


















# Curriculum Content Map

Subject: A-Level Sociology

Year group: 12

	TERM 1		TERM 2		TERM 3	
Unit title & description	Introducing A-Level Sociology Paper 1 – Education with Theory & Methods	Paper 2 – Topics in Sociology: Families & Households	Paper 1 – Education with Theory & Methods	Paper 2 – Topics in Sociology: Families & Households	Paper 3: Crime & Deviance with Theory and Methods	Paper 2 – Topics in Sociology: Families & Households
<b>Knowledge</b> 	Introducing key concepts: Culture and Socialisation, Stratification & Inequality  The Role of Education in Society  Explanations for differences in educational achievement by social class	Couples and the domestic division of Labour  The Sociology of Childhood	Explanations for differences in educational achievement by ethnicity  Explanations for differences in achievement by gender  Explanations for differences in subject choice by gender  Factors affecting choice of research methods  Primary research methods	The role of the family in society  Changes in family patterns  Family diversity  Demography	Secondary research methods  Research methods in the context of education  Introducing Crime & Deviance  Crime & The Mass Media  Functionalism and Subcultural Theories	Migration  Family & Social Policy  Revision and preparation for end of year assessments
<b>Skills</b> 	AO1: Knowledge and understanding AO2: Application AO3: Analysis and evaluation					
<b>Literacy and reading</b> 	<ul style="list-style-type: none"> <li>Students will read from a range of sources of sociological arguments and evidence and will keep carefully organised notes to prepare them for assessment.</li> <li>Students will develop a range of key terms sociologists use to explain and explore society.</li> <li>Students will develop their ability to correctly interpret the knowledge which is required to answer a range of different exam questions.</li> <li>Students will answer a range of question types, from short answer to more extended source-based answers and finally a range of different essay questions.</li> </ul>					
<b>Differentiation for MA and LA students</b>	Simplified mark schemes, full revision guides for each topic, full exam guide for each topic, cloze exercises/word fill activities, illustrated key terms, essay plans, scaffolds for PEELE paragraphs, Three Part Homework, videos to simplify abstract ideas,					
<b>Numeracy</b> 	<b>The Sociology of Education:</b> Students will be asked to read and interpret data from a range of sources, such as official statistics showing pupil attainment at GCSE level, subject choice by gender, or exclusion rates by ethnicity. <b>Families &amp; Households:</b> Students will be asked to read and interpret data from a range of sources, such as official statistics showing the birth rate or divorce rate, the marriage rate, average life expectancy or family size					
<b>Enrichment And cultural learning</b> 	Relevant recent or current events or development in Education or Family life may be drawn from in order to apply sociological theories or concepts. These will be supplemented with relevant educational videos to bring certain topics to life and a planned extracurricular trip to apply their classroom learning to the world they live in					
<b>British values and SMSC</b> 	<b>The Sociology of Education:</b> Equality of opportunity; education as a tool for social mobility; multiculturalism and diversity; the process of globalisation and debates over its consequences <b>Families &amp; Households:</b> Gender equality both in domestic relationships and wider society; the rights of the child.					
<b>Personal develioment</b> 	Students will regularly re-draft extended writing tasks to develop resilience and build confidence. Some of the lessons will involve student presentations to build confidence and homework is designed to build independence and research skills. At the beginning of the course many students will be uncertain or lacking in confidence about key terms and the work of specific sociologists; this emotional aspect of learning will be addressed at the beginning of the course and revisited repeatedly throughout the year to demonstrate where the students have been growing in confidence. Additionally, students will be gradually encouraged to give their opinions and make a judgement on areas where are a range of different views.					
<b>Careers</b> 	By showing students contemporary debates and research, students will be introduced to the idea of sociology as a career. They will also be introduced to careers which make use of sociological research, including but not limited to journalism and the media, politics and the law, social work, policing and probation, the charities sector, marketing and public relations.					
<b>Assessment opportunities</b>	Students will be assessed regularly throughout the course. These assessments will be cumulative and designed to cover both the full range of question types and questions which cover the full. Students will receive timely feedback which enables them to improve their work and promote rapid progress.					

	TERM 1		TERM 2		TERM 3	
Unit title & description	Paper 3: Crime and Deviance with Theory and Methods	Paper 2 – Topics in Sociology: Mass Media	Paper 3: Crime and Deviance with Theory and Methods	Paper 2 – Topics in Sociology: Mass Media	Paper 3: Crime & Deviance with Theory and Methods	Paper 2 – Topics in Sociology: Mass Media
Knowledge 	Marxist approaches to crime Interactionist approaches to crime Postmodernist approaches to crime Gender & crime	Media effects Media ownership	Ethnicity & crime Globalisation, green crime, state crime & human rights crime White collar and corporate crime	Selection & presentation of news Media representations & stereotypes Globalisation & popular culture	Right realist and Left realist approaches to crime Crime prevention & Social Policy	The New Media (Internet)
Skills 	AO1: Knowledge and understanding AO2: Application AO3: Analysis and evaluation					
Literacy and reading 	<ul style="list-style-type: none"> <li>Students will read from a range of sources of sociological arguments and evidence and will keep carefully organised notes to prepare them for assessment.</li> <li>Students will develop a range of key terms sociologists use to explain and explore society.</li> <li>Students will develop their ability to correctly interpret the knowledge which is required to answer a range of different exam questions.</li> <li>Students will answer a range of question types, from short answer to more extended source-based answers and finally a range of different essay questions.</li> </ul>					
Differentiation for MA and LA	Simplified mark schemes, full revision guides for each topic, full exam guide for each topic, cloze exercises/word fill activities, illustrated key terms, essay plans, scaffolds for PEELE paragraphs, Three Part Homework, videos to simplify abstract ideas,					
Numeracy 	<p><b>The Sociology of Crime:</b> Students will be asked to read and interpret data from a range of sources, such as official statistics showing levels of offending and victimisation over time, by ethnic group, gender and social class. Official statistics may also indicate prison population levels and the demographics of the prison population</p> <p><b>Mass Media:</b> Students will be asked to read and interpret data from a range of sources, such as official statistics showing the levels of internet use, number of license fee payers broken down by social group. Statistics may also reveal the concentration of media ownership, newspaper circulation figures and likelihood of certain social groups being stereotyped in specific ways.</p>					
Enrichment And cultural learning 	Relevant recent or current events or development in Crime or Mass Media may be drawn from in order to apply sociological theories or concepts. These will be supplemented with relevant educational videos to bring certain topics to life and a planned extracurricular trip to apply their classroom learning to the world they live in					
British values 	<p><b>The Sociology of Education:</b> Equality of opportunity; education as a tool for social mobility; multiculturalism and diversity; the process of globalisation and debates over its consequences</p> <p><b>Families &amp; Households:</b> Gender equality both in domestic relationships and wider society; the rights of the child.</p>					
Character 	Students will regularly re-draft extended writing tasks to develop resilience and build confidence. Some of the lessons will involve student presentations to build confidence and homework is designed to build independence and research skills. At the beginning of the course many students will be uncertain or lacking in confidence about key terms and the work of specific sociologists; this emotional aspect of learning will be addressed at the beginning of the course and revisited repeatedly throughout the year to demonstrate where the students have been growing in confidence. Additionally, students will be gradually encouraged to give their opinions and make a judgement on areas where are a range of different views.					
Careers 	By showing students contemporary debates and research, students will be introduced to the idea of sociology as a career. They will also be introduced to careers which make use of sociological research, including but not limited to journalism and the media, politics and the law, social work, policing and probation, the charities sector, marketing and public relations.					
Assessment opportunities 	Students will be assessed regularly throughout the course. These assessments will be cumulative and designed to cover both the full range of question types and questions which cover the full. Students will receive timely feedback which enables them to improve their work and promote rapid progress.					