

KS4 GCSE Sociology Curriculum Mapping

Year 10 -2022						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	The Sociological Approach and research methods	Social structures, social processes and social issues	Families	Families	Education	Education
<p>Knowledge and skills (Content)</p> <p>This unit provides students with an overview of the debates within sociology, including the ideas around conflict and consensus theories.</p> <p>Students will establish the interrelationship between the core areas of sociology such as...</p> <p>It considers how sociological knowledge and ideas change over time, including those of the key sociological perspectives looking at in sociology; Marxism, feminism, interactionism, and functionalists, along with the key sociologists associated with them.</p> <p>Topics covered</p> <ul style="list-style-type: none"> - Consensus v conflict theories - Classical sociologists; Marx, Durkheim and Weber - Sociological perspectives: Functionalism, feminism, interactionism and marxism - Sociological research 	<p>Students will be able to critically evaluate, compare, and contrast key theories within the context of sociology.</p> <p>Students will demonstrate knowledge of key sociological theories, illustrating different viewpoints on society.</p> <p>Students will demonstrate relevant and methodological issues, such as official statistics, qualitative and quantitative, along with methods.</p> <p>Students will explore and debate contemporary issues in order to challenge everyday understanding of social phenomena.</p> <p>Students will be able to develop the knowledge, understanding, and skills to develop a basis for future study and career choices.</p> <p>Topics covered</p> <ul style="list-style-type: none"> - Research methods (Questionnaires, surveys, interviews etc) - Qualitative v quantitative data - Ethics 	<p>This unit looks at the functions of the families, family forms, conjugal role relationships, changing relationships within families, criticisms of families, and divorce.</p> <p>Students will be able to offer differing functions of the family.</p> <p>Students will be able to consider Parsons functionalist perspective on the family.</p> <p>Students will be able to how family forms differ in the UK and within a global context.</p> <p>Students will consider the work of the Rapoport on family diversity.</p> <p>Topics covered</p> <ul style="list-style-type: none"> - Functions of the family - Sociological perspectives on the family - Family forms - Segregated and conjugal roles - Family changes over time - Relationships within the family 	<p>This unit looks at the functions of the families, family forms, conjugal role relationships, changing relationships within families, criticisms of families, and divorce.</p> <p>Students will demonstrate their understanding of conjugal role relationships, including the Sociologist Anne Oakley's view of conventional family.</p> <p>Students will look at how relationships within the family have changed, along with the theory of symmetrical families. (Wilmott and Young)</p> <p>Students evaluate criticism of families, such as the role of women and marital breakdown.</p> <p>Students to consider the work of Zaretsky (Marxist) and Delphy and Leonard (Feminist)</p> <p>Students to understand the changes in the pattern of divorce in Britain since 1945 and its consequences.</p>	<p>This unit look at functions of the education system. This includes the roles and function of education, the relationship between education and capitalism, educational achievement, processes within schools</p> <p>Students will be able to consider different roles and functions of the education system, including Durkheim's perspective on education.</p> <p>Students will be able to understand the relationship between education and capitalism such as the correspondence principle developed by the Marxists Bowles and Gintis.</p> <p>Topics covered</p> <ul style="list-style-type: none"> - Functions of education - Types of schools - Alternative forms of education 	<p>This unit look at functions of the education system. This includes the roles and function of education, the relationship between education and capitalism, educational achievement, processes within schools</p> <p>Students will be able to explain the factors affecting education achievement and use the work of Halsey on class-based inequalities and Ball on parents' choice and competition.</p> <p>Students will be able to explain the different processes in school that may affect educational achievement, including the work of Ball on teacher expectations and Willis on the creation of counter school cultures.</p> <p>Topics covered</p> <ul style="list-style-type: none"> - The relationships between education and capitalism - Educational achievement - Processes within school - Teacher expectations (Ball) 	

	<p>methods in context</p> <ul style="list-style-type: none"> - Key sociological concepts; society, socialisation, norms, values, roles etc 		<ul style="list-style-type: none"> - Criticism of the family - Patterns of divorce - Consequences of divorce - Perspectives on divorce 		<ul style="list-style-type: none"> - Sociological perspectives of education - Key ideas of Durkheim and Parsons 	<ul style="list-style-type: none"> - Counter school cultures (Willis)
Assessment	Internally assessed	End of topic assessment – internally assessed	Internally assessed	End of topic assessment - Internally assessed	SaS assessments – Paper 1 and Paper 2	End of topic assessment – internally assessed Summative assessments - internally assessed
Cross Curricular Links	<p>Maths (Analyzing data, correlating data, reading data)</p> <p>R.E (Ethics)</p> <p>English (Extended writing, formulating an argument, comprehension, debating skills)</p>	<p>Maths (Analyzing data, correlating data, reading data)</p> <p>R.E (Ethics)</p> <p>English (Extended writing, formulating an argument, comprehension, debating skills)</p>	<p>Maths (Analyzing data, correlating data, reading data)</p> <p>R.E (Ethics)</p> <p>English (Extended writing, formulating an argument, comprehension, debating skills)</p>	<p>Maths (Analyzing data, correlating data, reading data)</p> <p>R.E (Ethics)</p> <p>English (Extended writing, formulating an argument, comprehension, debating skills)</p>	<p>Maths (Analyzing data, correlating data, reading data)</p> <p>R.E (Ethics)</p> <p>English (Extended writing, formulating an argument, comprehension, debating skills)</p>	<p>Maths (Analyzing data, correlating data, reading data)</p> <p>R.E (Ethics)</p> <p>English (Extended writing, formulating an argument, comprehension, debating skills)</p>
SMSC, British Values, Cultural Capital	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs
CEIAG	<p>Careers:</p> <p>Academic researchers in the social sciences field</p>	<p>Careers:</p> <p>Academic researchers in the social science field</p>	<p>Careers:</p> <p>Social worker</p> <p>Family support workers</p>	<p>Careers:</p> <p>Counsellor</p> <p>Child psychologists</p> <p>Play therapists</p>	<p>Careers:</p> <p>Teaching</p> <p>Teaching assistants</p> <p>SEN teaching assistants</p>	<p>Careers:</p> <p>Educational mental health practitioner</p> <p>Education welfare officer</p> <p>Careers advisor</p>
Learning outside the classroom	Academic speakers – Local universities	Academic speakers – Local universities	Social worker – outside speaker	Workshop – local university		Trip to International Slavery Museum, Liverpool
Additional Subject Specific Information		British Sociological Association				

Year 11 - 2023						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	Crime and Deviance Paper 2	Crime and Deviance Paper 2	Social Stratification Paper 2	Social Stratification Paper 2	Revision & exams	
Knowledge and skills (Content)	<p>This topic provides learners with a broad and in-depth knowledge base providing the opportunity to explore explanations behind crime and deviance. The students will be required to apply knowledge and understanding to examination throughout the year, both summative and formative assessment.</p> <p>Topics covered: Social construction of Crime and Deviance Theoretical perspectives on crime and deviance. The role of social control. Media's portrayal of crime and deviance</p>	<p>This topic provides learners with a broad and in-depth knowledge base providing the opportunity to explore explanations behind crime and deviance. The students will be required to apply knowledge and understanding to examination throughout the year, both summative and formative assessment.</p> <p>Topics covered: Social construction of Crime and Deviance Theoretical perspectives on crime and deviance. The role of social control. Media's portrayal of crime and deviance</p>	<p>This topic provides learners with a broad and in-depth knowledge base providing the opportunity to explore the inequalities within society as well as gaining a deeper understanding into the organisation of social groups. The students will be required to apply knowledge and understanding to examination throughout the year, both summative and formative assessment.</p> <p>Topics covered: Poverty Social inequality Theoretical perspectives of social inequality Gender, Social Class, Ethnicity and Age Life Chances Power Relationships</p>	<p>This topic provides learners with a broad and in-depth knowledge base providing the opportunity to explore the inequalities within society as well as gaining a deeper understanding into the organisation of social groups. The students will be required to apply knowledge and understanding to examination throughout the year, both summative and formative assessment.</p> <p>Topics covered: Poverty Social inequality Theoretical perspectives of social inequality Gender, Social Class, Ethnicity and Age Life Chances Power Relationships</p>		
Assessment	Internally Assessed	Mock Exam – Internally Assessed			Externally Assessed	
Cross Curricular Links	<p>Maths (Analyzing data, correlating data, reading data)</p> <p>R.E (Ethics)</p> <p>English (Extended writing, formulating an argument, comprehension, debating skills)</p>	<p>Maths (Analyzing data, correlating data, reading data)</p> <p>R.E (Ethics)</p> <p>English (Extended writing, formulating an argument, comprehension, debating skills)</p>	<p>Maths (Analyzing data, correlating data, reading data)</p> <p>R.E (Ethics)</p> <p>English (Extended writing, formulating an argument, comprehension, debating skills)</p>	<p>Maths (Analyzing data, correlating data, reading data)</p> <p>R.E (Ethics)</p> <p>English (Extended writing, formulating an argument, comprehension, debating skills)</p>	<p>Maths (Analyzing data, correlating data, reading data)</p> <p>R.E (Ethics)</p> <p>English (Extended writing, formulating an argument, comprehension, debating skills)</p>	
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CEIAG	<p>Careers:</p> <p>Probation officer Policing Journalism Prison officer</p>	<p>Careers:</p> <p>Probation officer Policing Journalism Prison officer</p>	<p>Careers:</p> <p>Social workers MP Charity workers</p>	<p>Careers:</p> <p>Social workers MP Charity workers</p>		



Learning outside the classroom	Criminal Justice Service external speaker		Workshop – local university			
Additional Subject Specific Information						

Intent

To ensure students achieve they fullest potential in Sociology, students will be formatively assessed once a fortnight through written assessment that includes short questions, extended essays and research methods questions that will embed key elements of the mark schemes.

- Students are given a memory platform at the start of every lesson. Data from assessments will then be used to target students and aim to enhance their development areas though re-teaching lessons and intervention.
- Students data from assessments and mock exams will be analysed to highlight any areas for development e.g. short mark questions, extended writing or research methods/maths.
- Students will be set homework every other lesson which requires them to revisit content from the lessons and practise assessment style questions. This ensures learning is extended further. All homework will be recorded on Satchel One
- Students will be directed to do further reading around the subject by making use of online resources and materials from the library. Extracurricular trips will also be organised to Sociological institutions through contacts gained at subject lead’s university.