Sociology

Progression map: breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum.

Key Concepts	Year 10	Year 11	Year 12	Year 13
Key perspectives (Functionalism, Marxism, Feminism)	T1 - Education T2 - Education T3 - Crime	T1 - Crime T2 - Stratification T3 - revision	T1 - Education/Methods T2 - Education/Family T3 - Education/Family	T1 - Crime/Beliefs T2 Crime/Theory T3 - Revision
Issues in research	T1 - Education T2 - Education T3 - Crime	T1 - Crime T2 - Stratification T3 - revision	T1 - Education/Methods T2 - Education/Family T3 - Education/Family	T1 - Crime/Beliefs T2 Crime/Theory T3 - Revision
Research methods	T1 - Education T2 - Education T3 - Crime	T1 - Crime T2 - Stratification T3 - revision	T1 - Education/Methods T2 - Education/Family T3 - Education/Family	T1 - Crime/Beliefs T2 Crime/Theory T3 - Revision
Social control	T1 - Education T2 - Education T3 - Crime	T1 - Crime T2 - Stratification T3 - revision	T1 - Education/Methods T2 - Education/Family T3 - Education/Family	T1 - Crime/Beliefs T2 Crime/Theory T3 - Revision
Application of sociological ideas and studies	T1 - Education T2 - Education T3 - Crime	T1 - Crime T2 - Stratification T3 - revision	T1 - Education/Methods T2 - Education/Family T3 - Education/Family	T1 - Crime/Beliefs T2 Crime/Theory T3 - Revision
Conflict and consensus	T1 - Education T2 - Education T3 - Crime	T1 - Crime T2 - Stratification T3 - revision	T1 - Education/Methods T2 - Education/Family T3 - Education/Family	T1 - Crime/Beliefs T2 Crime/Theory T3 - Revision
Inequality and equality	T1 - Education T2 - Education T3 - Crime	T1 - Education T2 - Education T3 - Crime	T1 - Education/Methods T2 - Education/Family T3 - Education/Family	T1 - Crime/Beliefs T2 Crime/Theory T3 - Revision

Long-term plan: organises the knowledge from the progression map into units to give an overview of what is taught when in the curriculum.

Year 10					
Autumn Term (HT1)		**Spring Term (HT2, HT3 & HT4)**		**Summer Term (HT5 & HT6)**	
Unit Title: Social Processes	Unit length: 20 hours	Unit Title: Education	Unit length:	Unit Title: Crime	Unit length: 40
Domains of Knowledge: ● Key sociological concepts ● nature vs nurture ● understanding of consensus ● Social control, sanctions, status		Domains of Knowledge: ● Sociological theories of the role of education ● Processes inside schools. ● Patterns of educational achievement ● Factors affecting educational achievement (class, gender & ethnicity)		Domains of Knowledge: ● Social construction of concepts of crime and deviance ● Social control ● Patterns of criminal and deviant behaviour	
Relevant Key Concepts: ● Conflict and consensus ● Key perspectives (Functionalism, Marxism, Feminism) ● Issues in research ● Research methods ● Social control ● Application of sociological ideas and studies ● Inequality and equality		Key Concepts: ● Conflict and consensus ● Key perspectives (Functionalism, Marxism, Feminism) ● Issues in research ● Research methods ● Social control ● Application of sociological ideas and studies ● Inequality and equality		Key Concepts: ● Conflict and consensus ● Key perspectives (Functionalism, Marxism, Feminism) ● Issues in research ● Research methods ● Social control ● Application of sociological ideas and studies ● Inequality and equality	
Gateway knowledge: ● ●		Gateway knowledge: ● Sociological theories ● Research methods ● Class, gender, ethnicity		Gateway knowledge: ● Sociological theories ● Research methods ● Class, gender, ethnicity	
Assessment end-points: ● define culture, norms, values, roles, status, identity, sanctions, cultural diversity		Assessment end-points: ● The impact of class, gender and ethnicity on attainment		Assessment end-points: ● The impact of class, gender and ethnicity on different patterns of crime	

• Debates over the acquisition of identity such as nature/nurture including examples of feral children and cultural diversity • Understanding of the process of socialisation to include agents of socialisation: family, education, media, peer • group, how agents of socialisation pass on culture and identity, for example: gender, class and ethnic identity and informal and formal social control	• An understanding of the patterns of educational achievement	• Understand the difference between formal and informal control • Causes of crime in different social groups

Year 11

Autumn Term		Spring Term		Summer Term
Unit Title: Crime	Unit length: 30	Unit Title: Stratification	Unit length: 30	
Domains of Knowledge: • Social construction of concepts of crime and deviance • Social control • Patterns of criminal and deviant behaviour • Sociological theories and explanations of deviance and criminal behaviour (structural, subcultural, interactionist and feminist) • Sources of data on crime		Domains of Knowledge: • Sociological theories of stratification • Different forms and sources of power and authority • Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality • Factors which may influence access to life chances and powerPoverty as a social issue		

Relevant Key Concepts: ● Conflict and consensus ● Key perspectives (Functionalism, Marxism, Feminism) ● Issues in research ● Research methods ● Social control ● Application of sociological ideas and studies ● Inequality and equality	**Key Concepts:** ● Conflict and consensus ● Key perspectives (Functionalism, Marxism, Feminism) ● Issues in research ● Research methods ● Social control ● Application of sociological ideas and studies ● Inequality and equality	
Gateway knowledge: ● Sociological theories ● Social construction ● Research methods ● The process of socialisation ● Debates over the acquisition of identity	**Gateway knowledge:** ● Cultural Capital ● Sociological theories ● Research Methods ● conflict versus consensus debate ● Debates over the acquisition of identity ● Globalisation ● Meritocracy ● Patriarchy ● Agents of social control ● Moral panics	
Assessment end-points: ● The impact of class, gender and ethnicity on different patterns of crime	**Assessment end-points:** ● Understand factors which may influence access to life chances and power	

● Understand the difference between formal and informal control ● Causes of crime in different social groups ● Sociological theories and explanations of deviance and criminal behaviour (structural, subcultural, interactionist and feminist)	● Evaluate quality/inequality in relation to class, gender, ethnicity, age, disability and sexuality ● Understand and evaluate Sociological theories of stratification	

Year 12					
Autumn Term (HT1)		**Spring Term (HT2, 3, 4)**		**Summer Term (HT4, 5 & 6)**	
Unit Title: Methods	Unit length: 30	Unit Title: Family	Unit length: 40	Unit Title: Education	Unit length: 40
Domains of Knowledge: ● Methods of research; research design ● Sources of data ● Primary and secondary data ● The nature of 'social facts'		Domains of Knowledge: ● The relationship of the family to the social structure and social change ● Changing patterns in the family ● Gender roles in the family ● The nature of childhood ● Demographic trends in the United Kingdom since 1900		Domains of Knowledge: ● Role and functions of the education system ● Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society ● Relationships and processes within schools ● Educational policies ● Globalisation on educational policy	
Relevant Key Concepts: ● Conflict and consensus ● Key perspectives (Functionalism, Marxism, Feminism) ● Issues in research ● Research methods ● Social control ● Application of sociological ideas and studies		Key Concepts: ● Conflict and consensus ● Key perspectives (Functionalism, Marxism, Feminism) ● Issues in research ● Research methods ● Social control ● Application of sociological ideas and studies		Key Concepts: ● Conflict and consensus ● Key perspectives (Functionalism, Marxism, Feminism) ● Issues in research ● Research methods ● Social control ● Application of sociological ideas and studies	

● Inequality and equality	● Inequality and equality	● Inequality and equality
Gateway knowledge: ● Knowledge of PEEL paragraphs ● Critical awareness of society ● Social diversity (PSHCEE)	Gateway knowledge: ● Understanding of sociological theories ● Gender stereotyping ● Diversity ● Globalisation ● Understanding of sociological theories ● Industrial revolution ● Migration	Gateway knowledge: ● Sociological theories to include Functionalism, Feminism and Marxism ● Research methods including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics ● Sociological theories to include Functionalism, Feminism and Marxism ● Research methods including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics ● Globalisation and its definition
Assessment end-points: ● Describe the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts' ● Understand the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research. ● Evaluate sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics	Assessment end-points: ● Understand the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies ● Explain changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures ● Explain how gender roles, domestic labour and power relationships within the family have changed	Assessment end-points: ● Understand the role and functions of the education system from each sociological perspective ● Explain why different groups in society have different levels of attainment ● Explain the relationships and processes within schools and how they can affect the attainment of students according to social groups such as class, gender and ethnicity.

	● Explain the nature of childhood, and changes in the status of children in the family and society ●	● Understand how educational policies can affect student attainment

Year 13				
Autumn Term		**Spring Term**		**Summer Term**
Unit Title: BBN Beliefs	Unit length: 30	Unit Title: BBN Theory	Unit length: 40	
Domains of Knowledge: ● Ideology, science and religion, including both Christian and non-Christian religious traditions ● The relationship between social change and social stability, and religious beliefs, practices and organisations ● Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice ● The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices ● The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.		Domains of Knowledge: ● Understand the concepts of modernity and post-modernity in relation to sociological theory ● Debates about subjectivity, objectivity and value freedom ● The relationship between Sociology and social policy.		
Relevant Key Concepts: ● Conflict and consensus ● Key perspectives (Functionalism, Marxism, Feminism) ● Issues in research		Key Concepts: ● Conflict and consensus ● Key perspectives (Functionalism, Marxism, Feminism) ● Issues in research		

● Research methods ● Social control ● Application of sociological ideas and studies ● Inequality and equality	● Research methods ● Social control ● Application of sociological ideas and studies ● Inequality and equality	
Gateway knowledge: ● Functionalism ● Marxism ● Feminism ● Interactionism/social construction ● Conflict vs Consensus debate ● Ideology ● Culture ● Socialisation	Gateway knowledge: ● Research methods including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics ● Sociological theories to include Functionalism, Feminism and Marxism ● Structuralism vs Interpretivism ● Quantitative vs Qualitative data ● Socialisation And social control ● Industrialisation, modernity and post modernity	
Assessment end-points: ● The relationship between social change and social stability, and religious practice ● Identification and explanation for changes in membership of different religious organisations including sects, cults and denominations ● The relationship between different social groups and religious/spiritual organisations ● The significance of religion and religiosity in the contemporary world in relation to changes over time and between cultures	Assessment end-points: ● Evaluation of Quantitative/Qualitative Primary and Secondary sources of data ● The relationship between theoretical perspective and choice of research method ● Evaluation of consensus, conflict, structural and social action theories ● The relationship between modernity and postmodernity to sociological theory ● The nature of scientific enquiry and the extent to which sociology is scientific ● The relationship between sociology and social policy ● Evaluation of debates around subjectivity, objectivity and value freedom	

Unit Title: SWE Crime	Unit length: 40	Unit Title: Crime	Unit length: 40
Domains of Knowledge: ● Crime, deviance, social order and social control ● The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime		**Domains of Knowledge:** ● Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes ● Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. ●	
Relevant Key Concepts: ● Conflict and consensus ● Key perspectives (Functionalism, Marxism, Feminism) ● Issues in research ● Research methods ● Social control ● Application of sociological ideas and studies ● Inequality and equality		**Relevant Key Concepts:** ● Conflict and consensus ● Key perspectives (Functionalism, Marxism, Feminism) ● Issues in research ● Research methods ● Social control ● Application of sociological ideas and studies ● Inequality and equality	
Gateway knowledge: ● Understanding of sociological theories ● Definition of social class		**Gateway knowledge:** ● Globalisation ● Sociological theories	
Assessment end-points: ● Evaluate crime and deviance according to the different sociological perspectives ● Explain and evaluate the social distribution of crime according to class, gender, ethnicity and age		**Assessment end-points:** ● Explain how crime control can help the reduction of crime and deviance ● Understand how globalisation is linked to an increase in crime	