**Curriculum Mapping 2022-23 Subject: Sociology Curriculum Leader (s)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **KS3 Curriculum**   1. Teaching crucial knowledge. 2. Exposing to key vocabulary. 3. Developing cultural capital. 4. Enabling the development of knowledge. 5. Challenging misconceptions. 6. Emphasising inter-connectedness. 7. Teaching and development of skills. | | | **KS4 Curriculum**   1. Transition to education after KS4 2. Developing further on the attitudes and attributes for success. 3. Building on all areas from KS3 and Accelerated Curriculum. 4. Guidance for next stage of education | | **KS5 Curriculum**   1. Transition to HE/FE/Employment (including apprenticeship). 2. Developing further on the attitudes and attributes for success. 3. Building on all areas from KS3 and KS4. | |
|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** | **Year 13** |
| **Spiral**  **Curriculum** | **Vertically integrated across Key Stages – Each KS** | | | | | | |
| **Skills** |  |  |  |  |  | The AQA specification identifies the key skills needed for success in A Level Sociology:  AO2 **Apply** sociological theories, concepts, evidence and research methods to a range of issues  AO3 **Analyse** and **evaluate** sociological theories, concepts, evidence and research methods in order to:  •• present arguments  •• make judgements  •• draw conclusions.  The Development of Tier 3 Vocab (Academic Subject specific language) | The AQA specification identifies the key skills needed for success in A Level Sociology:  AO2 **Apply** sociological theories, concepts, evidence and research methods to a range of issues  AO3 **Analyse** and **evaluate** sociological theories, concepts, evidence and research methods in order to:  •• present arguments  •• make judgements  •• draw conclusions.  It is expected that there is a wider range and greater depth of knowledge and understanding than at AS, (Year 12), · more highly developed skills of application, analysis, interpretation and evaluation than at AS, (Year 12)- *Ofqual 2014* |
| **Knowledge & Understanding**  **Key Topics per half Term** | T1  T2  T3  T4  T5  T6 |  |  |  |  | T1- Core themes in Sociology  T2- Families  T3- Education  T4- Education  T5- Research Methods/ methods in Context  T6- Revision, Review and Mocks | T1- Crime and Deviance,  T2- Crime and Deviance  T3- Mass Media  T4- Mass Media  T5- Theory and Methods  T6 - X |
| **Common Assessment of Progress and Performance**  **(CAPP)** |  |  |  |  |  | September - Intro Essay – Evaluate the importance of Socialisation.  October Assessment- Introduction to Sociology questions.  Capp1 (November)- Family Topic  Capp2 (March) – Education Topic  Capp3 – (EOY July) – Paper 1 Education and Research Methods   * In addition to formative assessment frequent low stakes testing such as ‘Rewind’ documents are in class to allow students chance to embed learning, lessons allow chances to interlink topic and key ideas and kahoots. * Exam Skills are also introduced early on and a specific exam skills exercise book is used with guidance so students have a resources to refer back to during exam time. | October Assessment - ( used for Capp 1)  December Mock, (Used for Capp 2)  February Mock, (Used for Capp 3)  End Point Capp  In addition to formative assessment:   * Rewind documents used for year 12 topics and ongoing throughout the year 13 topics. * Low stakes testing e.g. kahoots and similar. * HWK tasks from start of year 13 will be focused on returning to year 12 topics will supporting revision materials to help students; these will be in the form of past exam questions. * Regular non timed/ no pressure exam questions are completed in class with support. |
| **Wider Curriculum including extracurricular opportunities**  **e.g SMSC ,Careers and Employability , Literacy and Numeracy** |  |  |  |  |  | **Numeracy: FAMILY -** Analysis of statistics, graphs and tables at different points during the year – E.g. demographic changes in the family, League tables and rates of achievement according to social group. Chronology and  dates of key education  policy  **Literacy** - Focus on developing vocabulary throughout each unit of work to ensure students are able to use the academic language of sociology.  Development of paragraph structure using PEELE and PERCY.  Writing effective conclusions.  Analytical and inference skills when  reading texts.  **SMSC-** Reflection on viewpoints and appreciation of others’ opinions. Opportunities to work in different groups and pairings. Debates regarding meritocracy, education and social mobility, multiculturalism and diversity, globalisation and education.  **Politics** – Knowledge of Key social polices for education and family E.g. ERA 1988 and Divorce Reform Act , governmental changes and current government priorities.  **The Hinterland Curriculum-** Knowledge that goes beyond the core curriculum that adds enrichment to subject knowledge. The aim is to breathe life into our curriculum and saves the curriculum merely being taught facts.  The following are ideas but not exhaustive and may change according to current events that are relevant to sociology and may be Hwk tasks, research, debates, videos or similar.   * Social Policy discussions – where is the money spent? How does the government obtain the money? (All Topics) * The Windrush Generation, (Family topic) * Inequalities in Society, (BLM, Discrimination etc- All topics) * Historical impact of key events that have shaped the role and function of the family. I.e., the industrial revolution and WWII. * The demographic makeup of the UK today and in the past. With an explanation as to why UK has come to be multicultural and diverse. * The state of secularisation today in the UK.   **Careers/ Employability:**   * Critically analyse the world around them * Research and present coherent arguments * Work with others * Give presentations * Use IT skills * research, communication and writing skills | **Numeracy: CRIME-** Analysis of crime statistics in terms of trends over time, understanding how the dark figure of crime is ‘produced’, the social construction of statistics, analysis of official statistics concerning victimisation. Crime statistics according class, ethnicity and gender.  **MEDIA-** Will need to read and interpret data from official sources regarding new media usage according to different social groups, data regarding the concentration of media ownership, newspaper circulation etc.  Interpretation of pie charts, bar charts and line graphs leading students to use qualitative data to explain the quantitative data.  **Literacy** - Focus on developing vocabulary throughout each unit of work to ensure students are able to use the academic language of sociology.  Development of paragraph structure using PEELE and PERCY.  Writing effective conclusions.  Analytical and inference skills when  reading texts.  Using year 12 vocabulary and knowledge within year 13 topics and interweaving it together.  **SMSC-** Reflection on viewpoints and appreciation of others’ opinions. Opportunities to work in different groups and pairings. Comparing global prison systems and being able to debate reasons for the differences in crime rates.  The importance of globalisation.  **Politics** – New Right Theoretical Perspective in relation to the criminal justice system and crime prevention.  The workings of the CJS  Crime Prevention and recidivism Policies.  **The Hinterland Curriculum ideas:**   * racial and social issues prevalent in the criminal justice system that allow some groups of people to be rulebreakers or to be seen as rule breakers- Stephen Lawrence Case * Examples of what crime control, surveillance, prevention and punishment has looked like through time. * A comparison of what the criminal justice system looks like in the UK and the US. * Contemporary examples of how the media has influenced the perception of crime and the criminal. * Fake news- current examples * Media campaigns at election time   **Careers/ Employability:**  More references made to university courses and jobs that have links to careers made. British Sociological Association has resources to use. |
| **Attitudes & Attributes**  **Growth Mindset,**  **Independent Learning** |  |  |  |  |  | **Independent learning** – Use of Teams for Videos and Links for independent research.  Hard Copies of Materials provided for students to choose from in IS time including articles from magazines.  Dedicated revision sessions in lessons prior to internal exams to explore **mind-set** and grow confidence with **revision skills.**  Encouraging a more independent mindset than students had at year 11 in the classroom with regards to their own note-taking; this might be guided for some students and will depend on their confidence.  Students will be encouraged to give own opinions and respect others through out the course. | **Independent learning** – Use of Teams for Videos and Links for independent research.  Hard Copies of Materials provided for students to choose from in IS time including articles from magazines.  Dedicated revision sessions in lessons prior to internal exams to explore **mind-set** and grow confidence with **revision skills.** |
|  |  |  |  |  |  |  |  |

**Intent – Implementation – Impact**

**Intent -** The ambitions and plans that are in place up to the point of delivery

**Implementation** – the means for how these are delivered and assessed

**Impact** – the achievements of students as evidence by work produced, attitudes to learning, participation in extra curricular, summative assessment and final outcomes

Our definitions

**Spiral Curriculum**

How the building blocks of our curriculum are constructed and built upon through students’ journey through school