



Sociology Curriculum Map

Curriculum Intent Overview							
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.							
	HT1	HT2	HT3	HT4	HT5	HT6	Assessment Criteria
Year 10	Unit: Research Methods <i>Students will be introduced to methodology in sociological research. They will analyse the strengths and limitations of the following methods: 1. Questionnaires 2. Observations 3. Interviews 4. Experiments 5. Longitudinal studies 6. Official statistics 7. Case study 8. Ethical issues 9. Sampling</i> Knowledge: Research methods, quantitative and qualitative data, sampling, ethics, reliability, validity and bias. Skills: Analyse and interpret data, compare and evaluate methods, use sociological terminology, develop written explanations. Prior/Future links: Applying methods to Crime and Deviance, Education, Families and Social Stratification, alongside GCSE exam evaluation skills.	Unit: Families and Households Knowledge: Family diversity, roles and relationships, changing family patterns, conjugal roles and gender equality. Skills: Interpret evidence, explain sociological viewpoints, compare family types, develop extended writing for 12m questions. Prior/Future links: Links to Education, Social Stratification and Crime and Deviance. Applying knowledge from RM too.	Unit: Families and Households Knowledge: Household structures, changes in households. Skills: Analyse statistics, interpret trends, apply sociological concepts, evaluate evidence. Apply knowledge to a 12m question. Prior/Future links: Links to Research Methods and Social Stratification	Unit: Education Knowledge: Functions of education, socialisation, hidden curriculum, labelling and setting. <i>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:</i> 1. What is a family and what is family diversity? 2. Is the nuclear family still important in Britain? 3. What are the sociological explanations of the nuclear family? 4. Why is marriage decreasing and divorce increasing? 5. How are relationships changing within families? 6. What are the sociological perspectives on conjugal relationships? Skills: Explain sociological theories in relation to Education, interpret evidence, analyse educational processes. Prior/Future links: Links to social inequality,	Unit: Education Knowledge: Class, gender and ethnicity differences in achievement, factors affecting attainment, educational policy. Skills: Evaluate explanations, analyse data, compare sociological perspectives, extended writing for 12m questions Prior/Future links: Links to Social Stratification	Unit: Crime and Deviance Knowledge: Types of crime, social control, criminal behaviour, sociological explanations of crime and deviance. <i>Students will address fundamental questions and apply them to short and extended exam questions:</i> 1. What is crime and deviance? 2. How is crime measured? 3. What are the factors that affect criminal and deviant behaviour? 4. What are the theories of crime? 5. Who commits crime? 6. How do we control criminal behaviour? 7. What is the debate between punishment or rehabilitation? 8. Which methods are useful when investigating certain aspects of the criminal justice system? Skills: Interpret crime data, explain theories, evaluate evidence, apply key terminology. Prior/Future links: Links to social inequality and research methods.	By end of year pupils can... (Link to Grade 7/B) - Confidently answer 4, 6 and 12-mark questions using a clear structure - Use accurate sociological terminology consistently. - Provide a balanced argument in 12-mark answers with clear comparisons between perspectives.

				achievement and Crime and Deviance (to be studied at the end of Y10/beginning of Y11)			
	Assessment: Mini assessment in Intro to Sociology and Research Methods	Assessment: Families and Households	Assessment: GI 1 – RM and Families	Assessment: Education	Assessment: Education	Assessment: GI 2 – full Paper 1	Assessment:
Year 11	Unit: Crime and Deviance Knowledge: Causes of crime, punishment, policing, media influence, crime statistics and inequality in crime. Skills: Analyse statistics on crime, evaluate sociological theories, interpret evidence, extended exam writing for 12m questions. Prior/Future links: Links to Social Stratification and Research Methods	Unit: Social Stratification Knowledge: Social class, life chances, poverty and inequality <i>Students will address the following questions and apply them to short and extended exam questions:</i> 1. What is social stratification? 2. What is the sociological perspective on social stratification? 3. Do we live in a socially mobile society? 4. What are our life chances in relation to education and health? 5. How does poverty affect our behaviour in society? 6. What are the power relations between groups and people? 7. Does patriarchy affect a woman's life chances? 8. What is the link between globalisation and social stratification? Skills: Interpret data on factors impacting life chances, explain sociological theories in relation to poverty, analyse inequality. Prior/Future links: Links to education, crime and wider social issues.	Unit: Social Stratification Knowledge: Power, wealth distribution, prejudice and discrimination, government policies on inequality (and the effectiveness of these). Skills: Evaluate evidence, compare Sociological perspectives, develop extended writing for 12m. Prior/Future links: Links to Feminist and Marxist debates on inequality	Unit: Revision of Paper 1 Knowledge: - Research Methods (methods, sampling, ethics, data, evaluation) - Families and Households (family diversity, roles, changing patterns, demographics) - Education (theories, inequality, achievement factors, policies) Skills: - Retrieval of key concepts and theories 3, 4, 12-mark exam practice responses - Comparing and evaluating sociological perspectives Prior/Future links: - Strong foundation for GCSE Paper 1 exam performance - Improved ability to structure extended answers	Unit: Revision of Paper 2 Knowledge: - Crime and Deviance (types of crime, causes, social control, statistics, media) - Social Stratification (class, inequality, poverty, life chances, power, policy) Skills: - Applying theories to exam scenarios - Developing 3, 4, 12 mark answers under timed conditions - Comparing sociological perspectives and explanations Prior/Future links: - Preparation for GCSE Paper 2 exam - Consolidation of full course knowledge for final exams	Unit: Knowledge: Skills: Prior/Future links: Formal Exams begin	By end of year pupils can... (Link to Grade 7/B) - Consistently answer 4, 6 and 12-mark questions with a clear structure - Include developed evaluation in 12-mark responses with accurate comparisons between sociological perspectives. - Confidently interpret data sources and evaluate different Research Methods - Use sociological terminology fluently and accurately throughout.
	Assessment: Crime and Deviance	Assessment: GI 1 – Full Paper 1 and half of Paper 2	Assessment: Social Stratification	Assessment: GI 2 – Full Paper 1 and 2	Assessment: PEQs from Paper 2	Assessment:	Assessment:

Year 12	Unit: Education Knowledge: Functions of education according to competing theoretical perspectives, hidden curriculum, educational policies, globalisation Skills: Dissecting the item to identify the hooks, correctly addressing the command verb in each question, skills of ao1, ao2 and ao3. Prior/Future links: Links to	Unit: Education Knowledge: Functions of education according to competing theoretical perspectives, hidden curriculum, educational policies, globalisation Skills: Dissecting the item to identify the hooks, correctly addressing the command verb in each question, skills of ao1, ao2 and ao3. Prior/Future links: Links to	Unit: Families and Households Knowledge: Family diversity, roles and relationships, changing family patterns, conjugal roles and gender equality, theoretical perspectives, analysis and evaluations of competing theories Skills: Dissecting the item to identify the hooks, correctly addressing the command verb in each question, skills of ao1, ao2 and ao3. Prior/Future links: Links to	Unit: Families and Households Knowledge: Family diversity, roles and relationships, changing family patterns, conjugal roles and gender equality, theoretical perspectives, analysis and evaluations of competing theories Skills: Dissecting the item to identify the hooks, correctly addressing the command verb in each question, skills of ao1, ao2 and ao3. Prior/Future links: Links to	Unit: Theory and Methods Knowledge: Quantitative Methods, Qualitative Methods, Methodological Concepts, Reliability, validity, representativeness, objectivity, subjectivity, and generalisability. Data Types: Primary data, secondary data (existing data), Positivism, Interpretivism, Functionalism, Marxism/Neo-Marxism, Social Action Theories, Postmodernism, Sociology as a Science, Objectivity vs. Subjectivity, Sociology and Social Policy Skills: Dissecting the item to identify the hooks, correctly addressing the command verb in each question, skills of ao1, ao2 and ao3. Prior/Future links: Links to research methods	Unit: Theory and Methods Knowledge: Quantitative Methods, Qualitative Methods, Methodological Concepts, Reliability, validity, representativeness, objectivity, subjectivity, and generalisability. Data Types: Primary data, secondary data (existing data), Positivism, Interpretivism, Functionalism, Marxism/Neo-Marxism, Social Action Theories, Postmodernism, Sociology as a Science, Objectivity vs. Subjectivity, Sociology and Social Policy Skills: Dissecting the item to identify the hooks, correctly addressing the command verb in each question, skills of ao1, ao2 and ao3. Prior/Future links: Links to research methods	- By end of year pupils can... Consistently answer 4, 6, 10, 20 and 30 mark questions with a clear structure - Include developed evaluation in 10, 20 and 30 mark responses with accurate comparisons between sociological perspectives. - Confidently interpret data sources and evaluate different Research Methods [research methods, paper 1] - Use sociological terminology fluently and accurately throughout.
	Assessment: Formative mid unit assessment of Families and Households	Assessment: GI 1 – Full paper 1 – Education with Theory and Methods	Assessment: Formative mid unit assessment of Families and Households	Assessment: GI 2 – Full paper 1 [Education with Theory and Methods] and half a paper 2 [Families and Households]	Assessment: Formative mid unit assessment of Theory and Methods	Assessment: Y12 progression exam	
Year 12	Unit: Research Methods Knowledge: primary and secondary data, quantitative and quantitative data, methodological issues	Unit: Research Methods Knowledge: primary and secondary data, quantitative and quantitative data, methodological issues	Unit: Research Methods Knowledge: primary and secondary data, quantitative and quantitative data, methodological issues				

	regarding P.E.T factors, positivism and interpretivism, key sociologists such as Weber, Labov, Durkheim. Skills: Students must be able to identify which research methods are suitable/unsuitable for particular issues within the education system. Dissecting the item to identify the hooks, correctly addressing the command verb in each question, skills of ao1, ao2 and ao3. Prior/Future links: Theory and Methods at the end of Y12. Assessment: Formative mid unit assessment	regarding P.E.T factors, positivism and interpretivism, key sociologists such as Weber, Labov, Durkheim. Skills: Students must be able to identify which research methods are suitable/unsuitable for particular issues within the education system. Dissecting the item to identify the hooks, correctly addressing the command verb in each question, skills of ao1, ao2 and ao3. Prior/Future links: Theory and Methods at the end of Y12. Assessment: GI 1 – Full paper 1 – Education with Theory and Methods	regarding P.E.T factors, positivism and interpretivism, key sociologists such as Weber, Labov, Durkheim. Skills: Students must be able to identify which research methods are suitable/unsuitable for particular issues within the education system. Dissecting the item to identify the hooks, correctly addressing the command verb in each question, skills of ao1, ao2 and ao3. Prior/Future links: Theory and Methods at the end of Y12. Assessment: Next assessment will be in GI2				
Year 13	Unit: Beliefs in Society Knowledge: Ideology and science, religion as a conservative force, open and closed belief systems, religion and social change, religion and social class, gender, ethnicity, age, secularisation, globalisation, fundamentalism Skills: Dissecting the item to identify the hooks, correctly addressing the command verb in each question, skills of ao1, ao2 and ao3. Prior/Future links: Science, rationality, globalisation and postmodernism [y12 theory and methods unit].	Unit: Beliefs in Society Knowledge: Ideology and science, religion as a conservative force, open and closed belief systems, religion and social change, religion and social class, gender, ethnicity, age, secularisation, globalisation, fundamentalism Skills: Dissecting the item to identify the hooks, correctly addressing the command verb in each question, skills of ao1, ao2 and ao3. Prior/Future links: Science, rationality, globalisation and postmodernism [y12 theory and methods unit].	Unit: Crime and Deviance Knowledge: Agencies of social control, Theories of crime (Functionalism, Marxism, Realism, Interactionism, Social class and crime, gender and crime, ethnicity and crime, age and crime, globalisation, green crime, human rights, state crime, control, surveillance, punishment, punishment, panopticon, victims of crime, the media and crime, sociological methods and the study of crime Skills: Dissecting the item to identify the hooks, correctly addressing the command verb in each question, skills of ao1, ao2 and ao3. Prior/Future	Unit: Crime and Deviance Knowledge: Agencies of social control, Theories of crime (Functionalism, Marxism, Realism, Interactionism, Social class and crime, gender and crime, ethnicity and crime, age and crime, globalisation, green crime, human rights, state crime, control, surveillance, punishment, punishment, panopticon, victims of crime, the media and crime, sociological methods and the study of crime Skills: Dissecting the item to identify the hooks, correctly addressing the command verb in each question, skills of ao1, ao2 and ao3. Prior/Future	Unit: Revision of Paper 1 Knowledge: - Theories of Education - Functions of Education - Educational achievement across different social groups - Educational Policies - Globalisation and Education Skills: Analysis and Evaluation, Time Management Prior/Future links: Consolidation of full course knowledge for final exams	Unit: Revision of Paper 2 and 3 Knowledge: Paper 2: - Theories of the family - Functions of the family - Demography - Childhood - Social Policy and the Family - Globalisation and the Family - Personal Life Perspective/Postmodernism - Theories of Religion - Functions of Religion - Religion as a conservative force - Religious affiliation across different social groups - NRM's, Sects, Cults - Globalisation and Religious Fundamentalism Paper 3:	• By end of year pupils can... Consistently answer 4, 6, 10, 20 and 30 mark questions with a clear structure • Include developed evaluation in 10, 20 and 30 mark responses with accurate comparisons between sociological perspectives. • Confidently interpret data sources and evaluate different Research

			links: Research methods – which methods are best for investigating crime and why?	links: Research methods – which methods are best for investigating crime and why?		- Theories of Crime and Deviance - Functions of Crime - Crime across different social groups - Globalisation and Crime - Fundamentalism - Media and Crime - Punishment Skills: Analysis and Evaluation, Time Management Prior/Future links: Consolidation of full course knowledge for final exams	Methods [research methods, paper 1] • Use sociological terminology fluently and accurately throughout.
	Assessment: Formative mid unit assessment	Assessment: GI 1 full paper 1 [Education with Theory and Methods], and full paper 2 [Families and Households, Beliefs in Society].	Assessment: Formative mid unit assessment	Assessment: GI 2 – Full paper 2 [Families and Households and Beliefs in Society] and Paper 3 [Crime and Deviance with Theory and Methods]	Assessment: REVISION	Assessment: REVISION / PUBLIC EXAMS	