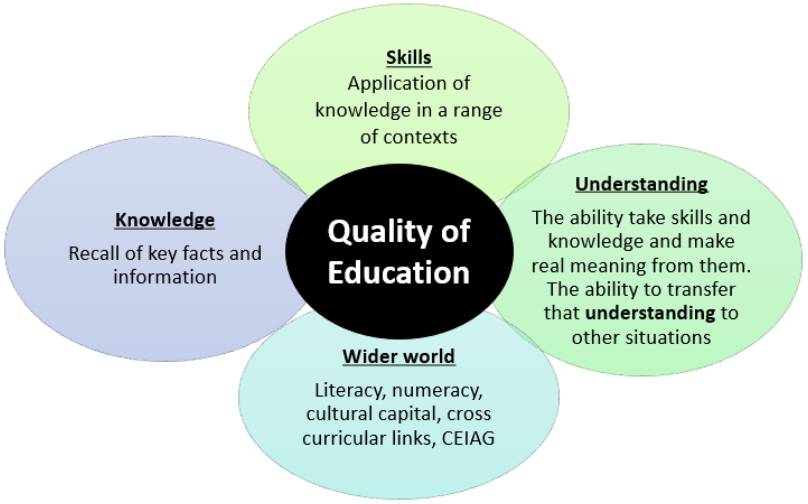
CIM - Curriculum Intent Map Sociology

Exam board - GCSE: AQA Exam board - A'Level: AQA

Key questions:

- What are the objectives for your curriculum? To empower learners to understand our society and become reliable, respectful and resilient members of society.
- What do you want pupils to be able to know and do by the time they leave? To have an awareness of how our, and other societies, operate and the factors that impact upon those societies.
- How does your curriculum plan set out the sequence and structure of how it's going to be implemented? See KSU
- Why is it shaped the way it is? What values have guided your decisions about the curriculum you have in place? To build upon the skills from unit 1 then apply these to the rest of the KS4 curriculum and into KS5.
- How does your curriculum reflect your school's context? The main focus is British society and we also develop an understanding of different cultural norms, values and beliefs via the study of ethnicity in different contexts.
- To what extent have you made these objectives clear? Does everybody know them? The Scheme of Learning informs specialist and non-specialist teachers alike of the content focus and learning objectives for each topic, as do the shared teaching resources. Students in KS4 and 5 are given a course overview which is regularly referred to during the course.
- How does your curriculum reflect national policy (for example, British values and PSHE)? The SOL reflects values from different cultures, looks at the impact of society on different genders and how gender is a social construction. We also consider how labels impact upon people's lives. The study of sociology is the study of society so all core values are studied.
- How does your curriculum cater for disadvantaged and minority groups? How do you ensure these pupils aren't 'shut out' of pursuing subjects they wish to study because of too sharp a focus on exam results. Via the use of scaffolding, structure strips and a large focus on questioning and discussion.



Knowledge	Skills	Understanding	Wider world
• Y13 • Crime and deviance • Theory and Methods (developed from y12) • Media or culture and identity • Revision of all topics with application to exam style questions)	• Application of the topic areas to substantive areas of sociology • Extended academic writing • **Analysis and evaluation** • **Use, interpretation and application of sources** • Practical research skills of design, application, analysis and evaluation. • Theoretical debate. • **Critical awareness of contemporary social processes and change.**	• Qualitative and quantitative methods of research and the distinction between primary and secondary forms of research as well as the different types e.g. questionnaire, interview etc. • The relationship between positivism, interpretivism and sociological methods. • Consensus, conflict, structural and social action theories. • The concept of post modernism. • The relationship between sociology and social policy. • The significance of media in the modern society, • The relationship between the ownership and control of the media, • Globalization of the media, • The gatekeepers of the media and their influence on society, • Media representations of gender, age, ethnicity, social class, sexuality and disability. • The social distribution of crime and deviance by ethnicity, gender and social class. • Globalization in crime (green crime) • Crime control, prevention and punishment, victims and the role of the criminal justice system.	• Media representations of gender, age, ethnicity, social class, sexuality and disability. • The social distribution of crime and deviance by ethnicity, gender and social class. • **Green crime.**

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• Year 12 • Introduction to sociology • Research methods to be interwoven within the topics to be taught as it is not a stand alone topic. • • Education • Culture and identity • Begin culture and identity or media (topics to agreed by students)	• Application of the topic areas to substantive areas of sociology • Extended academic writing • **Analysis and evaluation** • Use, **interpretation and application of sources** • **Practical research skills** of design, application, analysis and evaluation.	• To examine the norms and values, roles and customs in society. • To examine social control and its sanctions. • To understand the role and purpose of education from the main perspectives. • Look in detail at the hidden curriculum and its impacts on students. • Examine the internal and external factors that affect achievement including streaming and setting, and the educational triage. • To understand educational policy, how it has changed over time and the impact on the educational system and students. • To examine and evaluate the Marxist, Functionalist, New Right and Post Modernist views of either media or culture • To understand the key issues of reliability and validity for sociological research and link this with choice to use qualitative and quantitative methods of research.	• To examine the norms and values, roles and customs in society. • Examine the internal and external factors that affect achievement including streaming and setting, and the educational triage • Assess family diversity and how culture, class and regional variations can impact upon this. •
Year 11 • Social stratification topic. And • Studies in sociology relating to crime and deviance and exam questions • Revision and application of studies to exam questions – revision of all topics. • • Research methods – re introduce all the different research methods • Revision of all topics but with identification of **synoptic link**s, **application of knowledge to exam style questions** with the use of structure strips to develop essay style answers, also examination of model answers and ideas. • Families and education 1st (paper 1) • Crime and deviance and social stratification (paper 2)	• To **analyse and evaluate different research methods** used in sociological investigations and assess critically, the appropriateness of their use when related to crime and deviance, education, Also in relation to social stratification. • Debating skills • **Interrelationships between ideas from the main perspectives.** • Read and respond to extracts which illustrate different sociological views of sociologists and then critically evaluate plus compare and contrast these theories when relating to the specific topics. • Revision of exam techniques - students to go through the different expectations of the different exam style questions and use examples, structure strips and model answers to improve their skills – monitored via assessments, open book and closed. • Research methods/ methods in context in particular - identified as an area of improvement needed.	• To examine the main explanations of socio economic class and their divisions in society. • Describe, compare and contrast the explanations of social class. • Identify, describe and explain factors affecting life chances such as gender, race, ethnicity, sexuality, age disability and religion. • Describe the key ideas of Devine on the Affluent Worker. • To apply the various research methods to the work on social stratification. • . To be able to apply the theory of sociology to all the component parts of the course, identify synoptic links, and use the information in order to answer exam style questions. • Evaluation is the key to accessing top mark bands – practice evaluation skills.	• To discuss in depth the issues that impact us all and will link to becoming responsible citizens when looking at gender, ethnicity and class. • To examine our views of social issues such as crime or education and understand how this can vary over time and where in the world you live and how this can impact upon people's perceptions, values and attitudes. • Looking at the ideas of democracy and dictatorship, levels of power in society. • Inequality within our society and beyond. • References made throughout the topic and discussions about current issues surrounding gender,

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			race, ethnicity, sexuality, age disability and religion. •
Year 10 • Introducing sociology – key concepts of norms and values. • Key sociological perspectives and paradigms. • Research methods • Education topic with research methods • Crime and Deviance topic (to focus on application of knowledge and exam questions as students need further development of use of sources and essay style questions.	• using evidence to make an argument • looking at different **perspectives** and views • different **methods of collecting data** • data interpretation • data **evaluation** • applying research methods to the study of topics • How different perspectives choose different research methods. • **Draw information and evidence from different sources** and demonstrate an ability to synthesise them.	• To understand different sociological perspectives on social structures, social processes and social issues including those informed by feminism, Marxism, Functionalism and interactionism. • Understand that there are key debates between consensus and conflict theories. • Developing an understanding of the key methods of research such as interviews, official statistics, quantitative and qualitative approaches too. • Identify, describe and explain the functions of education from a Functionalist perspective as a way of transmitting norms and values and how this can serve the needs of the economy. • to describe all types of school and include information about alternative provision. • To compare and contrast this with alternative views such as feminism and Marxism. • Identify the relationship between capitalism and education particularly the correspondence principle of Bowles and Gintis. • To examine the factors that effect educational achievement especially when related to gender, ethnicity and class. • To understand that the definitions of crime and deviance are socially constructed. • To examine the factors that control our behviour such as formal and informal social control. • To understand how criminal behaviour is explained and the various causes of it. • To examine the various forms of criminal data collection and how this may not be the best way to discuss crime • stratification particularly the view of Davis and Moore. This then needs to be evaluated using the main conflict	• To be able to discuss key contemporary issues and challenge our everyday understanding of social phenomena.

At The Elizabethan Academy we offer a curriculum that:

- is broad, balanced, inspiring and inclusive
- builds confidence, independence and **resilience**
- encourages students to develop the **skills, knowledge and understanding** required to succeed academically
- encourages students to participate in a wide variety of activities which extend beyond the classroom
- places creativity and imagination at the heart of learning to develop enquiring minds
- enables students to understand the connections and links between different subjects
- raises students' aspirations through promoting academic excellence
- develops students' **social and cultural knowledge**, skills and understanding
- develops students' **respect for spiritual and moral values**, and tolerance towards other races, religions and ways of life.
- gives students the opportunities to put theoretical skills into practice and expand their knowledge beyond the exam specification
- prepares students for the world of work in a rapidly changing world.

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Assessment Calendar 2020-21				
	AP1	**AP2**	**AP3**	**AP4 Internal**
Year 10	**Nov:** Education section from past paper 1	**Jan:** Full paper 1 - will be adapted to only cover the areas of the curriculum that have been taught	**Full paper 1**	
Year 11	**Dec: Full paper 2**	**Feb: Paper 2 full paper**	**PPE 2 full paper 1**	**May:** TBC depending on needs of students
Year 12	Dec: Section taken from past papers covering some theory and methods and some education.	paper 2 topics in sociology	**Paper 3 2018 Crime and deviance section only.**	
Year 13	Dec: paper 2 topics in sociology	Paper 3 – to only include the sections taught	**Paper 1 full paper (recap)**	
Threshold concepts:				
Theories: Marxism, Functionalism, Feminism, interactionism (A level – post modernism)	The main sociological theories provide the backbone to the study of sociology, it is by examining these different perspectives that students gain an understanding of how society functions from both a macro and micro approach and how we can evaluate the major structures of society such as education and the CJS. These theories run throughout the course, from GCSE to A level and beyond.			
Trends, patterns and anomalies	The work of the sociologist is to find trends, patterns and anomalies withing society's structures relating specifically to gender, ethnicity and social class and use data and research to find the explanations for them. For example, they have identified that females do better in education than males and look into to the reasons for this pattern.			