

## KS4 Sociology Curriculum Map

	Unit 1	Unit 2	Unit 3	Unit 4
Unit	The Sociological Approach	Sociology research methods	Families	Education
<b>Knowledge</b>	<p>What is Sociology?            Conflict and consensus            Culture and nature            Emile Durkheim            Karl Marx and Max Weber            An introduction to functionalism            An introduction to Marxism            An introduction to interactionism            An introduction to feminism            An introduction to New Right ideas            Social structures            Social processes            Social issues (crime and poverty)            Sex and gender            Race and ethnicity</p>	<p>Research design            Qualitative and quantitative methods            Different types of data            Primary and secondary sources            Interpretation of data            Practical issues            Ethical issues            Pilot studies and the scientific method            Sampling            Experiments            Surveys            Interviews            Questionnaires            Observation            Ethnography            Small scale research projects</p>	<p>Differing views of the functions of families.            Parsons' functionalist perspective on primary socialisation and the stabilisation of adult personalities.            Different views of conjugal role relationships.            The feminist perspective of Oakley on the idea of the conventional family            Changing relationships within families.            How relationships within families have changed over time.            The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young.            Different criticisms of families (isolation and unrealistic idealisation, loss of traditional functions, lack of contact with wider kinship networks, the status and role of women within families, marital breakdown, dysfunctional families).            The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist critique of families.            How family forms differ in the UK and within a global context.            The work of the Rappaports on family diversity.</p>	<p>Different views of the role and functions of education.            The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles.            Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.            Factors affecting educational achievement.            The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools            Processes within schools affecting educational achievement.            The work of Ball on teacher expectations and Willis on the creation of counter school cultures.</p>
<b>Rationale</b>	<p>Students will have little formal knowledge of GCSE Sociology. This topic is taught first to give a solid foundation of the subject. Students are expected to demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists.</p>	<p>This topic is taught here because, in future topics that form the GCSE questions pupils need a knowledge of both the theory and the research methods in order to make a link.</p>	<p>This topic is taught after the first two so that links can be made with both the sociological theory, and different research methods.</p>	<p>This topic is taught after families so that pupils can make references to the impact that different family forms have on education. It is also taught after the theory so that pupils have an understanding of Feminist, Marxist and other theories of the educational system, in addition to being able to draw upon the pupils' understanding of sex and</p>

	They should be able to critically analyse and evaluate how the issues have been interpreted by these Sociologists.			gender, ethnicity and the different research methods.
<b>Assessment</b>	No formal assessment in this topic as it is taught first in order to gain an understanding of the key theories so that they can be used in future topics.	No formal assessment in this topic as it is taught first in order to gain an understanding of the key theories so that they can be used in future topics.	GCSE Style exam questions on this topic. Formative assessment at the end of topic. Assessing knowledge throughout topic.	GCSE Style exam questions on this topic. Formative assessment at the end of topic. Assessing knowledge throughout topic.

	<b>Unit 5</b>	<b>Unit 6</b>	
<b>Unit</b>	<b>Crime</b>	<b>Social Stratification</b>	<b>Revision</b>
<b>Knowledge</b>	<p>The social construction of concepts of crime and deviance and explanations of crime and deviance.</p> <p>The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective.</p> <p>Formal and informal methods of social control.</p> <p>The work of Heidensohn on female conformity in male dominated patriarchal societies.</p> <p>Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate.</p> <p>The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty.</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>Different views of the functionalist theory of social stratification.</p> <p>The work of Davis and Moore on social stratification from a functionalist perspective.</p> <p>Different views of socio-economic class.</p> <p>The work of Marx and Weber on socio-economic class.</p> <p>Different views on factors affecting life chances.</p> <p>The work of Devine revisiting the idea of the affluent worker.</p> <p>Different interpretations of poverty as a social issue.</p> <p>The work of Townsend on relative deprivation and Murray on the underclass.</p> <p>Different forms of power and authority.</p> <p>The work of Weber on power and authority.</p> <p>Describe and explain different views on factors affecting power relationships.</p> <p>The work of Walby on patriarchy.</p>	<p>An overview of the four key areas of the course (family, education, crime, social stratification) in addition to further understanding both the sociological theory and the different research methods that are necessary to linking the key topics with the relevant theory and research.</p>
<b>Rationale</b>	<p>This topic is taught after both families and education so that pupils can analyse how both family and education can impact crime. It is also important for pupils to have an understanding of race, sex and gender and how this impacts upon crime, as well as having a sound knowledge of the different sociological theories and research methods.</p>	<p>This topic is taught here to allow pupils to analyse how family and education can impact upon their social stratification, and is also taught just after crime so that pupils can see the interwoven relationship between class and crime, in addition to drawing on their knowledge of sociological theory in analysing life chances based on the topics previously studied.</p>	<p>To ensure that pupils are fully confident in all four key areas of the course.</p>
<b>Assessment</b>	GCSE Style exam questions on this topic. Formative assessment at the end of topic. Assessing knowledge throughout topic.	GCSE Style exam questions on this topic. Formative assessment at the end of topic. Assessing knowledge throughout topic.	Past GCSE papers across all four topics. Assessing knowledge throughout topic.

