



















# Curriculum Content Map | GCSE Sociology | Year 10

|  | TERM 1  |   |  | TERM 2  |  | TERM 3   |          |
|--|---|---|--|---|--|--|----------|
| Unit title & description   | Unit 1: Key Concepts  |   | Unit 1: Key Concepts   | Unit 1: Families & Households   | Unit 1: Education  | Unit 1 Research methods  | Revision |
| Knowledge         | <ul style="list-style-type: none"><li>What is sociology?</li><li>What makes us human – nature vs nurture</li><li>What makes us human – culture</li><li>What makes us human – socialisation</li><li>Agencies of socialisation</li><li>What happens to unsocialised children?</li><li>What is cultural diversity?</li><li>How are gender roles socially constructed?</li><li>Gender role socialisation</li><li>Identity – ethnicity</li></ul>   | <ul style="list-style-type: none"><li>Identify – social class</li><li>Why are people treated differently?</li><li>What is social control?</li></ul> <b>Unit 1: Families &amp; Households</b> <ul style="list-style-type: none"><li>Families around the world</li><li>Functionalist view of the family</li><li>Marxist view of the family</li><li>Changing husband wife relationships</li><li>Inequalities between husbands and wives</li><li>Gender roles in the family</li><li>Reasons for decline in marriage</li><li>Reasons for the increase in divorce</li></ul> | <ul style="list-style-type: none"><li>Is divorce damaging society?</li><li>How has childhood changed over time?</li><li>Reasons for the decrease in family size</li><li>What roles do older people have in the family?</li><li>Is the nuclear family still the ideal family type?</li><li>A brief history of the family in Britain</li></ul> <b>Unit 1: Education</b> <ul style="list-style-type: none"><li>Functionalist view of education</li><li>Marxist view of education</li><li>Feminist view of education</li><li>Differet types of schools</li></ul> | <ul style="list-style-type: none"><li>Class – material deprivation</li><li>Class – cultural deprivation</li><li>Class – school factors</li><li>Class – labelling</li><li>Class – anti-school subcultures</li><li>Ethnicity – school factors</li><li>Ethnicity – home factors</li><li>Gender – girl’s achievement</li><li>Gender – boy’s underachievement</li><li>Hidden curriculum</li></ul>  | <ul style="list-style-type: none"><li>How do sociologists conduct their research?</li><li>How do sociologists plan their research?</li><li>Why do some sociologists use questionnaires?</li><li>Why do some sociologists use interviews?</li><li>What are samples?</li><li>Why do some sociologists use observations?</li><li>How do sociologists evaluate research?</li></ul> | <ul style="list-style-type: none"><li>Recap on Key concept</li><li>Recap on Families &amp; Households</li></ul>  |          |
| <b>Sequencing – why is this taught and why now?</b>  | <b>Key concepts</b> SoW introduces essential vocabulary which allows students to begin effectively analysing society. By understanding concepts such as culture and identity and processes such as socialisation, students will begin using their sociological imagination, which they will then be able to apply to everyday life.<br><br><b>Families &amp; Households</b> is chosen because its starting point is primary socialisation, which is one of the most important Key concepts. It allows students to think critically about their own family life, to compare it to others in society and to critically assess how the family has changed over time. |   |  | During this term in <b>Families &amp; Households</b> our students will think critically about changes to the family and their potential impact on society: is divorce damaging for society? Is childhood disappearing? What are the implications of an ageing society and how are the roles of older people changing? Our students will build on key terms they have learned during term 1 (primary socialisation, nuclear families etc) whilst adding such as inadequate socialisation, beanpole families and family diversity.<br><br>During <b>Education</b> , students will begin to think critically about the purpose of education, how they are educated and whether all students enjoy a positive experience in schools. New concepts will include material and cultural deprivation, labelling, anti-school subcultures and institutional racism. These concepts will also prove useful during the rest of Y10 and all of Y11. |  | All sociologists must understand the process of <b>sociological research</b> , including practical ethical and theoretical issues the attractions of data which is either high in validity or reliability, the difference between qualitative and quantitative data and the strengths and weaknesses of different research methods. These methods can then be applied to the study of education and families.  |          |
| Retrieval practice   | Students will complete a range of activities to retrieve learning from prior lessons. These will include key word quizzes, correct the error, odd one out, true or false, gap fills and feedback on three part homeworks.<br><br>During <b>Families</b> topic, students can revisit the following: the process of socialisation, the concept of culture and cultural diversity, gender, gender roles and gender role socialisation, gender inequality and forms of inequality   |   |  | Students will complete a range of activities to retrieve learning from prior lessons. These will include key word quizzes, correct the error, odd one out, true or false, gap fills and feedback on three part homeworks.<br><br>During the Families topic, students can recap the following concepts: primary socialisation, nuclear families, lone parent families,   |  | Students will complete a range of activities to retrieve learning from prior lessons. These will include key word quizzes, correct the error, odd one out, true or false, gap fills and feedback on three part homeworks.<br><br>During the research methods topic, students will have the opportunity to apply their knowledge of sociological research methods to both education and families & households by considering the strengths and weaknesses of different research methods for researching either the family or schools. |          |
| Skills          | <ul style="list-style-type: none"><li>Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods (AO1)</li><li>Apply knowledge and understanding of sociological theories, concepts, evidence and methods (AO2)</li><li>Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions (AO3)</li></ul>  |   |  |   |  |  |          |
| Literacy        | <ul style="list-style-type: none"><li>Students receive a topic sheet every lesson, which will be read over together</li><li>Students will develop their knowledge of sociological key terms and develop an understanding of how to use these key terms</li><li>students will develop skills to answer short and extended essay exam questions</li></ul>   |   |  |   |  |  |          |
| Differentiation  | 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        | <ul style="list-style-type: none"><li>Identifying trends and patterns on graphs when looking at family diversity and family size</li></ul>  | Enrichment learning    | <ul style="list-style-type: none"><li>Topic sheets every lesson as a source of stimuli</li><li>Relevant case studies</li><li>Relevant videos</li><li>Range of activities to support learning in pairs, groups and individually</li></ul>   | Careers    | Sociologists, journalism, market researchers, public relations, politics, social work, town planning or other public service   |  |          |
| British values  | <ul style="list-style-type: none"><li>Democracy – equal opportunity for all to voice opinions in respect of others</li><li>Personal liberty – encouraging discussions</li><li>Mutual respect – students listen to each other and respect each other’s opinions</li></ul>  | Character    | <ul style="list-style-type: none"><li>Students build character and confidence through an encouraging and supportive learning environment. Students will also build confidence through routine use of key term check and knowledge checks.</li><li>Students will build resilience and confidence through re-drafts and useful DIRT tasks</li></ul>  |   |  Assessment opportunities   | <ul style="list-style-type: none"><li>Students will receive feedback frequently on their work and will have opportunities to act upon their feedback through useful DIRT tasks</li><li>Students will have end of unit tests as well as conducting tests during AP weeks.</li></ul>   |          |
| Personalised challenge for all: SEND, HPA  | <ul style="list-style-type: none"><li>All students have revision guides which cover the entirety of the course. These will be found in their folders. They will help to support progress for SEND students by helping to develop their confidence with key terms and concepts.</li><li>All students have banks of past paper questions. Teachers may differentiate by directing HPA students to answer ex</li></ul>   |   |  |   |  |  |          |

# Curriculum Content Map | GCSE Sociology | Year 11

|   | TERM 1  |   | TERM 2   |  | TERM 3   |
|---|---|---|--|--|--|
| Unit title & description  | Unit 2: Crime and Deviance  | Unit 2: Crime and Deviance  | Unit 2: Stratification & Differentiation   | Unit 2: Stratification & Differentiation   | Revision   |
| <div>Knowledge</div> <div></div> | <ul style="list-style-type: none"><li>What is crime and deviance?</li><li>What is social control?</li><li>What are the patterns in offending and victimisation?</li><li>What are the different ways of measuring crime?</li><li>What is the functionalist view of crime?</li><li>What is the Marxist view of crime?</li><li>How does Labelling Theory explain criminal behaviour?</li></ul>   | <ul style="list-style-type: none"><li>What is the relationship between crime and the media?</li><li>How do subcultural theories explain crime?</li><li>Why do men commit more crime than women?</li><li>Do men really commit more crime than women?</li><li>What are the links between crime and ethnicity?</li><li>What is institutional racism?</li><li>What the crimes of the powerful?</li><li>How fair is our police and courts?</li></ul> | <ul style="list-style-type: none"><li>What is social stratification?</li><li>What are the functionalist view on stratification?</li><li>Marx and Weber’s views on stratification</li><li>What are the feminist views on stratification?</li><li>What is power?</li><li>What is authority?</li><li>Does social class still matter in modern Britain?</li></ul>  | <ul style="list-style-type: none"><li>How does social class affect our life chances?</li><li>How does gender affect life chances?</li><li>How does age act as a form of inequality?</li><li>How does ethnicity affect life chances?</li><li>How does disability affect life chances?</li><li>How does sexuality affect life chances?</li><li>What is poverty?</li><li>Who is likely to experience poverty?</li><li>What are the explanations for poverty?</li><li>How does globalisation affect poverty?</li></ul>                   | <ul style="list-style-type: none"><li>Recap on Key Concepts</li><li>Recap on Families &amp; Households</li><li>Recap on Education</li><li>Recap on Research Methods</li><li>Recap on Crime and Deviance</li><li>Recap on Stratification &amp; Differentiation</li></ul>  |
| <b>Sequencing – why is this taught and why now?</b>   | The following content is taught in year 11 as part of Unit 2: Understanding social structures<br><br>Crime is taught first primarily because it consolidates extended writing opportunities but also because it provides a high level of student engagement. Students have the opportunity to consider different sociological explanations for crime, the emergence of gangs, the relationship between young people and the police, and the way in which crime is shown in the media. |   | This is the final unit which is taught because it introduces new concepts and debates whilst also revisiting ideas which have already been discussed elsewhere on the course. Students are asked to consider the causes and consequences of stratification as it relates to gender, ethnicity, social class, age, disability and sexuality. They are also asked to consider debates about the influence of these factors on individuals’ life chances and the causes and consequences of poverty |  | Synoptic revision tasks to cover gender, ethnicity, social class and sociological theories   |
| Retrieval practice  | Students will complete a range of activities to retrieve learning from prior lessons. These will include key word quizzes, correct the error, odd one out, true or false, gap fills and feedback on three part homeworks.<br><br>Related and relevant key terms include: Social control, sanctions, the Functionalist, Marxist and Feminist views of society, labelling theory, subcultures, gender role socialisation, institutional racism, moral panics and folk devils            |   | Students will complete a range of activities to retrieve learning from prior lessons. These will include key word quizzes, correct the error, odd one out, true or false, gap fills and feedback on three part homeworks.<br><br>Related and relevant key term include: Functionalist, Marxist and feminist views of society, gender, gender role socialisation, race, ethnicity and racism, meritocracy, life chances, poverty  | Students will complete a range of activities to retrieve learning from prior lessons. These will include key word quizzes, correct the error, odd one out, true or false, gap fills and feedback on three part homeworks.<br><br>During the research methods topic, students will have the opportunity to apply their knowledge of sociological research methods to both education and families & households by considering the strengths and weaknesses of different research methods for researching either the family or schools. |  |
| Skills <div></div>             | <ul style="list-style-type: none"><li>Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods (AO1)</li><li>Apply knowledge and understanding of sociological theories, concepts, evidence and methods (AO2)</li><li>Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions (AO3)</li></ul>  |   |  |  |  |
| Literacy <div></div>           | <ul style="list-style-type: none"><li>Students receive a topic sheet every lesson, which will be read over together</li><li>Students will develop their knowledge of sociological key terms and develop an understanding of how to use these key terms</li><li>students will develop skills to answer short and extended essay exam questions</li></ul>   |   |  |  |  |
| Differentiation   | 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 <div></div>           | <ul style="list-style-type: none"><li>Identifying trends and patterns on graphs when looking at family diversity and family size</li></ul>  | Enrichment learning <div></div>  | <ul style="list-style-type: none"><li>Topic sheets every lesson as a source of stimuli</li><li>Relevant case studies</li><li>Relevant videos</li><li>Range of activities to support learning in pairs, groups and individually</li></ul>   | Careers <div></div>   | Sociologists, journalism, market researchers, public relations, politics, social work, town planning or other public service   |
| British values <div></div>     | <ul style="list-style-type: none"><li>Democracy – equal opportunity for all to voice opinions in respect of others</li><li>Personal liberty – encouraging discussions</li><li>Mutual respect – students listen to each other and respect each other’s opinions</li></ul>  | Character <div></div>  | <ul style="list-style-type: none"><li>Students build character and confidence through an encouraging and supportive learning environment. Students will also build confidence through routine use of key term check and knowledge checks.</li><li>Students will build resilience and confidence through re-drafts and useful DIRT tasks</li></ul>  |  | <div> Assessment opportunities</div> <ul style="list-style-type: none"><li>Students will receive feedback frequently on their work and will have opportunities to act upon their feedback through useful DIRT tasks</li><li>Students will have end of unit tests as well as conducting tests during AP weeks.</li></ul> |