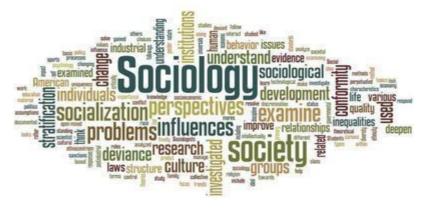
## NKS Sociology Curriculum Map 2022



#### The purpose of studying Sociology at NKS is....

At NKS, Sociology supports the development of a rich understanding of the disciplinary foundations of sociological thinking. Over the course of their studies, students are tasked with reflecting on the political, moral and social purpose of Sociology as a field of study. The contemporary relevance of Sociology allows students to explore current events and trends in an intellectually informed and engaging way. Students develop the ability to analyse a range of explanations for and consequences of various social trends, for instance: the reasons why men are more likely to commit crime compared to women, the impact and social response to the Black Lives Matter movement, or the underachievement of certain ethnic groups in education. By the completion of their studies, students are able to identify and critically reflect on the social forces that shape their lives in a local, national and global context. Students also learn the importance of producing balanced sociological arguments and ensuring the knowledge they deploy is relevant and concise. Students participate in class discussions around all topics and learn the importance of listening and responding to others. All topics are tested in a regular and rigorous way using exam board mark schemes and feedback is given often on a one-to-one basis.

#### For further information please contact:

Ms L Robinson

Subject Leader for Sociology Irobinson@nks.kent.sch.uk

### Year 12

**Prior to commencing A Level students will have studied** almost certainly no formal Sociology at all, but will have completed Transition Work that sees students tasked with contemplating and applying a 'sociological imagination' to an example of their choosing. In addition, students will have been exposed to the core themes in A-level Sociology (Culture and Identity, Stratification and Power, Socialisation) when studying other GCSE subjects - including English, History, Drama, RE, Philosophy & Ethics.

An understanding of students' starting points is achieved by the completion of an introductory scheme of work that introduces core sociological concepts and key themes. Students are assessed on this content via low stakes testing, questioning, and a baseline assessment to be completed within the first six weeks. Our Y12 curriculum builds on and extends this by introducing theory and concepts in a general way at the start and then specifically through the content outlined below. Curriculum content is sequenced to support students to develop a strong awareness of the relationship between the studies, concepts, and ideas on the course. It is very important that content is sociology is not seen as belonging in isolated topic-by-topic silos to be explored in a strictly linear fashion. As students will discover, there are countless relationships to be uncovered and explored, and key themes introduced early in the course are constantly revisited and evaluated in light of new learning.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6



Content –	Introduction to Theory and Methods		Research Methods/Theory					
Knowledge	Social Action versus Structuralist approaches		and Methods	Optional Topic A: Families &	Y12 Course Review			
_	Conflict versus Consensus approaches			households				
and	The relationship between Sociology and		<ul> <li>Qualitative versus</li> </ul>					
Jnderstanding	Biological/Sociobiological approaches (Nature V		Quantitative approaches					
	Nurture)		Positivism versus	• the relationship				
	Practical, Ethical and Theoretical issues in sociological		Interpretivism; the	changing patterns of				
	research.		relationship between	marriage, cohabitation,				
	The role of values in sociological research		theoretical approach and	j 10				
	The fole of values in sociological rescarch		choice of method and	childbearing and the life				
	Introduction to Core Themes			course.				
	introduction to core Themes		topic	• gender roles,				
	Culture and Identity		Official	domestic labour and				
	Socialisation		Statistics/Secondary	power relationships				
	Stratification and Power		Sources	within the family				
	Class, Age, Gender, Ethnicity, Sexuality			• the nature of				
	Class, Age, Gender, Edimenty, Sexuality			childhood, and changes in				
	Compulsory Topic 1 - Education			the status of children in				
	Compulsory Topic 1 - Education		Mock Exam (Full Paper 1,	the family and society				
	Social Class and Education		Paper 2 Option A only)	demographic trends				
	Ethnicity and Education			in the United Kingdom				
	Gender and Education			since 1900				
	The Functions of Education			Since 1900				
	Education Policy			Mock Exam (Full Paper 1,				
				Paper 2 Option A only)				
				Theory and Methods				
				<ul> <li>Postmodernism(s); The</li> </ul>				
				relationship between				
				social theory and				
				modernity/postmodernity				
				• Feminism(s)				
				(Intersectional, Marxist,				
				Radical, Liberal)				
				Tudioui, Ziociui)				
Skills and								
Concepts	• AO1: Demonstrate knowledge and understanding of: o sociological theories, concepts and evidence o sociological research methods							
	<ul> <li>AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues</li> </ul>							
	•							
	AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order							
	to: o present arguments o make judgements							
	o draw conclusions							
Assessment	Students are introduced to the core skills of Analysis, Application and Evaluation, which are taught throughout the course, as is exam technique, use of item, chains of reasoning. These are carried of every week in a formal class-based setting, using exam questions and marked to exam mark schemes from the outset, returned next lesson with one-to-one feedback as well as model answers.							
	every week in a formal class-based setting using even questions a	nd marked to exam mark schemes	from the outset returned next less	son with one-to-one feedback as we	ll as model answers			
	every week in a formal class-based setting, using exam questions a Assessment ranges from short answer questions, weekly quizzes, p			son with one-to-one feedback as we	ll as model answers.			

<b>Enrichment</b>
and
extension

Previous years have included:

- A range of wider reading/viewing/listening, provided through a range of sources (workbooks, handouts, audio-visual material)
   Talks from expert speakers academic researchers and community workers.
   Support for Canterbury Christ Church Social Science outreach programme (visits and student mentoring)



# NKS Sociology Curriculum Map 2022

## Year 13

Our Y13 curriculum builds on and extends the work done in Y12 by... drawing on the skills already learnt and refining them, as well as the concepts and studies covered. Students can expect to revisit the core themes introduced in Y12, supported by a greater depth of sociological and contextual understanding. Units are sequenced in a thematic way, making explicit the relationship between unit content. As the course reaches a conclusion, students are tasked interrogating the moral, social and political purpose of sociology as a field of study.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	<ul> <li>Recap Functionalist and M</li> <li>Realist approaches</li> <li>Control, Punishment, Preve</li> <li>Gender and Crime</li> <li>Ethnicity and Crime</li> <li>Media and Crime</li> <li>Corporate Crime</li> <li>Globalisation and Green Crime</li> </ul> Mock Exam - Paper 1, Paper 2 (6)	arxist theories ention and Victims rime	Option Topic B - Beliefs in Society  • Religion and Social Change • Functions/Theories of Religion • Secularization • Religion, Renewal and Choice	Option Topic B - Beliefs in Society  Religion in a Global Context Ideology and Science Theory and Methods  Sociology as a Science Values in sociology Social Action Approaches (Weber) Sociology and Social Policy	Catch up if required, revision, EXAMS	



Assessment	As Y12. In Y13, students are tasked with completing longer in-class assessments in preparation for managing time and revision for their final exams. In class, focus is drawn to the importance of the links between topics, studies, perspectives and ideas that run throughout the course.
Enrichment	Support for Canterbury Christ Church Social Science outreach programme (visits and student mentoring)
and	
extension	