

SOCIOLOGY

CURRICULUM MAP



Our subject vision: develop students' understanding of the world around them in order for them to interpret it as it was, is and will be, and their place within it through sociological knowledge, theories and concepts.

Aspiration	Social awareness in 21st Century Britain is under the microscope like never before, be it through the BLM movement, media highlighting of the gender pay gap or perceptions of crime rates. In Sociology we aim to equip our students to become active and informed citizens with knowledge of theoretical reasons for social differences which they may apply to their everyday lives. Knowledge: In sociology we study a variety of aspects of society including, Families, Education, Crime and Deviance and Social Stratification at GCSE. And Families and Households, Education, Theory and Methods, Methods in Context, Crime and Deviance and Beliefs in Society at A Level. We then apply sociological perspectives to these aspects such as Functionalism, Marxism, Feminism, New Right and Interactionism to explain their behaviour and purpose. As well as understanding the strengths and weaknesses of methods used in sociological research. Skills: Students will learn to investigate facts and make deductions, develop opinions and new ideas on social issues and to analyse and better understand the social world. Understanding: At the end of a student's study of Sociology they will be equipped to understand and hold informed debate of differing views on social issues. Demonstrating their knowledge and skills verbally through discussion and presentation, and through writing, with creativity and in sophisticated detail.
Opportunity	Students will discover a variety of, sometimes surprising, realities of how the world around them works. Such as the gap in attainment at GCSE between working class and middle-class students and the disproportionate representation of ethnic minorities in crime statistics. Students will then study theories offering explanations of these social phenomena.
Integrity	Knowledge: Students of Sociology become informed about the many inequalities within British Society, explanations of their origin and proposed solutions to these inequalities. Sociology gives students a full picture of the diversity of modern Britain. Skills: Students are given means and opportunity to express themselves and explore complex ideas both verbally and creating written arguments. Students encounter differing perspectives of many aspects of British Society. Students have opportunities to research and greater inform themselves of differing perspectives as well as working both independently and in groups. Understanding: Students demonstrate as active and informed citizens through increasing ability to apply knowledge of differing perspectives of social issues to their work.

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CURRICULUM MAP



Key assessment objectives:

GCSE

- AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.
- AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.
- AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

A Level

- AO1: Demonstrate knowledge and understanding of:
 - sociological theories, concepts and evidence
 - sociological research methods
- AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues
- AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:
 - present arguments
 - make judgements
 - draw conclusions

How this document works:

This Curriculum Map will show you everything we do in Sociology. It shows the learning journey from year 10 to year 11 and beyond.

At each point it will show you what is covered and how it will be assessed. Click on each topic and it will automatically take you to an explanation of why we learn it.

If you have any further questions, contact:

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SOCIOLOGY CURRICULUM MAP: KS4

GCSE Sociology Specification

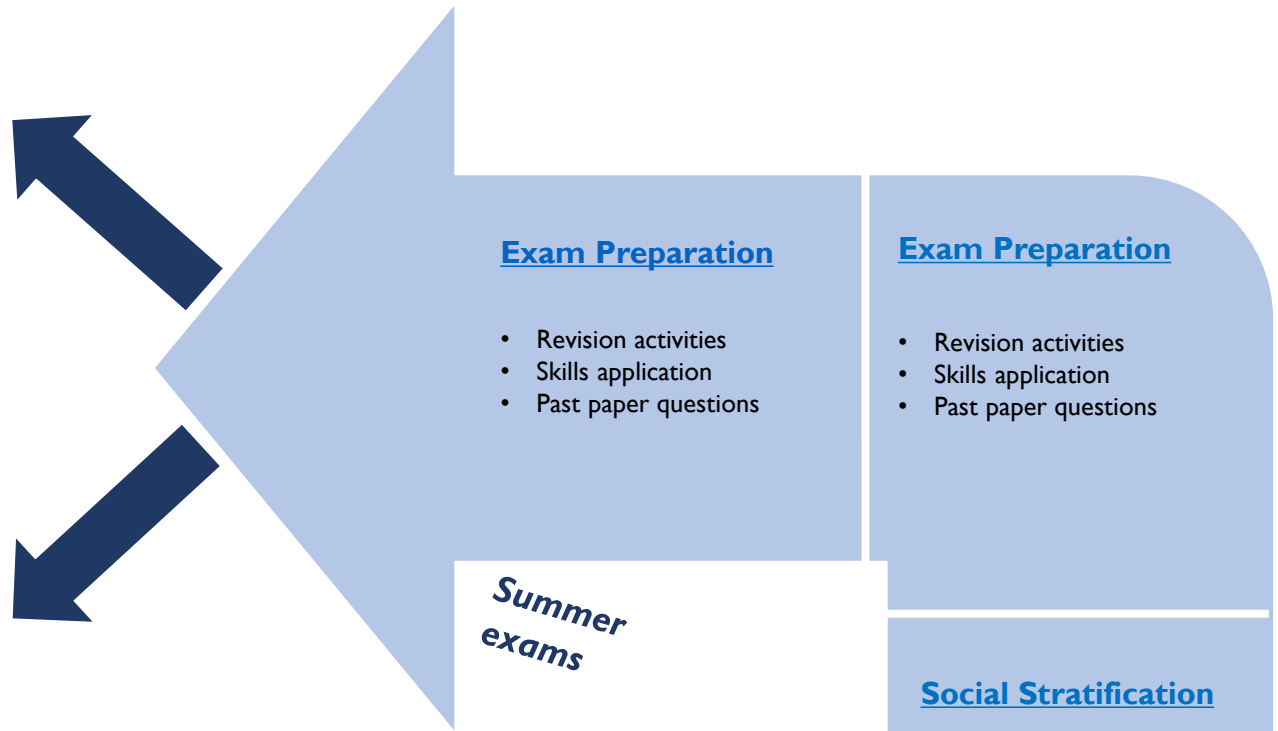
Specification for first teaching in 2017

Further study

AQA Sociology 7192 at JMF6
And then...
A degree in Sociology,
Criminology, Psychology,
Business Studies, History ...

Career pathways

Police and probation services.
Local and central government.
Social and market research.
Charitable, counselling and
voluntary organisations.
Public relations, journalism and
communications.
Media and marketing.



Paper 2
Crime and Deviance & Social
Stratification

Mock
exams

Education

- Marketisation of Education
- New Labour
- Academies, free schools and selection by ability
- Attainment and internal & external factors
- Subject choice & gender
- Gender & attainment
- Ethnicity & attainment

**Year
11**

Crime and Deviance

- Defining crime and deviance
- Functionalist views on crime and deviance
- Marxist views on crime and deviance
- Interactionist view on crime and deviance

Crime and Deviance

- Strain theory
- Measuring crime and deviance
- Media and crime and deviance
- Prison system and punishment
- Gender and crime and deviance
- Ethnicity and crime and deviance

Social Stratification

- Marxist & functionalist views
- Weber
- Measuring social class
- Life chances
- Studying social class
- Social mobility

Education

- Role of education
- Socialisation
- Historical changes in the education system
- Contemporary education system
- State & Independent schools
- Vocational education

Mock
exams

Paper 1 Families & Education

Families

- Marxism & Families
- Feminism & Families
- Symmetrical Families
- Power in partnerships
- Parent child relationships
- Changing family structures
- Fertility
- Patterns of marriage & divorce

Families

- Families
- Alternatives to families
- Life course
- Families, households, ethnicity & Social Class
- Diversity
- Global family structures
- Functionalism & Families

Sociological research methods

- Ethical Issues & Debates
- Famous Examples of Sociological Research
- Research Methods (Primary Data Collection)
- Types of Data & Data Analysis
- Primary & Secondary Sources
- Sampling Methods & Strategies

The Sociological Approach

- What is sociology?
- Key concepts in sociology.
- Marxism
- Feminism
- Functionalism
- Consensus vs Conflict

**Year
10**



SOCIOLOGY CURRICULUM MAP: KS5

Beliefs in Society

- Religious organisations
- The relationship between religiosity and social class, gender and age.
- Secularisation, globalisation and fundamentalism.

Exam Preparation

- Revision activities
- Skills application
- Past paper questions

Past paper questions:

- Demonstration of knowledge
- Application of theories/concepts/evidence/research methods
- Analysing and evaluating theories/concepts/evidence/research methods

Mock Exams

A degree in Sociology,
Criminology,
Psychology, Business
Studies, History

Further study

Career pathways

Police and probation services
Local and central government
Social and market research
Charitable, counselling and voluntary organisations
Public relations, journalism and communications
Media and marketing

Year 13

Beliefs in Society

- Ideology, Science & Religion
- Theories of the role and function of Religion

Mock Exam Revision

- Revision activities
- Skills application
- Past paper questions

Mock Exams

Past paper questions:

- Demonstration of knowledge
- Application of theories/concepts/evidence/research methods
- Analysing and evaluating theories/concepts/evidence/research methods

Methods in Context

- Choosing a research method
- Experiments
- Questionnaires
- Interviews
- Observations
- Secondary sources
- Documents
- Research methods in the context of Education.

Year 12

Education & Research Methods

- Class differences in achievement – Internal factors
- Class differences in achievement – external factors
- Ethnic differences in achievement

Education & Research Methods

- Gender differences in achievement
- The role of education in society
- Educational policy and inequality.



SOCIOLOGY: KS4



Year
II

Exam Preparation
Why this? • Revision activities • Skills application • Past paper questions
Why now? Students will prepare for their final assessments to ensure they are familiar with the style of questions they will be faced with, to practice exam skills in order to approach the questions confidently and apply appropriate and accurate knowledge across the paper.

Social Stratification
Why this? • Marxist & functionalist views • Weber • Measuring social class • Life chances • Studying social class • Social mobility • Why social class matters • Gender, ethnicity & inequality • Wealth distribution • Poverty • The Welfare State • Power and inequality
Why now? In studying sociology students will discover the influence and effects of social hierarchies on society. To apply these concepts to society's apparatus students must first study layers of inequality in society.

Crime and Deviance
Why this? • Defining crime and deviance • Functionalist views on crime and deviance • Marxist views on crime and deviance • Interactionist view on crime and deviance • Strain theory • Measuring crime and deviance • Media and crime and deviance • Prison system and punishment • Gender and crime and deviance • Ethnicity and crime and deviance
Why now? Students will apply the knowledge and skills gained over the previous two modules to gain an understanding of the different explanations and theories for why crime and deviant behaviours exist, The role of the media in inflating crime as well as why certain groups are more likely to be victims or perpetrators of crime.



SOCIOLOGY: KS4



Year
10

Education
Why this? • Role of education • Socialisation • Historical changes in the education system • Contemporary educations system • State & Independent schools • Vocational education • Marketisation of Education • New Labour • Academies, free schools and selection by ability • Attainment and internal & external factors • Subject choice & gender • Gender & attainment • Ethnicity & attainment
Why now? As with the previous modules, students will apply the skills and knowledge of sociological research methods and theories to the education system. Over the course of the module students apply earlier studied perspectives to the purpose of the education system as well as explanations of patterns in attainment amongst social groups.

Families
Why this? • Families • Alternatives to families • Life course • Families, households, ethnicity & Social Class • Diversity • Global family structures • Functionalism & Families • Marxism & Families • Feminism & Families • Symmetrical Families • Power in partnerships • Parent child relationships • Changing gamily structures • Fertility • Patters of marriage & divorce
Why now? In this module students build upon the skills gained in the preceding modules and apply them to the study of the ever-changing family unit. Issues and opinions such as adoption by gay couples, marriage being the best form of relationship for partnerships and parenting and single parenthood often stir strong opinions and are hotly debated by politicians and the media. This module gives students a greater understanding of the diversity of modern Britain.

Methodology
Why this? • Ethical Issues & Debates • Famous Examples of Sociological Research • Research Methods (Primary Data Collection) • Types of Data & Data Analysis • Primary & Secondary Sources • Sampling Methods & Strategies
Why now? As students progress to study the apparatus of society they will need to understand how sociologist have researched these apparatus and drawn conclusions on them. This allows them not to only to critique the theories and conclusions themselves but also the methods by which they were reached.

Introduction to Sociology
Why this? • What is sociology? • Key concepts in sociology. • Marxism • Feminism • Functionalism • Consensus vs Conflict
Why now? Students will come to course with little to no knowledge of Sociology, it is important therefore at the beginning to introduce them to key aspects of the discipline and major sociological perspectives, through which they will later analyse society.



SOCIOLOGY: KS5



Year 13

Year 12

Exam Preparation
Why this? • Revision activities • Skills application • Past paper questions
Why now? Students will prepare for their final assessments to ensure they are familiar with the style of questions they will be faced with, to practice exam skills in order to approach the questions confidently, and apply appropriate and accurate knowledge across the paper.
Beliefs in Society
Why this? • Ideology Science & Religion • Theories of the Role and Function of Religion • Religious organisations • The relationship between religiosity and social class, gender and age. • Secularisation, globalisation and fundamentalism.
Why now? In this module students investigate differing perspectives of the function of religion and beliefs system and how religiosity has changed in Britain since the 18th Century. Students will study aspects of the major 6 world religions as well as New Age movements, sects, and cults.
Mock Exam Preparation
Why this? • Revision activities • Skills application • Past paper questions
Why now? Students will prepare for their final assessments to ensure they are familiar with the style of questions they will be faced with, to practice exam skills in order to approach the questions confidently, and apply appropriate and accurate knowledge across the paper.
Methods in Context
Why this? • Choosing a research method • Experiments • Questionnaires • Interviews • Observations • Secondary Sources • Documents • Research methods in the context of Education.
Why now? In order to gain a greater understanding of how sociologists conduct their studies we study the advantages and disadvantages of different types of research methods. These are applied to the knowledge students have gained from their education module through the examination of educational research studies. This knowledge will also be applied in year 13 at John Mason school in the study of Crime and Deviance.
Education & Research Methods
Why this? • Class differences in achievement – Internal factors • Class Differences in achievement – external factors • Ethnic differences in achievement • Gender differences in achievement • The role of education in society • Educational policy and inequality
Why now? Students may come to the course with either a GCSE in Sociology or no knowledge of the subject. In the first term, sociological perspectives are taught by our partners at John Mason School. These perspectives are applied to the context of education at Fitzharrys. In addition to applying these perspectives, as the module is taught, the research methods used in encountered studies are discussed.