



SOCIOLOGY Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 9	Term 1		Term 2		Term 3	
Unit(s) – As outlined in 39-week plans	<u>Education</u>	<u>Families</u>	<u>Education</u>	<u>Families</u>	<u>Education</u>	<u>Families and Research Methods</u>
<p>Key Retainable Knowledge & Skills</p>	<p><u>Educational attainment and processes within schools between classes and genders (external and internal factors)</u></p> <ul style="list-style-type: none"> Internal class reasons External class reasons Internal gender reasons External gender reasons <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Data analysis <p>Of attainment data between working and middle class, girls and boys and white and minority groups.</p> <ul style="list-style-type: none"> Interpretation <p>Of sociological research on educational attainment between girls and boys, working and middle class and white and minority groups.</p> <ul style="list-style-type: none"> Evaluation <p>Of reasons for differences in educational attainment between middle and working class, girls and boys, white and minority groups.</p> <ul style="list-style-type: none"> Application <p>Of knowledge to examination questions.</p>	<p><u>Family Forms</u></p> <ul style="list-style-type: none"> How family forms differ in the UK and within a global context. The work of the Rapoport’s on family diversity. <p><u>Divorce</u></p> <p>Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.</p> <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Data analysis <p>Of family types that exist in the UK and beyond.</p> <ul style="list-style-type: none"> Interpretation <p>Of sociological research on family forms and family diversity.</p> <ul style="list-style-type: none"> Evaluation <p>Of reasons for different family types.</p> <ul style="list-style-type: none"> Application <p>Of knowledge to examination questions.</p>	<p><u>Educational attainment between ethnicities and processes within schools (external and internal factors)</u></p> <ul style="list-style-type: none"> Internal class reasons External class reasons Internal gender reasons External gender reasons <p><u>Role and function of Education/education and capitalism (Sociological theory)</u></p> <ul style="list-style-type: none"> Functionalism Marxism New Right Types of schools <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Data analysis <p>Of attainment data between working and middle class, girls and boys and white and minority groups.</p> <ul style="list-style-type: none"> Interpretation <p>Of sociological research on educational attainment between girls and boys, working and middle class and white and minority groups.</p> <ul style="list-style-type: none"> Evaluation <p>Of reasons for differences in educational attainment between middle and working class, girls and boys, white and minority groups.</p> <ul style="list-style-type: none"> Application <p>Of knowledge to examination questions.</p>	<p><u>Functions of the family (Sociological perspectives of the family):</u></p> <ul style="list-style-type: none"> Feminism Marxism Functionalism New Right <p><u>Conjugal role relationships</u></p> <ul style="list-style-type: none"> Different views of conjugal role relationships The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Interpretation of sociological research <p>Of the role of the family,</p> <ul style="list-style-type: none"> Evaluation <p>Of sociological theories of the family.</p> <ul style="list-style-type: none"> Application <p>Of knowledge to examination questions.</p>	<p><u>Role and function of Education/education and capitalism (Sociological theory)</u></p> <ul style="list-style-type: none"> Functionalism Marxism New Right Types of schools <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Data analysis <p>Of schools that exist in the UK</p> <ul style="list-style-type: none"> Evaluation <p>Of the role of sociological views on education.</p> <ul style="list-style-type: none"> Application <p>To examination questions</p>	<p><u>Conjugal role relationships</u></p> <ul style="list-style-type: none"> Different views of conjugal role relationships The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young <p><u>Changing relationships within family</u></p> <ul style="list-style-type: none"> Changing relationships within families. How relationships within families have changed over time. Contemporary issues <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Interpretation of sociological research <p>Of the role of the family,</p> <ul style="list-style-type: none"> Evaluation <p>Of sociological theories of the family.</p> <ul style="list-style-type: none"> Application <p>Of knowledge to examination questions.</p>



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<p>Key Technical Vocabulary</p>	<p>Anti-school sub-culture, counter school subculture, cultural capital cultural deprivation, glass ceiling, labelling, self-fulfilling prophecy, teacher expectations, working class</p>	<p>Arranged marriage, bigamy, blended family, child rearing, cohabitation, commune, conventional family, divorce, empty nest family, extended family, family diversity, Feminism, glass ceiling, Kibbutz, life expectancy, lone parent family, marriage, matriarch, matriarchal family, nuclear family, patriarchal family, polyandry, polygamy polygyny, reconstituted (or blended) family secularisation</p>	<p>Academy, comprehensive school, consensus, correspondence principle, de-schooling, education reform, eleven plus, ethnocentric curriculum, free school, Functionalism, hidden curriculum, league tables, marketisation, racism, secondary socialisation, selective schools, setting, social cohesion, special school, specialist school</p>	<p>Conjugal relationships, conjugal role, domestic division of labour, double shift (women in marriage), dual career family, expressive role, instrumental role, new man, patriarchy, privatised instrumentalism (social relationships centred on the home), segregated conjugal roles, symmetrical family</p>	<p>Academy, comprehensive school, consensus, correspondence principle, de-schooling, education reform, eleven plus, ethnocentric curriculum, free school, Functionalism, hidden curriculum, league tables, marketisation, racism, secondary socialisation, selective schools, setting, social cohesion, special school, specialist school</p>	<p>Case study, ethics, hypothesis, informed consent, interview, longitudinal study, mixed methods, non-participant observation, observation, participant observation, primary data, qualitative data, quantitative data, questionnaire, reliability, representative data, sample, sampling frame, secondary data, triangulation, unstructured interview, validity</p>
<p>Opportunities for Reading</p>	<p>Current news articles on gender and class achievements. Gender Myth-busters article Ball S J, Beachside Comprehensive. A Case Study of Secondary Schooling Ball S J, Bowe R and Gerwitz S, 'Market forces and parental choice' in Tomlinson S (ed.), Educational Reform and its Consequences Halsey A H, Heath A and Ridge J M, Origins and Destinations Willis P, Learning to Labour,</p>	<p>Current news articles on changing family patterns. Rapoport R and Rapoport R N, 'British families in transition' in Rapoport et al. (eds), Families in Britain</p>	<p>Current news articles on gender and class achievements. Gender Myth-busters article Ball S J, Beachside Comprehensive. A Case Study of Secondary Schooling Ball S J, Bowe R and Gerwitz S, 'Market forces and parental choice' in Tomlinson S (ed.), Educational Reform and its Consequences Halsey A H, Heath A and Ridge J M, Origins and Destinations Willis P, Learning to Labour,</p>	<p>Delphy C and Leonard D, Familiar Exploitation Oakley A, 'Conventional families' in Rapoport et al. (eds), Families in Britain, Parsons T, 'The social structure of the family' in Anshen R N (ed.), The Family: its Functions and Destiny, Willmott P and Young M, The Symmetrical Family Zaretsky E, Capitalism, the Family and Personal Life</p>	<p>. Bowles S and Gintis H, Schooling in Capitalist America, London, Routledge and Kegan Paul, 1976 Durkheim E, Moral Education Parsons T, 'The school class as a social system' in Halsey et al., Education, Economy and Society</p>	<p>Delphy C and Leonard D, Familiar Exploitation Oakley A, 'Conventional families' in Rapoport et al. (eds), Families in Britain, Parsons T, 'The social structure of the family' in Anshen R N (ed.), The Family: its Functions and Destiny, Willmott P and Young M, The Symmetrical Family Zaretsky E, Capitalism, the Family and Personal Life</p>
<p>Developing Cultural Capital</p>	<p>This is to be developed through wider reading (see above). Exposing students to art to understanding cultural capital.</p>	<p>This is to be developed through wider reading (see above). Exposure to different family types through discussions of differences between cultures. This to be shown through video clips.</p>	<p>Through wider reading. Exposure to different ethnicities and cultures through video links of cultural expectations in countries such as China etc.</p>	<p>Wider reading. Reading current news articles on changing roles and relationships.</p>	<p>Through wider reading.</p>	<p>Wider reading. Reading current news articles on changing roles and relationships.</p>
<p>Cross Curricular Links (Authentic Connections)</p>	<p>SMSC links. History – how society has changed. Geography – comparisons between different cultures.</p>	<p>SMSC links. History – how society has changed. Geography – comparisons between different cultures. RS – how families may be affected by differences in religions.</p>	<p>History – how education has changed. Geography – comparisons between cultural expectations on children in education.</p>	<p>History – how families have changed over times. Geography – how families are different in relation to roles in other cultures. RS – the impact of religion on family roles.</p>	<p>History – how education has changed. Geography – comparisons between cultural expectations on children in education.</p>	<p>History – how families have changed over times. Geography – how families are different in relation to roles in other cultures. RS – the impact of religion on family roles.</p>



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Key Assessment	Students will be assessed within lessons via questioning. Assessment will include a range of questions on gender and class achievement. This is to include a 12-mark question on both class and gender differences in achievement.	Students will be assessed within lessons via questioning. Assessment will include a range of questions on family diversity and patterns. This is to include a 12-mark question on family diversity.	Students will be assessed within lessons via questioning. Assessment will include a range of questions on ethnicity and sociological perspectives on education. This is to include a 12-mark question on both ethnicity and sociological theory.	Students will be assessed within lessons via questioning. Assessment will include a range of questions on sociological theory of the family and changing roles and relationships. This is to include a 12-mark question on sociological theory and changing roles and relationships.	Students will be assessed within lessons via questioning. Assessment will include a range of questions on ethnicity and sociological perspectives on education. This is to include a 12-mark question on sociological theory.	Students will be assessed within lessons via questioning. Assessment will include a range of questions on sociological theory of the family and changing roles and relationships. This is to include a 12-mark question on sociological theory and changing roles and relationships.
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Year 10 (provisional plan 2020-2021)	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39-week plans	<u>Crime and Deviance</u>	<u>Social Stratification</u>	<u>Research Methods</u>
<p>Key Retainable Knowledge & Skills</p>	<p><u>The social construction of crime and deviance</u></p> <ul style="list-style-type: none"> • The social construction of concepts of crime and deviance and explanations of crime and deviance • The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective. <p><u>Social control</u></p> <ul style="list-style-type: none"> • Formal and informal methods of social control. • The work of Heidensohn on female conformity in male dominated patriarchal societies. <p><u>Criminal and deviant behaviour</u></p> <ul style="list-style-type: none"> • Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate. • The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty. <p><u>Data on crime</u></p> <p>The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the ‘dark figure’.</p> <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> • Data analysis Of crime data. Of criminal victims and offenders. • Interpretation of sociological research On who commits crime and why On criminal data. • Evaluation Of reasons for criminal behaviour. • Application Of knowledge to examination questions. 	<p><u>Functionalist theory of stratification</u></p> <p>Different views of the functionalist theory of social stratification. The work of Davis and Moore on social stratification from a functionalist perspective.</p> <p><u>Socio-economic class</u></p> <ul style="list-style-type: none"> • Different views of socio-economic class. • The work of Marx and Weber on socio-economic class. <p><u>Life chances</u></p> <ul style="list-style-type: none"> • Different views on factors affecting life chances. • The work of Devine revisiting the idea of the affluent worker. <p><u>Poverty as a social issue</u></p> <ul style="list-style-type: none"> • Different interpretations of poverty as a social issue • The work of Townsend on relative deprivation and Murray on the underclass. <p><u>Power and authority</u></p> <ul style="list-style-type: none"> • Different forms of power and authority. • The work of Weber on power and authority. <p><u>Power relationships</u></p> <ul style="list-style-type: none"> • Describe and explain different views on factors affecting power relationships. • The work of Wally on patriarchy. <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> • Data analysis On data relating to life chances, poverty and social class. • Interpretation of sociological research On poverty, social stratification and power relationships. • Evaluation On reasons for differences between life chances, impact of social characterises on life chance and power and authority, • Application Of knowledge to examination questions. 	<p><u>Research methods applied to education, families, crime and deviance and social stratification.</u></p> <p>This is to include:</p> <ul style="list-style-type: none"> • Research design • Qualitative and quantitative methods • Different types of data • Primary and secondary sources • Interpretation of data • Practical issues • Ethical issues <p>These are to then be applied to study of crime and deviance and social stratification.</p> <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> • Data analysis Of sociological research methods and their findings. • Interpretation of sociological research Of sociological research and their findings. • Evaluation Of the strengths and weaknesses of research methods. • Application To exam questions and to the understanding of the research sociological topics of education, families, social stratification and crime and deviance.



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Key Technical Vocabulary	Alienation, anomie, anti-social behaviour, chivalry thesis, control theory, corporate crime, dark figure of crime, delinquency, deviance, deviancy amplification, folk devil, identity theft, institutional racism, Interactionism, judiciary, labelling, master status, media amplification, media stereotype, moral panic, official crime statistics, prison, probation, recorded crime, reported crime, sanctions, scapegoat, self-report study, surveillance, victim survey, white collar crime	Absolute poverty, achieved status,, ageism, ascribed status, bourgeoisie, bureaucracy, charismatic authority, class alignment, class dealignment, communism, constituency, culture of dependency, cycle of deprivation, dictatorship, false class consciousness, fascism, first past the post, interest groups , legal rational authority , life chances , pressure group, privatisation, proletariat, proportional representation, relative deprivation, relative poverty, ruling class ideology, social exclusion, social mobility, social stratification, traditional authority, underclass, welfare state ,white collar worker	Case study, ethics, hypothesis, informed consent, interview, longitudinal study, mixed methods, non-participant observation, observation, participant observation, primary data, qualitative data, quantitative data, questionnaire, reliability, representative data, sample, sampling frame, secondary data, triangulation, unstructured interview, validity
Opportunities for Reading	Becker H S, Outsiders, New York, The Free Press, 1963 Carlen P, Women, Crime and Poverty Cohen A, Delinquent Boys Heidensohn F, Women and Crime, London, Macmillan, 1985 Merton R K, Social Theory and Social Structure, Contemporary news articles on crime.	Davis K and Moore W E, 'Some principles of stratification' in Bendix R and Lip set S M (eds), Class, Status and Power Devine F, Affluent Workers Revisited Marx K, (selected writings 1857–1867) Murray C, Losing Ground Walby S, Theorizing Patriarchy, Oxford, Blackwell, 1990 Weber M, The Theory of Economic and Social Organization Contemporary news articles on social stratification and class.	News articles on research methods.
Developing Cultural Capital	Wider reading. Exposure to different cultures via discussions on social construction of deviance.	Wider reading. Exposure to different ways of life through case study examples in lessons and through discussions.	Opportunities to conduct sociological research.
Cross Curricular Links (Authentic Connections)	Geography – cultural differences relating to crimes. Criminology – perspectives on criminality Psychology – links to psychological explanations of crime History – understanding how crimes have changed over time. English – literacy links.	History – how society and class have changed over time e.g. Communism v Capitalism. Historical views such as Marx. Geography – globalisation of social stratification and the impact this has had on poverty within the UK. RS – the impact religion can have on life chances. English – literacy links in addition to the impact language and linguistics can have on life chances.	Psychology – research methods.
Key Assessment	Students will be assessed within lessons via questioning. Assessment will include a range of questions on crime and deviance. This is to include a range of 12-mark questions on several topic areas.	Students will be assessed within lessons via questioning. Assessment will include a range of questions on social stratification. There will also be exam questions within most lessons. The assessment will also include a range of 12-mark questions on several topic areas within social stratification.	Students will be assessed within lessons via questioning. Assessment will include a range of questions on research methods applied to the study of crime and deviance and social stratification. There will also be exam questions within most lessons.



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Year 11 (provisional plan for 2021-2022)	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39-week plans	Unit 1 Revision – Education, Families and Research Methods	Unit 2 Revision – Crime and Deviance, Social Stratification and Research Methods	Unit 1 and Unit 2 Revision – Education, Families, Crime and Deviance, Social Stratification and Research Methods
Key Retainable Knowledge & Skills	<p>Topics to be covered:</p> <p>Families</p> <ul style="list-style-type: none"> Functions of families Family forms <p>Conjugal role relationships</p> <ul style="list-style-type: none"> Changing relationships within families Criticisms of families Divorce <p>Education</p> <ul style="list-style-type: none"> Roles and functions of education The relationship between education and capitalism Educational achievement Processes within schools <p>Research design</p> <ul style="list-style-type: none"> Qualitative and quantitative methods Different types of data Primary and secondary sources Interpretation of data Practical issues Ethical issues <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Data analysis <p>On families, education and research methods (see skills shown in the Y9 section for families and education and Y10 research methods))</p> <ul style="list-style-type: none"> Interpretation of sociological research <p>On families and education (see skills shown in the Y9 section for families and education and Y10 research methods))</p> <ul style="list-style-type: none"> Evaluation <p>On families and education (see skills shown in the Y9 section for families and education and Y10 research methods))</p> <ul style="list-style-type: none"> Application 	<p>Topics to be covered:</p> <p>Crime and Deviance</p> <ul style="list-style-type: none"> The social construction of crime and deviance Social control Criminal and deviant behaviour Data on crime <p>Social Stratification</p> <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 <p>Research methods applied to Crime and Deviance and Social Stratification</p> <ul style="list-style-type: none"> Research design Qualitative and quantitative methods Different types of data Primary and secondary sources Interpretation of data Practical issues Ethical issues <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Data analysis <p>See skills shown in the Y10 section for crime, social stratification and research methods)</p> <ul style="list-style-type: none"> Interpretation of sociological research <p>See skills shown in the Y10 section for crime, social stratification and research methods)</p> <ul style="list-style-type: none"> Evaluation <p>See skills shown in the Y10 section for crime, social stratification and research methods)</p> <ul style="list-style-type: none"> Application 	<p>Topics to be covered:</p> <p>Families</p> <ul style="list-style-type: none"> Functions of families Family forms Conjugal role relationships Changing relationships within families Criticisms of families Divorce <p>Education</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> <ul style="list-style-type: none"> The social construction of crime and deviance Social control Criminal and deviant behaviour Data on crime <p>Social Stratification</p> <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 <p>Research Methods</p> <ul style="list-style-type: none"> Research design Qualitative and quantitative methods Different types of data Primary and secondary sources Interpretation of data Practical issues Ethical issues <p>Skills that will be developed are:</p>



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	On families and education (see skills shown in the Y9 section for families and education and Y10 research methods)	See skills shown in the Y10 section for crime, social stratification and research methods)	<ul style="list-style-type: none"> • Data analysis See Y9 and Y10 curriculum map • Interpretation of sociological research See Y9 and Y10 curriculum map • Evaluation See Y9 and Y10 curriculum map • Application See Y9 and Y10 curriculum map
Key Technical Vocabulary	See key vocab in Y9 curriculum map.	See key vocabulary in Y10 curriculum map.	See key vocab in terms 1-3 in both Y10 and Y11.
Opportunities for Reading	See opportunities for reading Y9.	See opportunities for reading in Y10.	See opportunities for reading in Y9 and Y10.
Developing Cultural Capital	See opportunities for developing cultural capital in Y9.	See opportunities for developing cultural capital in Y10.	See opportunities developing cultural capital in Y9 and Y10.
Cross Curricular Links (Authentic Connections)	<p>SMSC links.</p> <p>History – how society, families and education have changed.</p> <p>Geography – comparisons between different cultures in terms of families and education.</p> <p>RS – how families may be affected by differences in religions.</p> <p>Psychology – research methods.</p>	<p>Geography – cultural differences relating to crimes. Globalisation of social stratification and the impact this has had on poverty within the UK.</p> <p>Criminology – perspectives on criminality</p> <p>Psychology – links to psychological explanations of crime and research methods.</p> <p>History – understanding how crimes have changed over time. Understanding how society and class have changed over time e.g. Communism v Capitalism. Historical views such as Marx.</p> <p>English – literacy links in addition to the impact language and linguistics can have on life chances.</p> <p>RS – the impact religion can have on life chances.</p>	<p>SMSC links.</p> <p>History – how society, families, education and crime have changed. Understanding how society and class have changed over time e.g. Communism v Capitalism. Historical views such as Marx.</p> <p>Geography – comparisons between different cultures in terms of families and education. Cultural differences relating to crimes. Globalisation of social stratification and the impact this has had on poverty within the UK.</p> <p>RS – how families may be affected by differences in religions. The impact religion can have on life chances.</p> <p>Psychology – research methods. Links to psychological explanations of crime and research methods.</p> <p>Criminology – perspectives on criminality</p> <p>English – literacy links in addition to the impact language and linguistics can have on life chances.</p>
Key Assessment	Students will be assessed within lessons via questioning. Exam practice in every lesson. Assessment will include past papers.	Students will be assessed within lessons via questioning. Exam practice in every lesson. Assessment will include past papers.	Students will be assessed within lessons via questioning. Exam practice in every lesson. Assessment will include past papers.



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Year 12	Term 1		Term 2		Term 3	
Unit(s) – As outlined in 39-week plans	<u>Education</u>	<u>Families and Households</u>	<u>Education</u>	<u>Families and Households</u>	<u>Education Beliefs in Society (unit 2)</u>	
Key Retainable Knowledge & Skills	<p>Factors affecting educational achievement between classes, genders and ethnicities</p> <ul style="list-style-type: none"> internal factors affecting gender, class and ethnicity. external factors affecting gender, class and ethnicity. <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Interpretation of sociological research On reasons for differences in attainment gap between social groups. Evaluation On reasons of differences in attainment gap between social groups Application Of knowledge to examination questions. 	<p>Sociological perspectives on family</p> <ul style="list-style-type: none"> Functionalism Marxism Feminism <p>Roles and relationships within the family</p> <ul style="list-style-type: none"> Symmetrical family Conjugal roles Power in families <p>Family diversity</p> <ul style="list-style-type: none"> Family diversity/types <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Interpretation of sociological research On the topics listed above. Evaluation Of sociological perspectives of families and the roles and relationships that exist within it. Application Of knowledge to examination questions. 	<p>Sociological perspective on education</p> <ul style="list-style-type: none"> Functionalism Marxism New Right <p>Social policy and education Research methods</p> <ul style="list-style-type: none"> Aims of social policy Marketisation Specific social policies <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Interpretation of sociological research On the topics listed above, Evaluation Of sociological perspectives on education and the impact of social policies. Application Of knowledge to examination questions. 	<p>Family patterns</p> <ul style="list-style-type: none"> Family diversity <p>Demographics</p> <ul style="list-style-type: none"> Birth rates Death rates Immigration Family size . <p>Childhood Childhood over time and around the world</p> <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Interpretation of sociological research On the topics listed above. Evaluation Of reasons for changes in demographics and childhood. Application To examination questions. 	<p>Research methods</p> <ul style="list-style-type: none"> Types of data Experiments Questionnaires Observations Documents Official statistics Interviews PET issues <p>Beliefs in Society</p> <ul style="list-style-type: none"> Religious organisations <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Interpretation of sociological research Applied to the context of education. Evaluation Of the research methods listed above. Application Of reasons why, people may join religious organisations. Application Of research methods to the study of education. <p>To examination questions.</p>	<p>Childhood</p> <ul style="list-style-type: none"> Childhood <p>Social policy and family</p> <ul style="list-style-type: none"> Social policies affecting families <p>Crime and Deviance (unit 3)</p> <ul style="list-style-type: none"> Sociological theories on crime – Functionalism Marxism Labelling theory Subcultural theory <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Interpretation of sociological research On the topics listed above. Evaluation Of the impact of social policies. Application Of knowledge to examination questions.
Key Technical Vocabulary	Material deprivation, cultural deprivation, cultural capital, labelling, self-fulfilling prophecy, setting/streaming, subcultures, educational triage, feminism, job	Cohabitation, divorce, Functionalism, Marxism, Feminism, warm bath theory, socialisation, dual burden, triple shift, secularisation.	Role allocation, hidden curriculum, marketisation, social solidarity, meritocracy, particularistic standards, universalistic standards,	Demographics, birth rate, death rate, fertility rate, life expectancy, ageing population, dependency ratio, social construct, economic liability.	Quantitative, qualitative, ethical, practical, theoretical, sect, cult Denomination, church experiments, validity, reliability, representativeness, triangulation	Policies, dependency ratio, welfare state, underclass boundary maintenance, capitalism, strain theory, status



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	opportunities, leisure activities, feminisation of education, racism, ethnocentric curriculum, restricted code, elaborate code, marketisation, glass ceiling.		specialist skills, correspondence principle, myth of meritocracy, primary data, secondary data, quantitative, qualitative.		Hawthorne effect, social desirability, cults, sects, denomination and churches.	frustration, adaptation and change, criminogenic.
Opportunities for Reading	<p>Current news articles Gender myth busters' article https://www.bbc.co.uk/news/education</p> <p>https://www.theguardian.com/education</p> <p>Ball S J, Beachside Comprehensive. A Case Study of Secondary Schooling,</p> <p>Ball S J, Bowe R and Gerwitz S, 'Market forces and parental choice' in Tomlinson S (ed.), Educational Reform and its Consequences</p> <p>Halsey A H, Heath A and Ridge J M, Origins and Destinations</p>	<p>Current news articles on families</p> <p>Rapoport R and Rapoport R N, 'British families in transition' in Rapoport et al. (eds), Families in Britain</p> <p>Delphy C and Leonard D, Familiar Exploitation,</p> <p>Oakley A, 'Conventional families' in Rapoport et al. (eds), Families in Britain</p> <p>Parsons T, 'The social structure of the family' in Anshen R N (ed.), The Family: its Functions and Destiny,</p> <p>Willmott P and Young M, The Symmetrical Family</p> <p>Zaretsky E, Capitalism, the Family and Personal Life</p>	<p>Current news articles on social policy and education</p> <p>Bowles S and Gintis H, Schooling in Capitalist America</p> <p>Durkheim E, Moral Education</p> <p>Parsons T, 'The school class as a social system' in Halsey et al., Education, Economy and Society</p>	<p>Current news articles on families.</p> <p>BBC website - https://www.bbc.co.uk/</p> <p>Society section of the Guardian website - https://www.theguardian.com/society</p> <p>Office for National Statistics website for the latest demographic trends/family patterns - https://www.ons.gov.uk/</p>	<p>Articles on research methods.</p> <p>News articles on religious organisations</p>	<p>Articles on social policies and families</p> <p>Becker H S, Outsiders,</p> <p>Carlen P, Women, Crime and Poverty,</p> <p>Cohen A, Delinquent Boys</p> <p>Heidensohn F, Women and Crime, London, Macmillan, 1985</p> <p>Merton R K , Social Theory and Social Structure</p> <p>Contemporary news articles on crime.</p>
Developing Cultural Capital	Discussions and exposure to what cultural capital is throughout lessons and how this benefits students.	Discussions and exposure to variety of family types that exist around the world and understanding why there is such a variety in this.	Discussions and exposure to education around the world.	Discussions and exposure to childhood and demographic trends around the world.	<p>Opportunity to conduct sociological research.</p> <p>Exposure to variety of religious organisations through class discussions.</p>	Exposure to understanding of social policies and the importance of these on everyday life.
Cross Curricular Links (Authentic Connections)	<p>SMSC links.</p> <p>History – how society has changed.</p> <p>Geography – comparisons between different cultures and expectations on children in education.</p>	<p>SMSC links.</p> <p>History – how society and families have changed.</p> <p>Geography – comparisons between families in different cultures.</p> <p>RS – how families may be affected by differences in religions.</p>	<p>SMSC links</p> <p>History – how education has changed</p> <p>Geography – how education varies around the world.</p> <p>Psychology – research methods.</p>	<p>Geography – impact of globalisation on population trends</p> <p>History – how childhood has changed</p> <p>RS – impact of cultures on family demographics.</p>	<p>Psychology – research methods</p> <p>RS – religious organisations</p>	<p>Geography – childhood around the world</p> <p>History – impact of social policy on families.</p> <p>Criminology – theories of crime.</p> <p>Psychology – forensic psychology – explanations for crime.</p>



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<p>Key Assessment</p>	<p>Students will be assessed within lessons via questioning. Assessment will include a range of questions on gender, class and ethnicity achievement. This is to include 10- and 30-mark questions.</p>	<p>Students will be assessed within lessons via questioning. Assessment will include a range of questions on sociological perspectives, family diversity and roles and relationships. This is to include 10, and 20-mark questions.</p>	<p>Students will be assessed within lessons via questioning. Assessment will include a range of questions on sociological perspectives, policy and research methods. This is to include 10, 20- and 30-mark questions.</p>	<p>Students will be assessed within lessons via questioning. Assessment will include a range of questions on family diversity, demographics and childhood. This is to include 10- and 20-mark questions.</p>	<p>Students will be assessed within lessons via questioning. Assessment will include a range of questions on research methods and beliefs in society. This is to include 10, and 20-mark questions.</p>	<p>Students will be assessed within lessons via questioning. Assessment will include a range of questions on childhood, social policy and sociological perspectives on crime. This is to include 10- and 20-mark questions.</p>
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Year 13	Term 1		Term 2		Term 3	
Unit(s) – As outlined in 39-week plans	Beliefs in Society (unit 2)	Crime and Deviance (unit 3)	Beliefs in Society (unit 2)	Crime and Deviance (unit 3) and Theory and Methods (unit 1 and 3)	Revision – Education (unit 1) and Beliefs (unit 2)	Revision – Families (unit 2) and Crime and Deviance (unit 3)
Key Retainable Knowledge & Skills	<p>Religious organisations</p> <ul style="list-style-type: none"> Sects Denominations Cults Churches Reasons why people join these <p>Social groups and religion</p> <ul style="list-style-type: none"> Social groups and religiosity – gender, age, class and ethnicity <p>Sociological theory of religion</p> <ul style="list-style-type: none"> Functionalism Marxism Feminism Interpretivism <p>Religion as a force for change/conservative force</p> <ul style="list-style-type: none"> Force for change Conservative force <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Interpretation of sociological research On all of the above topics. Evaluation Of reasons why, people may join religious organisations. Of reasons for differences in religiosity between social groups. Of theories of religion. Of whether religion is a force for change or a conservative force. Application Of knowledge to examination questions. 	<p>Sociological theories of crime</p> <ul style="list-style-type: none"> Functionalism Marxism Left and right realism Labelling theory Subcultural theories Strain theory <p>Social groups and crime</p> <ul style="list-style-type: none"> Class, gender, age and ethnicity and crime <p>Crime prevention</p> <ul style="list-style-type: none"> Ways to prevent crime such as zero tolerance etc. <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Interpretation of sociological research Of all pf the above topics Evaluation Of theories of crime. Of reasons for criminality Of the impact of crime prevention strategies. Application Of knowledge to examination questions. 	<p>Religion as a force for change/conservative force</p> <ul style="list-style-type: none"> How religion can cause conflict and change How religion can prevent change <p>Globalisation and secularisation</p> <ul style="list-style-type: none"> Impact of globalisation on religion Arguments for and against secularisation <p>Science and ideology</p> <ul style="list-style-type: none"> Science as a belief system Ideology as a belief system <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Interpretation of sociological research On all of the above topics Evaluation Of whether religion is a force for change or a conservative force. Of secularisation arguments. Of whether science and ideologies are belief systems. Application To examination questions 	<p>Crime prevention</p> <ul style="list-style-type: none"> Ways to prevent crime such as zero tolerance etc. <p>Globalisation and crime</p> <ul style="list-style-type: none"> Green crime State crime Media and crime <p>Theory and methods</p> <ul style="list-style-type: none"> Research methods Sociology as a science Sociology and value freedom Sociology and social policy Action theories Globalisation Modernity and postmodernity. <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Interpretation of sociological research On all of the above topics. Evaluation Of crime prevention strategies. Of globalisation and crime. Of sociological theories and methods. Application To examination questions. 	<p>Revision of Education (all topics)</p> <p>Revision of Beliefs (all topics)</p> <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Interpretation of sociological research See Y12 and Y13 content Evaluation See Y12 and Y13 content Application Of knowledge to examination questions. 	<p>Revision of Crime and Theory and Methods</p> <p>Revision of Families and Household</p> <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Interpretation of sociological research See Y12 and Y13 content Evaluation See Y12 and Y13 content Application Of knowledge to examination questions.



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Key Technical Vocabulary	Sects, cults, denomination, religiosity, secularisation, conservative, ideological, social solidarity, collective consciousness, patriarchy, sacred canopy, exploitation, alienation, civil religion, spiritual shopping, cultural defence, cultural transition.	Boundary maintenance, adaptation and change, strain theory, zero tolerance, subcultural, labelling, self-fulfilling prophecy, capitalism, criminogenic, broken windows, rational choice.	Secularisation, globalisation conservative force, ideological Falsification, paradigm, ideology.	Value freedom, consensus, conflict, top down/bottom up, micro v macro Phenomenology, positivism, interpretivism, ethnomethodology, dramaturgical analogy.	All key vocab from beliefs and education.	All key vocab from crime and families.
Opportunities for Reading	News articles on religion in society Office for National Statistics website for the latest statistics on religious participation and belief: - https://www.ons.gov.uk/ BBC website - https://www.bbc.co.uk/ Society section of the Guardian website - https://www.theguardian.com/society Census	BBC website - https://www.bbc.co.uk/ Society section of the Guardian website - https://www.theguardian.com/society Office for National Statistics website for the latest crime statistics: https://www.ons.gov.uk/	News articles on religion in society Office for National Statistics website https://www.ons.gov.uk/ BBC website https://www.bbc.co.uk/ Society section of the Guardian website - www.theguardian.com/society	News articles on society.	Key readings from Beliefs and Education topics.	Key readings from Crime and Families topics.
Developing Cultural Capital	Exposure to different religions and understanding of religions around the world through discussions and use of case studies.	Exposure to understandings of different cultures and societies views of crimes Understanding of policies devised to prevent crime through look at legislation.	Exposure to a range of belief systems Case studies of globalisation and religion.	Exposure to a range of perspectives on views of society through class discussions.	See education and beliefs topics.	See crime and family's topics.
Cross Curricular Links (Authentic Connections)	History – understanding of how views on religion have changed. Geography – understanding of the impact of globalisation on the access people have to a range of religions. RS – understanding of religions.	Criminology – theories of crime History – how crimes have changed over time Geography – social construction of crime across cultures.	Geography – understanding of the impact of globalisation on the access people have to a range of religions. RS – understanding of religions. Science – understanding of this as a belief system. Psychology – links to Popper and Kuhn.	Psychology – links to Popper and Kuhn. History – impact of social policy on society. Geography – globalisation.	See cross curricular links for Education and Beliefs topics.	See cross curricular links for Crime and Families topics.
Key Assessment	Students will be assessed within lessons via questioning. Assessment will include a range of questions on religious organisation, social groups and sociological theories. This will include 10- and 20-mark questions. Trial exam.	Students will be assessed within lessons via questioning. Assessment will include a range of questions on sociological theory, crime prevention and social groups and crime. This is to include 10- and 30-mark questions. Trial exam.	Students will be assessed within lessons via questioning. Assessment will include a range of questions on secularisation, science/ideology, social change. This is to include 10- and 20-mark questions.	Students will be assessed within lessons via questioning. Assessment will include a range of questions on secularisation, science/ideology, social change. This is to include 10- and 20-mark questions.	Students will be assessed within lessons via questioning. Range of past exam paper questions.	Students will be assessed within lessons via questioning. Range of past exam paper questions.