

**Levenshulme High School – Curriculum Map – Sociology**

		Term 1		Term 2		Term 3	
No. of Weeks		8	7	6	6	5	7
Topic Title and NC link		The Sociological Approach	Sociological Research Methods	Families		Education	
Year 10	<i>Pupils should know...</i>	Pupils will study the key sociological approaches including conflict and consensus theories, how these ideas are shaped and changed over time. They will also study the ideas of key classical sociologists Durkheim, Marx and Weber. Pupils will also be introduced to social structures, processes and issues and how the sociological perspectives of feminism, functionalism, interactionism and Marxism view these.	Pupils will explore several methods of sociological research, such as observation and interviews and identify methodological issues (advantages, limitations, validity, reliability, ethical issues).	Pupils will study a range of sociological ideas about families such as different views of the functions of families, the different forms of family that exist within the UK and globally and the changing nature of roles within the family.  Throughout students will study ideas of the family within the main sociological perspectives (Marxism, feminism and functionalism).  Within this unit they will also study the first 6 of the 25 key studies outlined for the course.		Pupils will study the changing face of education throughout the 20 <sup>th</sup> century and how this has impacted modern educational social policy.  Pupils will investigate the roles and functions of education such as transmission of norms and values and the concepts of achieved status and meritocracy.  Within this unit they will also study the next 7 of the key studies outlined for the course.	
	<i>Pupils should be able to do...</i>	Analyse and evaluate sociological texts and recognise the theoretical perspective displayed.	Demonstrate an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research and interpret data	Identify, describe and explain the functions of the family, compare and contrasting these from functionalist, Marxist and feminist perspectives. They should be able to describe the changing form of families over time as well as analysing how this has impacted on traditional gender roles and form evaluative arguments regarding how the perspectives define the family.		Identify, describe and explain the functions of education, comparing and contrasting from functionalist, Marxist and feminist perspectives.  Students should be able to explain the key sociological studies associated with the unit and evaluate their findings using	

			presented in a variety of forms.	Students will also begin to interpret and evaluate the validity and reliability of research carried out on the family.	alternative perspectives as a critical framework.
	<p><i>Pupils should have remembered...</i></p> <p><i>Why are we doing this now?....</i></p> <p><i>How does it build on prior learning?....</i></p> <p><i>How does it prepare for learning to come?....</i></p>	<p>Analytical and evaluative skills developed within other Humanities subjects.</p> <p>This is a new subject to students offered at GCSE. This unit will provide students with the knowledge and understanding of the key sociological perspectives and concepts that will underpin the rest of the course, making it vital in order for students to fully engage with the debates and ideas that follow.</p>	<p>The key theoretical standpoints of the functionalism, Marxism and feminism perspectives.</p> <p>Research is the very core of separating Sociology from Philosophy as an academic discipline and so knowledge and understanding of the various methods used by sociologists to investigate aspects of society is important for students to be able critically evaluate the work of the required key studies within each of the succeeding units.</p>	<p>Pupils should apply the key theoretical standpoints of Marxism, feminism and functionalism learned during the Sociological Approach unit to issues surrounding family and use knowledge of research methods to evaluate the key studies of the unit.</p> <p>One of the key principles of Sociology is that of socialisation; with the family being the primary agent of this, it follows that students should learn about society heading outwards from the family and outwards towards more overarching societal ideas of which family plays an integral part.</p> <p>This unit will build on prior learning as it will be students first opportunity to apply their burgeoning sociological vocabulary and knowledge and begin to analyse and evaluate key sociological studies based around the family from a variety of perspectives, with a variety of research methods employed.</p>	<p>Pupils should apply the key theoretical standpoints of Marxism, feminism and functionalism learned during the Sociological Approach unit to issues surrounding education and use knowledge of research methods to evaluate the key studies of the unit.</p> <p>Education, following after the family, is usually the second stage of the socialisation process for humans and so a study of the education system through the mid-20<sup>th</sup> century to present day follows sequentially outwards in the students' journey through society.</p> <p>This unit will continue to utilise the students' knowledge and application of sociological concepts.</p> <p>Additionally the Sociology of Education unit forms the second half of the GCSE exam Paper 1 and so it follows that this unit should be paired with the Sociology of the Family unit.</p>
	<b>Topic Title and NC link</b>	<b>Crime and Deviance</b>	<b>Social Stratification</b>	<b>Revision</b>	
<b>Year 11</b>	<i>Pupils should know...</i>	Pupils will study the concepts of crime and deviance and how these ideas have been socially constructed. They will also investigate formal and informal methods of control alongside the factors that affect	Pupils will study about the differing views of class, factors affecting life chances, poverty as a social issue and the concepts of power and authority. They will explore the ideas put forward	Pupils will revisit the four examined topic areas of Families, Education, Crime	

	<p>and influence criminal and deviant behaviour.</p> <p>Within this unit they will also study the next 5 of the 25 key studies outlined for the course.</p>	<p>by key sociologists from functionalist, feminist, Marxist and new right perspectives.</p> <p>Within this unit they will also study the final 7 of the 25 key studies outlined for the course.</p>	<p>and Deviance and Social Stratification as well as using these areas to evaluate the 25 key studies.</p>
<p><i>Pupils should be able to do...</i></p>	<p>Describe and explain sociological explanations of crime and deviance including anomie, labelling, structural theories, subcultural theories and interactionist theory. Students must also evaluate and compare theories from the three main sociological perspectives, alongside interactionism and new right.</p>	<p>Describe and explain the theories of stratification from the functionalist, Marxist, feminist and new right perspectives; compare and contrast these to evaluate the validity of the key studies for this unit.</p>	<p>Students will use a variety of revision and study skills methods to prepare for the external examination.</p>
<p><i>Pupils should have remembered...</i></p> <p><i>Why are we doing this now?....</i></p> <p><i>How does it build on prior learning?....</i></p> <p><i>How does it prepare for learning to come?....</i></p>	<p>Pupils should apply the key theoretical standpoints of Marxism, feminism and functionalism learned during the Sociological Approach unit to issues surrounding crime and deviance and be able to identify and evaluate the research methods used within the key studies as well as analyse sources of data such as official crime statistics.</p> <p>Within this unit, we follow the trajectory of the students' journey through society into the wider, more adult orientated world.</p> <p>Students, by this point, will be able to skilfully apply sociological perspectives and concepts to theories of crime and deviance and make links to how social issues developed through primary and secondary socialisation (family and education) can lead to deviant behaviour.</p>	<p>Pupils should apply the key theoretical standpoints of Marxism, feminism and functionalism learned during the Sociological Approach unit to issues surrounding social stratification and be able to identify and evaluate the research methods used within the key studies.</p> <p>This unit can be seen as the most abstract, focusing inequality and power, and so all prior learning will help the students to apply concrete concepts and social structures to the theoretical approaches explored in this unit.</p> <p>Additionally, Social Stratification forms the second part of the GCSE Paper 2 and so it follows that it would be paired with the first part of the paper (Crime and Deviance)</p>	<p>Details and evaluations of the 25 key studies as well as Marxist, feminist and functionalist ideas on the taught topic areas.</p> <p>This provides an opportunity for students to refresh their knowledge of key concepts, perspectives and the studies which will feature in the final exams. Throughout the course, students will have been given opportunity to practise exam technique – this unit will allow a</p>

				greater focus on this, whilst also providing students with a valuable insight into areas of the course in which they need to improve.	
--	--	--	--	---	--