

## AQA A Level Sociology Curriculum Map

### A Level Sociology curriculum intent

Our passion is for all students to be self-motivated and resilient. We want them to have the confidence to seek challenges, so that they can develop the skills necessary to be successful life-long learners. We endeavour to promote enquiring minds within our lessons, so that students have an appreciation for current research but are also able to discuss the implications of findings and critique the research process. We are committed to provide creative and stimulating lessons, which engage students with real-world issues. Students are provided opportunities to develop their understanding of sociology and so that they can see the relevance of the topics studied and how these relate to possible career paths. Finally, we aim to develop student empathy and raise awareness of issues facing people within society so that they can become active and reflective citizens in a changing world.

Topic	Year 12	Year 13
<b>Knowledge taught</b>	<p><b>Induction fortnight</b></p> <ul style="list-style-type: none"> <li>- Introduction to Sociology and sociological perspectives</li> </ul> <p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>- Education</li> <li>- Research methods</li> <li>- Research methods in context</li> </ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>- Families &amp; Households</li> </ul>	<p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>- Beliefs in society</li> </ul> <p><b>Paper 3</b></p> <ul style="list-style-type: none"> <li>- Crime &amp; Deviance</li> <li>- Sociological theory</li> </ul> <p><b>Revision for exams</b></p>
<b>Key skills developed</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge &amp; understanding of sociological perspectives (Marxism, Feminism, Functionalism), theories, concepts, key studies and research methods</li> <li>• Be able to evaluate sociological explanations and discuss how useful they are in helping to understand society</li> <li>• Understand and use sociological threshold concepts and understand how these apply in a range of contexts</li> <li>• Demonstrate knowledge and understanding of research methods, practical research skills and ethical considerations</li> <li>• Introduction of PEEEL paragraphs for developing analysis and evaluation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge &amp; understanding of sociological theories, concepts and research methods</li> <li>• Be able to compare and evaluate sociological perspectives and theories</li> <li>• Apply sociological knowledge and understanding of theories &amp; concepts in a range of contexts</li> <li>• Explicitly apply, analyse and sociological theories and explanations in relation to a range of topics</li> <li>• Demonstrate knowledge and understanding of research methods, practical research skills and theoretical debates (structure v action, positivism v interpretivism) and how these shape the research process</li> </ul>

	<ul style="list-style-type: none"> <li>• Introduction of 20- and 30-mark essay structure</li> <li>• Apply understanding of research methods to the context of education</li> <li>• Effective revision strategies</li> </ul>	<ul style="list-style-type: none"> <li>• In answering questions on Sociological theory, students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the specification as appropriate</li> <li>• Effective revision strategies</li> </ul>
<b>How do we build on previous learning?</b>	<ul style="list-style-type: none"> <li>• Introductory lessons aim to provide students with a basic understanding of sociological concepts, ideas and theories which are then developed throughout the education and families topic</li> <li>• Application of knowledge relating to sociological perspectives/theory</li> <li>• Using research methods terminology/concepts when evaluating theories and studies</li> <li>• Gradually introduce students to extended answer questions and PEEEL paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Application of knowledge relating to <u>research methodology</u>, scientific processes and ethical issues</li> <li>• Knowledge of <u>issues impacting social class, gender and ethnicity</u> which underpin key sociological explanations of crime and deviance</li> <li>• Application of <u>sociological perspectives</u> allows students to successfully discuss topics on paper 3 Q5</li> <li>• Compare and contrast different approaches to studying society</li> <li>• Golden assessments are developed with content from both year 1 and year 2</li> </ul>
<b>Links to the wider world</b>	<ul style="list-style-type: none"> <li>• Application of sociological theories and explanations to contemporary examples (education, family life, crime, globalisation, social policy)</li> <li>• Implications of explanations for wider society</li> <li>• Links made to Black Lives Matter, Gender equality, Current affairs and political influences</li> </ul>	<ul style="list-style-type: none"> <li>• Career links – roles within the police, education, policy making etc..</li> <li>• Opportunities for students to attend online lectures</li> <li>• Application of sociological theories to contemporary examples and news events</li> </ul>
<b>Key vocabulary covered</b>	<p>Examples include..</p> <p><i>Value consensus, socialisation, social solidarity, capitalism, self-fulfilling prophecy, nuclear family, proletariat, marketisation, nuclear family, triple-shift, feminism, birth rate, ageing population, gender domain, life course, patriarchy, meritocracy, positivism, interpretivism, reliability, validity</i></p>	<p>Examples include..</p> <p><i>Moral panic, deviance amplification spiral, selective enforcement, institutional racism, chivalry thesis, secularisation, ideological control, cultural defence, postmodernism, structural theories, transgressive approach, anomie, situational crime prevention, social control, relative deprivation</i></p>
<b>Assessment</b>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Multiple-choice quizzes and knowledge-check questions at the start/end of lessons</li> <li>• Application questions and activities within lessons</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Students complete an end of topic test (worth 30 marks) (question style develops throughout the year – building up to essays)</li> <li>• Students complete a variety of exam style questions for each topic</li> <li>• Students complete a formal assessment prior to reports to help inform attainment grade</li> <li>• Mock exams completed at the end of Year 12 and in Spring during Year 13</li> </ul>	

<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Feedback for end of topic assessments is given in the form of 'Areas of strength and areas for development' using standardised feedback sheets</li> <li>• Feedback relating to topic assessments may take the form of a narrated power point uploaded to team for all students to access.</li> <li>• Specific tasks where students act on feedback provided are to be completed following every assessment</li> <li>• Regular knowledge check quizzes will be in a range of formats including multiple choice questions, application style questions and short answer questions.</li> <li>• Lessons often begin with some form of 'low stakes' assessment (key concepts, quiz from previous learning, application tasks) with opportunities for verbal feedback or self-marking.</li> <li>• Students are given a copy of the specification for each topic. They are made aware of the assessment objectives and encouraged to engage with these throughout the course.</li> </ul>
<b>Homework</b>	<p><b>Frequency:</b> Homework tasks will be set on a weekly basis. Students will spend 1 hour per lesson on homework tasks.</p> <p><b>Types of tasks:</b></p> <ul style="list-style-type: none"> <li>▪ To embed key subject content in long term memory.</li> <li>▪ Complete key terminology sheets with terms and definitions.</li> <li>▪ Learning and revision for class tests and examinations e.g. completing summary sheets.</li> <li>▪ Extend learning and reinforce key learning in class e.g. complete examination questions.</li> <li>▪ Practice and develop essay writing skills e.g. plan essays or write elaborated evaluation points.</li> <li>▪ Extension of learning from the lesson e.g. questions related to key learning.</li> <li>▪ Improvement tasks e.g. re-doing an essay acting upon feedback given.</li> <li>▪ Research in preparation for future tasks.</li> <li>▪ Answer examination questions.</li> <li>▪ To research news articles or case studies related to topics being studied</li> </ul>
<b>How can I support my child in Sociology?</b>	<ul style="list-style-type: none"> <li>• Encourage them to watch the news and discuss real-life examples related to education, family life, religion and crime.</li> <li>• Discuss your experiences of education and family life to provide some comparison to recent changes in society</li> <li>• Help to test them on key terminology and theories by using their flashcards and glossaries</li> <li>• Encourage them to watch tutorial videos on youtube – follow the tutor2usociology channel</li> <li>• Ensure they have completed extended learning and ask them to explain what they have learned from each task</li> <li>• Encourage them to watch programmes such as question time, dispatches and panorama in order to gain an understanding of different views relating to issues in society which they can use as contemporary examples in their work.</li> </ul>

## Year 12 Curriculum map

Time period	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Topics covered</b>	<b>Teacher 1 (Paper 1) Education</b> <ul style="list-style-type: none"> <li>• Introduction to sociological theory</li> <li>• Sociological theories of the role of education</li> </ul> <b>Teacher 2 (Paper 2) Families &amp; Households</b> <ul style="list-style-type: none"> <li>• Introduction to sociological concepts &amp; themes</li> <li>• Sociological theories of the family</li> </ul>	<b>Teacher 1 Education</b> <ul style="list-style-type: none"> <li>• Social class differences in education</li> <li>• Ethnic differences in education</li> </ul> <b>Teacher 2 Families &amp; Households</b> <ul style="list-style-type: none"> <li>• Childhood</li> <li>• Couples</li> </ul>	<b>Teacher 1 Education</b> <ul style="list-style-type: none"> <li>• Gender differences in achievement</li> <li>• Education policies</li> </ul> <b>Teacher 2 Families &amp; Households</b> <ul style="list-style-type: none"> <li>• Demography</li> <li>• Changing family patterns</li> </ul>	<b>Teacher 1 Methods in context</b> <ul style="list-style-type: none"> <li>• Introduction to sociological research methods</li> <li>• PET issues</li> </ul> <b>Teacher 2 Families &amp; Households</b> <ul style="list-style-type: none"> <li>• Family diversity</li> <li>• Policies</li> </ul>	<b>Teacher 1 Methods in context</b> <ul style="list-style-type: none"> <li>• Strengths &amp; limitations of research methods in the context of education</li> </ul> <b>Teacher 2 Methods in context</b> <ul style="list-style-type: none"> <li>• Strengths &amp; limitations of research methods in the context of education (Secondary sources)</li> </ul>	<b>Teacher 1 Education &amp; Methods in context</b> <ul style="list-style-type: none"> <li>• Strengths &amp; limitations of research methods</li> <li>• Revision for mock exam</li> </ul> <b>Teacher 2 Sociological theory</b> <ul style="list-style-type: none"> <li>• Intro to sociological theory</li> <li>• Revision for mock exam</li> </ul>
<b>Purpose</b>	<p>To provide students with an understanding of key concepts within sociology so they can begin to write and think like a sociologist.</p> <p>To introduce key sociological perspectives that will be applied throughout the course.</p>	<p>To understand how different groups experience family life and education</p>	<p>To understand how family life and education has changed over time</p> <p>To apply Feminist theories to education and family life</p>	<p>To understand how sociologists conduct research in order to investigate and develop theories about society.</p>	<p>To evaluate the use of research methods to investigate aspects of education</p> <p>To provide opportunities for pupils to conduct small-scale research activities</p>	<p>To prepare students for Paper 1 and Paper 2 exams and to develop synoptic skills.</p> <p>To introduce sociological theories to help prepare students for starting Year 13</p>
<b>Wider links</b>	<p>Contemporary examples used to illustrate different sociological theories</p>	<p>Child poverty Black history month Toxic childhood Child labour</p>	<p>Impact of feminism on the position of women in society</p>	<p>Students gain an understanding of current government policies and</p>	<p>Links to examples of research such as the Census, GDPR compliance, National statistics</p>	<p>Application of sociological theories to contemporary society</p>

	and perspectives on society		Impact of globalisation and government policies on our society	comparisons with other countries		
<b>Skills acquired</b>	<p>Acknowledge different schools of thought about society</p> <p>Development of key subject specific vocabulary</p> <p>Understanding how to write effective paragraphs in sociology</p>	<p>Develop understanding of how to apply knowledge to an Item</p> <p>Be able to effectively structure and write 20- and 30-mark essays</p>	<p>Evaluate the impact changes in society have had on different social groups</p>	<p>Understanding issues faced when conducting research and how to overcome these</p>	<p>Application of PET issues</p>	<p>Synoptic learning</p> <p>Effective revision techniques</p> <p>Exam technique</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• End of topic test formal assessment consisting of 4,6 and 10 mark questions</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• Topic test 20- and 30-mark essay</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• Assessment tasks within lessons</li> <li>• Topic test</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• Assessment tasks within lessons</li> <li>• Topic test</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• Assessment tasks within lessons</li> <li>• 20 mark methods in context essay</li> </ul>	<ul style="list-style-type: none"> <li>• Internal mock exams</li> <li>• Paper 1 (Education and Methods in context 2hrs)</li> <li>• Paper 2 (Families &amp; Households – 1hr)</li> </ul>

## Year 13 curriculum map

Time period	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Topics covered</b>	<p><b>Teacher 1 (Paper 3)</b> <b>Crime &amp; Deviance</b></p> <ul style="list-style-type: none"> <li>Sociological theories of crime and deviance (<i>Functionalism, Marxism, Interactionism</i>)</li> </ul> <p><b>Teacher 2 (Paper 2)</b> <b>Beliefs in society</b></p> <ul style="list-style-type: none"> <li>Sociological theories of the role of religion</li> </ul>	<p><b>Teacher 1</b> <b>Crime &amp; Deviance</b></p> <ul style="list-style-type: none"> <li>Sociological theories of crime and deviance (Realism)</li> <li>Social class differences in crime</li> <li>Ethnic differences in crime</li> </ul> <p><b>Teacher 2</b> <b>Beliefs in society</b></p> <ul style="list-style-type: none"> <li>Religion and social change</li> <li>Secularisation</li> </ul>	<p><b>Teacher 1</b> <b>Crime &amp; Deviance</b></p> <ul style="list-style-type: none"> <li>Gender differences in crime</li> <li>The media &amp; crime</li> </ul> <p><b>Teacher 2</b> <b>Beliefs in society</b></p> <ul style="list-style-type: none"> <li>Religion, Renewal and choice</li> <li>Religion in a global context</li> </ul>	<p><b>Teacher 1</b> <b>Crime &amp; Deviance</b></p> <ul style="list-style-type: none"> <li>Globalisation &amp; Crime</li> <li>Crime, Punishment &amp; Victims</li> </ul> <p><b>Teacher 2</b> <b>Beliefs in society</b></p> <ul style="list-style-type: none"> <li>Organisation, Movements &amp; Members</li> <li>Ideology &amp; Science</li> </ul>	<p><b>Teacher 1</b> <b>Theory &amp; Methods</b> <b>Revision</b></p> <ul style="list-style-type: none"> <li>Structural and Action theories of society</li> <li>Globalisation &amp; Post-modernity</li> </ul> <p><b>Teacher 2</b> <b>Theory &amp; Methods</b></p> <ul style="list-style-type: none"> <li>Objectivity &amp; Sociological values</li> <li>Sociology &amp; Science</li> <li>Sociology &amp; social policy</li> </ul>	<p><b>Teacher 1</b> <b>Revision</b></p> <ul style="list-style-type: none"> <li>Revision of Paper 1 and 3</li> </ul> <p><b>Teacher 2</b> <b>Revision</b></p> <ul style="list-style-type: none"> <li>Revision of Paper 2</li> </ul>
<b>Purpose</b>	To provide students with an understanding of key perspectives and theories – which will then be applied throughout the remaining topics.	<p>To understand how crime impacts different groups in society</p> <p>To understand the role of religion within contemporary society</p>	<p>To understand the relationship between the media and crime</p> <p>To understand the nature and extent of religion in response to globalisation</p>	<p>To understand how crime has changed in contemporary society due to processes of globalisation</p> <p>To gain an understanding of how to reduce crime in society</p> <p>To understand different forms of religious organisations and how religion and science differ</p>	<p>To evaluate the usefulness of different sociological perspectives in understanding society</p> <p>To discuss the role of sociology within contemporary society</p>	To prepare students for summer exams and to develop synoptic skills.

<p><b>Wider links</b></p>	<p>London riots Crime statistics Role of women within religion</p>	<p>Black lives matter Knife crime White-collar crimes</p> <p>Religion as a force for change – Liberation, American civil rights</p> <p>Current patterns of religion in society</p>	<p>Examples of male and female crime</p> <p>Links to psychology of the media - imitating behaviour</p> <p>Examples of religious/spiritual practices in modern society</p>	<p>Contemporary examples of green and state crimes</p> <p>Real-life case studies of different religious movements</p>	<p>Contemporary examples used to support ideas from different sociological perspectives</p>	
<p><b>Skills acquired</b></p>	<p>Compare and contrast sociological perspectives</p> <p>Development of key subject specific vocabulary</p> <p>Understanding how to evaluate sociological theories</p>	<p>Deconstructing exam questions</p> <p>Identify and apply hooks from exam question items</p> <p>Be able to effectively structure and write 10-, 20- and 30-mark answers</p>	<p>Be able to effectively structure and write 10-, 20- and 30-mark answers</p>	<p>Application of sociological theories – development of synoptic skills</p>	<p>Compare and contrast views of society</p> <p>Synoptic thinking skills - Using examples from previous topics to illustrate ideas</p>	<p>Synoptic learning Effective revision techniques Exam technique</p>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• End of topic test formal assessment consisting of 4,6- and 10-mark questions</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• Assessment tasks within lessons</li> <li>• Topic test 20- and 30-mark essay</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• Assessment tasks within lessons</li> <li>• Topic test</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• Assessment tasks within lessons</li> <li>• Topic test</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• Assessment tasks within lessons</li> <li>• 20-mark theory essays</li> </ul>	<p><b>Final exams</b></p> <p><b>Paper 1</b> – Education plus Methods in context (2hrs)</p> <p><b>Paper 2</b> – Topics in Sociology (Families &amp; Beliefs in society) (2hrs)</p> <p><b>Paper 3</b> – Crime and deviance plus Theory &amp; Methods (2hrs)</p>

