



Curriculum Map

Subject: Sociology

Year Group: 12

| | Autumn 1/Autumn 2 | Autumn 2 | Autumn 2/Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------|---|---|--|--|---|---|
| Content | Introduction to theory and method – topics 1-5 | First half of family and households | Second half of family and households | First half of education and methods in context | Second half of education and methods in context | First half of crime and deviance |
| Skills | AO1 – knowledge and understanding (= key concepts, theories and theorists) AO2 – interpretation and application (= choosing the correct knowledge and developing it) AO3 – analysis evaluation (= providing alternative suggestions as well as strengths and criticisms) | | | | | |
| Key questions | What are the main methods used in sociology? How do positivists and interpretivists differ? Evaluate our understanding of functionalism for society. Evaluate our understanding of Marxism for society. Evaluate our understanding of interactionism for society. Evaluate our understanding of postmodernism for society. | Evaluate the role of couples. Evaluate the view that childhood is a social construct. Evaluate theories of the family. Evaluate demographical factors impacting on the family. | Evaluate changing family patterns. Evaluate the views on family diversity. Evaluate the way social policy has influenced the family. | Evaluate the role of education in society. Evaluate educational policy and inequality. Evaluate external factors regarding class differences in education. | Evaluate internal factors regarding class differences in education. Evaluate ethnic differences in education. Evaluate gender differences in education. | Evaluate the functionalist view of crime. Evaluate the Marxist view of crime. Evaluate the interactionist view of crime. Evaluate the relationship between gender and crime. |

| | Autumn 1/Autumn 2 | Autumn 2 | Autumn 2/Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|--|--|--|--|
| Assessment - these are in addition to PPEs, which are always full papers or the full section of a unit on a paper | Research project in groups | Class test on theory and methods – 10 and 20 marker Class test on family and households – 10 and 20 marker | Two class tests on family and households | Two class tests on education and methods in context (mixture of 4, 6, 10 and 30 markers) | Two class tests on education and methods in context (mixture of 4, 6, 10 and 30 markers) | Two class tests on crime and deviance (mixture of 4, 6, 10 and 30 markers) |
| Literacy/ Numeracy/ SMSC/ Character | <p><u>Literacy</u> – essay writing to develop arguments; vocabulary of key concepts; using relevant information from items; reading and comprehension.</p> <p><u>Numeracy</u> – understanding the role of statistics and quantitative data (especially for positivists), as well as trends and outliers on graphs.</p> <p><u>SMSC</u> – developing knowledge of the contemporary world as well as sensitivity to and awareness of contrasting views especially regarding inequality/power imbalances</p> <p><u>Character</u> – discussions in class and written work at home to develop confidence, fluency of expression, knowledge, cultural capital in a fun and engaging and informative way</p> | | | | | |