

Mapping 2020-21 Sociology

Year Group	Term 1 a 31 st August Oct-16 th Oct 2020 14 hours	Term 1 b 26 th October- 18 th December 16 hours	Term 2a 4 th January- 19 th February 14 hours	Term 2b 1 st March 2021-9 th April 12 hours	Term 3a 26 th April- 28 th May 10 hours	Term 3b 7 th June-9 th July 10 hours	Links to spec
9 x 2/week	<p>Introduction to sociological theory</p> <p>Students to explore the key concepts in sociological theory including:</p> <ul style="list-style-type: none"> • Class • Gender • Ethnicity <p>Key sociological theories:</p> <ul style="list-style-type: none"> • Marxism • Functionalism • Feminism • New right • Interactionalism <p>Key social issue:</p> <ul style="list-style-type: none"> • Poverty • Crime 		<p>British social history</p> <p>Students are given an insight into how the development of key social structures investigate have occurred in society, including:</p> <ol style="list-style-type: none"> 1. Politics and political policies <ul style="list-style-type: none"> • The history of democracy • How the political system works. • Political ideologies and the impacts of them e.g. The formation of the welfare system. 2. Key events and their social impacts, e.g.: <ul style="list-style-type: none"> • The Windrush • Terrorism 3. Social changes, in relation to for example: <ul style="list-style-type: none"> • Law • Social attitudes 		<p>Research methods</p> <p>Students are introduced to the key components of sociological research including:</p> <ul style="list-style-type: none"> • How to conduct sociological research. • The links between theory and method. • Research methods and their advantages and disadvantages. <p>Students will be expected to conduct their own piece of sociological research and evaluate the success of this against sociological criteria.</p>		<p>This specification requires students to:</p> <ul style="list-style-type: none"> •draw on information and evidence from different sources and demonstrate the ability to synthesise them •analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use •analyse and evaluate information and evidence presented in different written, visual and numerical forms •apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas •use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgements and draw conclusions draw connections between the different topic areas studied.
Synoptic links	Key theories are applied to all other units: -Families, Education, C+D and SS.		This will support future learning, particularly when looking at: -Marxist view on F, E, SS, C+D. -Social stratification unit.		Research methods is crucial in each unit and supports the MIC questions throughout.		
Year 10 3/week	<p>Families</p> <p>Students to explore the key debates and issues surrounding families and key sociological approaches to families. Themes include:</p> <ul style="list-style-type: none"> • The functions of the family • Family forms • Conjugal role relationships • Changing relationships within families • Criticisms of families • Divorce 	<p>Education</p> <p>Students to explore the key debates and issues surrounding education and key sociological approaches to education. Themes include:</p> <ul style="list-style-type: none"> • Roles and functions of education • The relationship between education and capitalism • Educational achievement • Processes within schools 	<p>Crime and deviance</p> <p>Students to explore the key debates and issues surrounding crime and deviance. Themes include:</p> <ul style="list-style-type: none"> • The social construction of crime and deviance • Social control • Criminal and deviant behaviour • Data on crime 			<p>This specification requires students to:</p> <ul style="list-style-type: none"> •draw on information and evidence from different sources and demonstrate the ability to synthesise them •analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use •analyse and evaluate information and evidence presented in different written, visual and numerical forms •apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas •use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgements and draw conclusions draw connections between the different topic areas studied. 	
Synoptic links							

Year 11 3/week	Social stratification Students to explore the key debates and issues surrounding social stratification. Themes include: <ul style="list-style-type: none"> • Functionalist theory of stratification • Socio-economic class • Life chances • Poverty as a social issue • Power and authority • Power relationships 		Revision TBC	Revision TBC	Revision TBC		This specification requires students to: <ul style="list-style-type: none"> • draw on information and evidence from different sources and demonstrate the ability to synthesise them • analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use • analyse and evaluate information and evidence presented in different written, visual and numerical forms • apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas • use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgements and draw conclusions draw connections between the different topic areas studied.
Spiral learning							
Year 12 5/week Core themes -socialisation, culture and identity social - differentiation, power and stratification.	Introduction to sociology	Families and households	Research methods	Education		This specification requires students to: <ul style="list-style-type: none"> • acquire knowledge and a critical understanding of contemporary social processes and social changes • appreciate the significance of theoretical and conceptual issues in sociological debate • understand and evaluate sociological methodology and a range of research methods through active involvement in the research process • develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society • develop a lifelong interest in social issues. 	
Year 13 5/week Core themes -socialisation, culture and identity social - differentiation, power and stratification.	Crime and deviance		Beliefs in societies	Theories	Revision		This specification requires students to: <ul style="list-style-type: none"> • acquire knowledge and a critical understanding of contemporary social processes and social changes • appreciate the significance of theoretical and conceptual issues in sociological debate • understand and evaluate sociological methodology and a range of research methods through active involvement in the research process • develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society • develop a lifelong interest in social issues.

Year 9 rationale/overview:

Overarching objectives

- To understand a range of perspectives on society and its issues.
- To understand different approaches to social research.
- To consider a range of social problems and their causes.
- To understand and explain reasons for social stratification.
- To understand inequality in contemporary British society.
- To understand changes in British social Policy since 1900.
- To understand how British society has developed and changed, including key events that have shaped society.
- To develop student’s cultural capital- Trips to Parliament/V&A Museum of Childhood Bethnal Green. Key readings? Sociology review.
- To develop British values:
 - The value of democracy
 - An understanding of how citizens can influence decision-making through the democratic process.
 - An understanding of the importance of identifying and combatting discrimination.
- To develop skills in analysis, critical thinking and written evaluation

1. Topics at GCSE taught in isolation, students need to learn/be shown how topics connect-**Explicit synoptic links throughout.**
2. Increase cultural capital including language capabilities and understanding of the social world for all students, particularly PPI.
3. New have been units added to key stage 4 which have a greater focus on social policy and events in that have shaped society to deepen understanding of the key issue and debates we go on to look a in the GCSE spec.

Assessments

	Year 9	Year 10	Year 11	Year 12	Year 13
Assessment 1	TBC	Families	Social stratification	Families	Crime and deviance
Assessment 2	TBC	Education	Mock: Full GCSE papers	Education	Mock: F, E, RM, C+D, B
Assessment 3	Research Methods		Paper 2: Mock 2	Exam paper covering F,E,RM	