

Sociology Curriculum Map

Curriculum Vision: The curriculum at St Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics they need to flourish as literate, articulate, global citizens, who fulfil the Catholic Mission to bring about the Common Good.

Specialisms vision: The Specialisms at St Cuthbert's offer an enriching experience where individual passions are discovered and nurtured within a culture of excellence.

Sociology Vision statement: To understand our social context, through exploring theories which question how society is structured and explore the courses and solutions of social problems. Through in depth analysis of the interactions between individuals and groups in society students have the opportunity to examine concepts that they can apply to real life, as well as develop skills such as debating; analysis and discussing that will benefit them in their future life choices.

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| Year 10 | Theme | <p style="text-align: center;">Introducing Sociology</p> | <p style="text-align: center;">The sociology of Families</p> | <p style="text-align: center;">The sociology of Education</p> |



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| | Knowledge / skills | <p>Knowledge</p> <ul style="list-style-type: none"> debates within sociology including conflict versus consensus how sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world the contextualised work (a sense of time and place) of key classical sociologists Durkheim, Marx and Weber referencing both their view of the world and their contribution to the development of the discipline different sociological perspectives on social structures, social processes and social issues, including those informed by: feminism, functionalism, interactionism and Marxism as specified in the topics listed below and key arguments (identified through reading and responding to extracts from key sociological texts) the interrelationship between the core areas of sociology How to use sociological research methods as outlined in the topics and how they apply in the specified contexts ie families, education, | <p>Knowledge</p> <ul style="list-style-type: none"> Identify, describe and explain the functions of families (sexual, reproductive, economic and educational) describe, compare and contrast a variety of sociological perspectives on the functions of families (functionalist, feminist and Marxist). Identify how family forms differ in the UK and within a global context. Examine the work of the Rapoport on family diversity. Identify, describe and explain various family forms (nuclear, extended, reconstituted, lone parent, single sex). •identify, describe and explain joint and segregated conjugal roles •describe and explain the domestic division of labour in both traditional and contemporary families demonstrate their understanding of issues that impact on conjugal role relationships within the contemporary family including decision making, money | <p>Knowledge</p> <ul style="list-style-type: none"> 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 de-schooling describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist) 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. |



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| | | <p>crime and deviance, social stratification. Teachers may encourage their students to undertake small-scale research projects in order to develop their understanding of the practical difficulties faced by the sociologists working in the field</p> <ul style="list-style-type: none"> • Key sociological terms and concepts concerned with social structures, social processes, social issues, and the explanation of social phenomena including society, socialisation, norms, values, roles, labelling, discrimination, power and authority. <p>Skills</p> <ul style="list-style-type: none"> • Analyse and evaluate information and evidence presented in different forms. • Construct reasoned arguments • Make judgements. • Draw conclusions • Draw connections • Compare and contrast theories. • Apply understanding of theories to debates | <p>management, dual career families, child rearing and leisure activities</p> <ul style="list-style-type: none"> • describe, compare and contrast a variety of sociological perspectives on conjugal role relationships (functionalist, feminist and Marxist). • 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 the key ideas of Willmott and Young. • identify, describe and explain different criticisms of families • describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist) • describe the key ideas of Zaretsky on families | <ul style="list-style-type: none"> • 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. • identify, describe and explain various processes within schools affecting educational achievement including, streaming, setting, mixed ability teaching, labelling and the self-fulfilling prophecy • describe the key ideas of Ball on teacher expectations • describe the key ideas of Willis on the creation of counter school cultures. <p>Skills</p> <ul style="list-style-type: none"> • Analyse and evaluate information and evidence presented in different forms. |



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| | | <ul style="list-style-type: none"> • Sociological terminology • Develop literacy skills • Evaluate sociological methodology and a range of research methods | <ul style="list-style-type: none"> • describe the key ideas of Delphy and Leonard on families. • 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 (husband and wife, children and extended family) and the increase in the numbers of lone parent families • describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist). <p>Skills</p> <ul style="list-style-type: none"> • Analyse and evaluate information and evidence presented in different forms. • Construct reasoned arguments • Make judgements. • Draw conclusions • Draw connections • Compare and contrast theories. | <ul style="list-style-type: none"> • Construct reasoned arguments • Make judgements. • Draw conclusions • Draw connections • Compare and contrast theories. • Apply understanding of theories to debates • Sociological terminology • Develop literacy skills • Evaluate sociological methodology and a range of research methods |







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| | | | <ul style="list-style-type: none"> • Apply understanding of theories to debates • Sociological terminology • Develop literacy skills • Evaluate sociological methodology and a range of research methods | |
| | Rationale | <p>Links to previous learning: Students have little or no prior knowledge of what Sociology is and a lack of experience around key sociological ideas. Students explore family, relationships and crime in PSHE. They also have an understanding of family, relationships, education and crime as world views or through personal experience but not via sociological concepts. Students will have learnt about political ideology through other areas of the curriculum at KS3 such as novels in English (1984) and the study of WW1 and WW2 in History. This will form a basis for exploration of political ideology from a sociological perspective. Students will have experienced the skills needed to access Sociology throughout the</p> | <p>Links to previous learning: Students will be able to apply their newly acquired knowledge and understanding of sociological terminology and perspectives from Autumn Term Yr 10 to different areas of the family as a sociological concept explored this term. Students will apply their understanding of sociological theories secured last term and apply them to new contexts throughout Yrs 10 and 11.</p> <p>Links to future learning: Students understand that the family as the primary agent of socialisation, can have an impact on life chances and choices. Understanding the sociological theories that apply to families will enable students to apply those theories to education which is taught in next term.</p> | <p>Links to previous learning: Students secure understanding of the Family from Spring Term Yr10 will now be applied to the broader topic of Education. Family background has an impact on educational success and therefore must be fully understood in order to enable students to access this topic successfully. Students now begin to broaden their understanding of society; they apply terms and sociological theories they have learnt previously to this new topic thus creating more depth. Students are encouraged to link their own experiences in education to what they are seeing in sociological theory making the content more accessible and relatable</p> |



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| | | <p>KS3 curriculum; for instance they will have been required to analyse, evaluate, draw conclusions, and construct arguments. These skills will now be applied in a sociological context.</p> <p>Links to future learning: Students need to know and understand the sociological theories that underpin the study of Sociology in both Yr. 10 and Yr. 11. This learning forms the foundation of the application of this learning to different contexts as students' progress through KS4.</p> <p>Why: Students need a foundation of knowledge of concepts that run all the way through the Sociology course. Students will have the opportunity to examine Marxism, Feminism, Interactionism and Functionalism for the first time whilst also building up an understanding of key terms essential for accessing the rest of the course.</p> | <p>Why: Students will first build up an understanding of foundation knowledge of how families are formed through different influencers within life. They will then expand on this knowledge by examining how the family can change depending on culture and location. Students will have to critically analyse what the "normal" family is and how important this is within our own society. They will then be asked to focus further into our own society determining how it has changed through time. Students will have to critically analyse how different people within the family have different experiences and how family life may not be universal. These analytical and evaluative skills provide a foundation which students will be apply to other more complex contexts as the course progresses. This term students will have a secure understanding of the Family before they move onto the more complex topic of Education (taught in Summer Term Yr 10). Students will know and understand that family background has an impact on</p> | <p>Links to future learning: Students can understand that education is a secondary agent of socialisation, this impacts on life chance and choice. This core knowledge is then explored and applied to the next topic of crime. Understanding the sociological theories that apply to education will enable students to apply those theories to crime which students learn about in Autumn Term Yr 11.</p> <p>Why: Students are beginning their journey towards examinations at this time. The knowledge and skills learnt in this unit help to prepare students for examinations. Students are more mature and develop their individual relatable experiences to their learning. This term students will have a secure understanding of Education before they move onto the more complex topic of Crime in Yr 11. Students will apply their knowledge and understanding of sociological perspectives to next term's topic. This will allow them to access next</p> |



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| | | | educational success; this will allow them to access next term's learning more effectively and analytically. | term's learning more effectively and analytically. |
| Year 11 | Theme | Crime and deviance  | Social stratification   | Revision and Exams  |
| | Knowledge / skills | Knowledge <ul style="list-style-type: none"> describe the key ideas of Merton on the causes of crime describe the key ideas of Becker on the causes of crime. identify, describe and explain formal and informal methods of social control including unwritten rules and sanctions | Knowledge <ul style="list-style-type: none"> describe and explain the functionalist theory of stratification (effective role allocation and performance linked to the promise of rewards) describe the key ideas of Davis and Moore describe, compare and contrast alternative perspectives on | Knowledge <ul style="list-style-type: none"> Regular practice exam questions relevant to topic covered in revision. Revisiting Revising Remembering opportunities for all prior units |



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| | | <ul style="list-style-type: none"> 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. 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 Carlen on women, crime and poverty. identify and describe the main sources of data on crime | <p>functionalist theory (feminist and Marxist).</p> <ul style="list-style-type: none"> identify, describe and explain socio-economic class divisions in society describe, compare and contrast a variety of sociological perspectives on socio-economic class (functionalist, feminist and Marxist) describe the key ideas of Marx on socio-economic class describe the key ideas of Weber on socio-economic class. identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, disability, religion and belief describe, compare and contrast a variety of sociological perspectives on life chances (functionalist, feminist and Marxist) describe the key ideas of Devine on the idea of the affluent worker. identify, describe and explain different interpretations of poverty as a social issue including, the culture | <p>Skills</p> <ul style="list-style-type: none"> 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. Evaluate Key Concepts Construct Balanced Arguments Cultural Understanding Critical Thinking Independent Learning – Proof-reading Drafting |



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| | | <ul style="list-style-type: none"> 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>Skills</p> <ul style="list-style-type: none"> Analyse and evaluate information and evidence presented in different forms. Construct reasoned arguments Make judgements. Draw conclusions Draw connections Compare and contrast theories. Apply understanding of theories to debates Sociological terminology Develop literacy skills Evaluate sociological methodology and a range of research methods | <ul style="list-style-type: none"> of poverty, material deprivation, the way in which governments have attempted to alleviate poverty and unemployment, the impact of globalisation •describe, compare and contrast a variety of sociological perspectives on poverty (functionalist, feminist and Marxist) describe the key ideas of Townsend on relative deprivation describe the key ideas of Murray on the underclass including links to New Right theories. identify, describe and explain different forms of power and authority including traditional, charismatic, rational-legal, formal and informal sources of power describe, compare and contrast a variety of sociological perspectives on power and authority (functionalist, feminist and Marxist) describe the key ideas of Weber on power and authority describe, compare and contrast a variety of sociological perspectives on power relationships (functionalist, feminist and Marxist) | |



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| | | | <ul style="list-style-type: none"> describe the key ideas of Walby on patriarchy. <p>Skills</p> <ul style="list-style-type: none"> Analyse and evaluate information and evidence presented in different forms. Construct reasoned arguments Make judgements. Draw conclusions Draw connections Compare and contrast theories. Apply understanding of theories to debates Sociological terminology Develop literacy skills Evaluate sociological methodology and a range of research methods | |
| | Rationale | <p>Links to prior learning Students learning on family life and the education system will provide them with a foundation which will enable them to understand the significant impact these institutions have on criminal behaviour, students draw on knowledge of primary and secondary socialisation from prior units in Yr 10.</p> | <p>Links to prior learning Students learning on all concepts from all prior topics is now consolidated and applied to this unit of work. Students often feel more confident discussing trends in power after gaining a wealth of knowledge from other contexts to use as examples. Students will be skilled in comparing factors such as ethnicity and</p> | <p>Links to future learning: Sociology GCSE can lead to;</p> <p><u>Careers</u></p> <ul style="list-style-type: none"> A level Sociology Combinations: English Literature English Language Law. |



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| | | <p>Links to future learning: Students will draw on their knowledge and skills from all previous units in the last topic we study. Students compare life chances and choice in relation to crime this is then used in social stratification as an all encompassing unit. Thus the breadth of Sociology they have learnt will now be applied in a different context. Their transferrable learning will enable them to achieve successful outcomes.</p> <p>Why: Students have previously used skills of comparison and analysis in the education topic at end of year 10. These skills can therefore allow students to access similar tasks in this subject more efficiently (comparing patterns dependant on age, gender, social class and ethnicity as seen in education). By this point in the course students will have examined both Family and Education using Marxism, Feminism, Functionalism and Interactionism. When asked to do this in the crime topic these concepts should be second nature due to amount they have been used in year 10. This will allow students to be more critical and engage with higher level questions more easily.</p> | <p>gender as this has been practised in previous units. Poverty is also an all encompassing concept taking into account all areas of society. It is therefore key that students have knowledge and experience of the previous units before considering it.</p> <p>Links to future learning: Students will be able to bring in own personal life experience during this unit as they will be considering their own life chances and their future with the move into further education. Students who wish to progress into further education will acquire the knowledge and skills to achieve the appropriate outcomes; this impacts positively on their life chances.</p> <p>Why: Society is influence by a number of factors, such as their family background, their education, their socialisation and their norms and values. In order to fully understand the topic of Social Stratification students need to have a secure knowledge from all other topics. Additionally, students often find Paper 2 much more difficult than Paper 1 and the marks nationally support this, therefore it makes sense to leave the topics to when pupils understanding has developed.</p> | <ul style="list-style-type: none"> • BTEC Heath and Social Care Applied Psychology Forensic Psychology Government and Politics. • Degrees • Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and <p>Apprenticeships Programmes</p> <ul style="list-style-type: none"> • human resources • teaching • Health and social care. <p><u>Professions</u></p> <ul style="list-style-type: none"> • Legal • social and welfare field business • HR and finance • Childcare • health and educatio; journalism • research • civil service • NHS |



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