

### KLB Sociology- Curriculum Map

	Autumn 1	Autumn 2	Spring 1 and 2	Summer 1 and 2
<b>Knowledge</b>	An <b>introduction to sociology</b> and gain an understanding of key sociological concepts concerned with social structures, processes and social issues. Key areas to investigate will include: socialisation, feral children, culture, roles, labelling and discrimination. Students will understand how social control in society may work.	Introduction in how to use <b>sociological research methods</b> . Students will be able to identify and describe different sociological research methods and the problems associated with sociological research methods. Areas to address will be the criteria for 'good research': validity, reliability, representativeness and objectivity. Students will be able to understand primary and secondary data	<b>Families and households</b> . Students will consider the functions of the family; different family forms/ types; criticisms of theories of the family (Marxism and Feminism); changing relationships within families; divorce; trends in family types such as cohabitation and the beanpole family	<b>Education</b> Students will consider the function/ purpose of schooling; the relationship between capitalism and schooling; The main theories on education (Functionalism/ Marxism/ Feminism/ Interactionism); Educational achievement with reference to class, gender and ethnicity
<b>Skills</b>	AO1- Demonstrate knowledge and understanding of theories, concepts and methods AO2- Apply knowledge to real life examples such as social control and the coronavirus.	AO1- Demonstrate K and u of sociological theories, concepts and evidence AO2- Apply the knowledge to particular research contexts AO3- Analyse and evaluate different ways of researching society such as the use of questionnaires.	AO1- Demonstrate K and U of sociological concepts, theories and evidence AO2- Apply K and U of the different theories to 'the family' with examples AO3- Evaluate the usefulness of the theories and evidence provided about families and households	AO1- Demonstrate K and U of sociological theories, evidence and concepts AO2- Apply K and U to the topic of schooling with examples in practice; AO3- Analyse and evaluate sociological ideas, theories, concepts and evidence in order to construct arguments and conclusions.
<b>Key questions</b>	What is sociology? What is socialisation and how does it operate in society? What is nature v nature? What is social control and how is it maintained? How do we learn our identity/ roles in society?	How do sociologists research? How do sociologists use different ways of researching society? What are the advantages and disadvantages of each method of data collection?	What is the family? What is the difference between families and households? What is family diversity? What is the functionalist view on the role of the family? How do sociologists criticise the functionalist view? Are roles within the family equal? What is the dark side of family life?	What is the role of education? What are the alternatives to schooling? How does each theory view the education system? What are the education policies introduced since 1944? How do some groups perform and others underachieve?
<b>Assessments</b>	End of unit test on 'the basics'. Main skills tested are AO1 and AO2	Using AO1, 2 and 3 throughout the course such as setting up research proposals and evaluating its use through the key concepts of reliability and validity.	Using short mark questions to explain the meaning of terms such as cohabitation and preparation for 15 mark questions.	Low stakes questioning 15 mark essay questions with evaluation 8 mark questions stating: two ways.....

<p><b>Enrichment/ Cultural capital</b></p>	<p>Students will have the chance to conduct their own research and watch case studies such as the Jamie Bulger killers.</p>	<p>Students to conduct their own research. Using KLB's OFSTED report and assessing its usefulness in a sociological way</p>	<p>Students to conduct research on roles within their family. Students will read around the various texts on the roles of the family such as Willmott and Young and Ann Oakley</p>	<p>Students will consider alternatives to traditional schooling such as Summer Hill school. Students will use debating skills to evaluate the use of each subject. Students will have the chance to consider the most recent KLB OFSTED report and evaluate how useful it may be (research methods)</p>
<p><b>Retrieval/ synoptic opportunities</b></p>		<p>How may we criticise Oakley, Willis and McRobbie's studies? To what extent are their research findings useful?</p>	<p>Students will have the chance to use their knowledge of socialisation (term 1) and the use of research methods to criticise each study taught</p>	<p>Students to draw upon the knowledge learnt about the effectiveness of research methods to evaluate the effectiveness when conducting an OFSTED visit.</p>
<p><b>Bargain Sociologists</b></p>	<p>Oakley, McRobbie</p>	<p>Paul Willis, Positivism and Interpretivism</p>	<p>Oakley, Willmott and Young, Rappports, Parsons</p>	<p>Bowles and Gintis, Durkheim, Hargreaves and Paul Willis</p>