify and describe the main sources of data on crime  - describe the pattern and trends in crime figures using relevant statistical data  - explain the 'dark figure' of crime (unreported and unrecorded crime)  - describe, compare and contrast a variety of sociological perspectives on the use of data on crime (functionalist, feminist and Marxist).</p>	<p>understanding of sociological theories and methods.</p> <p><b>AO3:</b> Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> <p><b>Students should be able to:</b>  - identify, describe and explain formal and informal methods of social control including unwritten rules and sanctions  - describe, compare and contrast a variety of sociological perspectives on social control (interactionist, functionalist, feminist and Marxist)  - describe the key ideas of Heidensohn on female conformity.</p> <p>- 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</p>	<p>understanding of sociological theories and methods.</p> <p><b>AO3:</b> Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p>
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	these issues				Carlen on women, crime and poverty.	
Key Questions	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?	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?	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?	What is crime? What is deviance? Why do people commit petty crimes? Why do rich people commit white collar crimes? How is crime socially constructed? How is crime officially measured? What other ways can we measure crime? What is the dark figure of crime? Why might people not report a crime?	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?	How to improve your grade • Studying model answers • Development of 12 mark essays • Examiner reports • Creating effective revision material for paper 1 • How do I 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. 12 mark essay questions; <b>End of Module full mock exam paper.</b> REACT - intervention and re-sit.	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; <b>End of Module full mock exam paper.</b> REACT - intervention and re-sit.	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; <b>End of Module full mock exam paper.</b> REACT - intervention and re-sit.	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.
Literacy/numeracy/SMSC/Character	<a href="#">PiXL key word booklet</a> - Structured whole class and independent reading, challenging articles used alongside core texts • Use of 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. key 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. 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 engage in enrichment activities set through google classroom e.g. links to Ted Talks</p> <p><b>Specific enrichment</b> - 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>					

## 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	Summer 2
Knowledge	<p><b>Crime and deviance</b></p> <p><b>Review of content covered in crime and deviance from summer term of Y10.</b></p> <p><b>Social control</b> - Formal and informal methods of social control including the work of Heidensohn on female conformity in male dominated patriarchal societies.</p> <p><b>Criminal and deviant behaviour</b> - 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><b>Key texts:</b> Cohen, Heidensohn, Carlen</p>	<p><b>Social stratification</b></p> <p><b>Functionalist theory of stratification</b> - 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><b>Socio-economic class</b> - Different views of socio-economic class including the work of Marx and Weber on socio-economic class.</p> <p><b>Life chances</b> - Different views on factors affecting life chances including the work of Devine revisiting the idea of the affluent worker.</p> <p><b>Key texts:</b> Davis and Moore / Marx / Weber / Devine</p>	<p><b>Social stratification</b></p> <p><b>Poverty as a social issue</b> - Different interpretations of poverty as a social issue including the work of Townsend on relative deprivation and Murray on the underclass.</p> <p><b>Power and authority</b> - Different forms of power and authority including the work of Weber on power and authority.</p> <p><b>Power relationships</b> - Describe and explain different views on factors affecting power relationships including the work of Walby on patriarchy.</p> <p><b>Key texts:</b> Townsend / Murray / Weber / Walby</p>	<p><b>Revision</b> 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>	Revision / external exams.	
Skills	<p><b>AO1:</b> Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p><b>AO2:</b> Apply knowledge and understanding of sociological theories and methods.</p> <p><b>AO3:</b> Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> <p><b>Students should be able to:</b></p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p><b>AO2:</b> Apply knowledge and understanding of sociological theories and methods.</p> <p><b>AO3:</b> Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> <p><b>Students should be able to:</b></p> <p>- describe and explain the</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p><b>AO2:</b> Apply knowledge and understanding of sociological theories and methods.</p> <p><b>AO3:</b> Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> <p><b>Students should be able to:</b></p> <p>-identify, describe and explain</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p><b>AO2:</b> Apply knowledge and understanding of sociological theories and methods.</p> <p><b>AO3:</b> Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p><b>AO2:</b> Apply knowledge and understanding of sociological theories and methods.</p> <p><b>AO3:</b> Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p>	

	<ul style="list-style-type: none"> <li>- identify, describe and explain formal and informal methods of social control including unwritten rules and sanctions</li> <li>- describe, compare and contrast a variety of sociological perspectives on social control (interactionist, functionalist, feminist and Marxist)</li> <li>- describe the key ideas of Heidensohn on female conformity.</li> <li>- identify, describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age</li> <li>- 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</li> <li>- describe, compare and contrast a variety of sociological perspectives on factors affecting criminal and deviant behaviour (interactionist, functionalist, feminist and Marxist)</li> <li>- describe the key ideas of Albert Cohen on delinquent subcultures</li> <li>- describe the key ideas of Carlen on women, crime and poverty.</li> </ul>	<p>functionalist theory of stratification (effective role allocation and performance linked to the promise of rewards)</p> <ul style="list-style-type: none"> <li>- describe the key ideas of Davis and Moore</li> <li>- describe, compare and contrast alternative perspectives on functionalist theory (feminist and Marxist).</li> <li>- identify, describe and explain socio-economic class divisions in society</li> <li>describe, compare and contrast a variety of sociological perspectives on socio-economic class</li> <li>- describe the key ideas of Marx on socio-economic class</li> <li>- describe the key ideas of Weber on socio-economic class.</li> <li>- identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, disability, religion and belief</li> <li>describe, compare and contrast a variety of sociological perspectives on life chances</li> <li>- describe the key ideas of Devine on the idea of the affluent worker.</li> </ul>	<p>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> <ul style="list-style-type: none"> <li>- describe, compare and contrast a variety of sociological perspectives on poverty</li> <li>- describe the key ideas of Townsend on relative deprivation</li> <li>- describe the key ideas of Murray on the underclass including links to New Right theories.</li> <li>-identify, describe and explain different forms of power and authority including traditional, charismatic, rational-legal, formal and informal sources of power</li> <li>- describe, compare and contrast a variety of sociological perspectives on power and authority</li> <li>- describe the key ideas of Weber on power and authority.</li> <li>- identify, describe and explain different factors affecting power relationships including social class, gender, sexuality, race, age, disability, religion and beliefs</li> <li>describe, compare and contrast a variety of sociological perspectives on power relationships</li> <li>- describe the key ideas of Walby on patriarchy.</li> </ul>			
Key Questions	<p>What are the formal and informal methods of social control? Which is more effective?</p> <p>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</p>	<p>What research methods were used in key sociological studies? What are the advantages / disadvantages?</p> <p>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.</p> <p>How can differences in life chances be explained through sociological theory?</p> <p>How does this topic link to other areas of the course? What are the different forms of power? Who holds</p>	<p>Review of all key questions - use of subject knowledge maps to support.</p> <p>How does sociology overlap?</p> <p>What is the big picture in Sociology?</p> <p>How can you apply knowledge from other subjects?</p> <p>How can knowledge be woven together to form answers to questions?</p>		

	there on crime? How does the media report on crime?		power and how do sociologists explain this? What are the factors affecting power?			
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Literacy/numeracy/SMSC/Character	<a href="#">PiXL key word booklet</a> - Structured whole class and independent reading, challenging articles used alongside core texts • Use of 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. key 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 . Encourage students to engage in enrichment activities set through google classroom e.g. links to Ted Talks  <b>Specific enrichment</b> - Visit to the Houses of Parliament / Courts / Attend a Sociology lecture at UCL or Brunel 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.					