NKS Sociology Curriculum Map 2021 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: Mr L Shoveller Subject Leader for Sociology lshoveller@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 two 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	Ter



rm 5	Term 6		
and the second second			

Content –	Introduction to Theory and Methods	Research Methods	Research Methods/Theory	Optional Topic A: Culture	Introduction to the Social Construction of Deviance
Content – Enowledge and Inderstanding	 Introduction to Theory and Methods Social Action versus Structuralist approaches Conflict versus Consensus approaches The relationship between Sociology and Biological/Sociobiological approaches (Nature V Nurture) Practical, Ethical and Theoretical issues in sociological research. The role of values in sociological research Introduction to Core Themes Culture and Identity Socialisation Stratification and Power Class, Age, Gender, Ethnicity, Sexuality Compulsory Topic 1 - Education Ethnicity and Education Gender and Education The Functions of Education Education Policy 	 Research Methods Social Surveys Interviews Observations Validity/Reliability /Representativeness Methods in Context Students will explore the process of researching the topics studied in Terms 1 & 2 in educational settings. This will be supported by students' experience of their own small-scale real-world research. 	 and Methods Qualitative versus Quantitative approaches Positivism versus Interpretivism; the relationship between theoretical approach and choice of method and topic Official Statistics/Secondary Sources Optional Topic A: Culture and Identity Socialisation; Marxist, Functionalist and Interactionist approaches Conceptions of Culture (High, Popular, Mass, Folk, Low, Global) 	 Optional Topic A: Culture and Identity Class and Social Identity Production, Consumption and Identity Globalisation and Identity Ethnicity, Nationality and Identity Theory and Methods Postmodernism(s); The relationship between social theory and modernity/postmodernity Feminism(s) (Intersectional, Marxist, Radical, Liberal) 	 Introduction to the Social Construction of Deviance Age, Gender, Sexuality and Identity Disability and Identity Disability and Identity Compulsory Topic 2 - Crime and Deviance The Social Construction of Crime; sociobiological approaches versus sociological (labelling) approaches Functions of Crime Class and Crime Y12 Course Review
kills and Concepts	AO1: Demonstrate knowledge and understanding of:		The Self Mock Exam (Full Paper 1, Paper 2 Option A only)		
	 sociological theories, concepts and evidence sociological research methods AO2: Apply sociological theories, concepts, evidence a AO3: Analyse and evaluate sociological theories, conce present arguments make judgements draw conclusions 	SAU = G			
Assessment	Students are introduced to the core skills of Analysis, Application every week in a formal class-based setting, using exam questions Assessment ranges from short answer questions, weekly quizzes,	and marked to exam mark schemes	from the outset, returned next les		
Enrichment and extension	 Previous years have included: A range of wider reading/viewing/listening, provided throw Talks from expert speakers - academic researchers and composed of the special 'Theory and Methods' links with Philosophy Cluit Support for University of Kent's Social Sciences in the Composed of the special sp	ommunity workers. b - running after school on a weekly	basis.		



NKS Sociology Curriculum Map 2021

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	
Content – Knowledge and Understanding	Content – Compulsory Topic 2 - Crime and Deviance Inowledge • Recap Functionalist and Marxist theories • Realist approaches		 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 Ideology and Science Sociology as a Science Values in sociology Social Action Approaches (Weber) Sociology and Social Policy 	Catch up if requir revision, EXAMS	
Skills and concepts	 AO1: Demonstrate knowledge and understanding of: sociological theories, concepts and evidence sociological research methods 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: 					
Assessment	As Y12. In Y13, students are tasked links between topics, studies, perspe		class assessments in preparation for ma roughout the course.	anaging time and revision for their	final exams. In clas	
Enrichment and extension	As Y12, with the addition of Y13 ta	king on the role of Subject	Mentors for Y12.			

