

KS4 Sociology Curriculum Map

Unit	Knowledge and Skills	Rationale	Assessment
1. The Sociological Approach	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	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. They should be able to critically analyse and evaluate how the issues have been interpreted by these Sociologists.	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.
2. Sociology research methods	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	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.	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.
3. Families	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 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.	This topic is taught after the first two so that links can be made with both the sociological theory, and different research methods.	GCSE Style exam questions on this topic. Formative assessment at the end of topic. Assessing knowledge throughout topic.

4. Education	<p>Different views of the role and functions of education.</p> <p>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.</p> <p>Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.</p> <p>Factors affecting educational achievement.</p> <p>The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools</p> <p>Processes within schools affecting educational achievement.</p> <p>The work of Ball on teacher expectations and Willis on the creation of counter school cultures.</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 gender, ethnicity and the different research methods.</p>	<p>GCSE Style exam questions on this topic. Formative assessment at the end of topic. Assessing knowledge throughout topic.</p>
5. Crime	<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>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>GCSE Style exam questions on this topic. Formative assessment at the end of topic. Assessing knowledge throughout topic.</p>
6. Social Stratification	<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>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>GCSE Style exam questions on this topic. Formative assessment at the end of topic. Assessing knowledge throughout topic</p>
7. Revision	<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>	<p>To ensure that pupils are fully confident in all four key areas of the course.</p>	<p>Past GCSE papers across all four topics. Assessing knowledge throughout topic.</p>