


**Sociology Department - Year 10**

 <b>Shirley High Curriculum Map</b>	GCSE Sociology provides students with an introduction to the study of society, focusing on how social structures and relationships shape our lives. In Year 10, students start by exploring foundational sociological concepts, theories, and research methods, which are essential for understanding social behaviour and social change. Topics such as The Family and Education allow students to investigate how these institutions contribute to identity, socialisation, and inequality. Through examining diverse family forms, gender roles, and educational achievement, students gain a critical perspective on their own social experiences and those of others. This course builds the skills needed for sociological analysis and encourages a broader awareness of societal issues and dynamics.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	<b>Intro: Foundations of Sociology.</b>	<b>Research Methods</b>	<b>Family</b>	<b>Family</b>	<b>Education</b>	<b>Education</b>
<b>Why now?</b>	Students begin with the Foundations of Sociology to understand key concepts and theories that are essential for the rest of the course. Introducing sociological perspectives and terms early on helps students develop a critical framework for analysing society. This knowledge provides a basis for understanding social structures, processes, and issues. It is important to start here so students can engage with sociological debates and concepts from the outset. This foundation sets them up for success in more complex topics later in the year.	Research Methods follow the Foundations of Sociology to equip students with the skills needed to conduct and evaluate sociological research. Understanding methods such as surveys, observations, and interviews is essential for analysing studies referenced throughout the course. This topic helps students become critical consumers of research, making sense of how evidence is collected and interpreted. Teaching it now allows for application in the subsequent study of social institutions, such as the family and education. It also prepares students for assessment tasks that require research method evaluation.	The Family is introduced next because it is a familiar and relatable topic for students, making it easier to apply sociological concepts learned in the first term. This topic builds on the foundational knowledge by exploring how family structures and roles have changed over time. Understanding theories of the family allows students to connect personal experiences with broader social patterns. It also provides an opportunity to discuss key debates, such as gender roles and family diversity. This is essential for developing a comprehensive understanding of how one of society's most important institutions functions.	Continuing the study of The Family allows for a deeper exploration of sociological theories and more nuanced debates. This term gives students time to investigate complex concepts like the impact of family on socialisation, social policy, and inequality. Revisiting the topic helps reinforce previous learning while introducing new material, ensuring a solid grasp of key ideas. The extended focus prepares students for exam-style questions, building their confidence in applying theory. It also provides a strong basis for later comparisons with other institutions, like education.	Education is taught after The Family to draw comparisons between how different social institutions influence individuals and society. This topic helps students understand the role of education in socialisation, social control, and inequality. It introduces debates around educational achievement and how factors such as class, gender, and ethnicity affect outcomes. The timing allows students to apply their understanding of research methods to real-world data on education. Studying education also links well to future discussions on social stratification and crime.	The continued focus on Education allows for a more in-depth examination of issues like the hidden curriculum, marketisation, and educational policies. It ensures students are well-prepared to analyse and evaluate the impact of education on social mobility and societal structures. Revisiting this topic reinforces students' ability to apply theoretical perspectives and research methods. This term provides an opportunity to engage with current educational debates, making the content relevant and engaging. It also sets the stage for Year 11, where students will explore broader societal issues.
<b>Fundamental Concepts</b>	<ul style="list-style-type: none"> <li>▣ Social Structures</li> <li>▣ Social Processes</li> <li>▣ Social Issues</li> <li>▣ Sociological Perspective</li> <li>▣ Functionalism</li> <li>▣ Marxism</li> <li>▣ Feminism</li> <li>▣ Socialisation</li> <li>▣ Culture</li> <li>▣ Norms and Values</li> </ul>	<ul style="list-style-type: none"> <li>▣ Quantitative Data</li> <li>▣ Qualitative Data</li> <li>▣ Surveys</li> <li>▣ Interviews</li> <li>▣ Questionnaires</li> <li>▣ Participant Observation</li> <li>▣ Sampling</li> <li>▣ Ethics in Research</li> <li>▣ Reliability</li> <li>▣ Validity</li> </ul>	<ul style="list-style-type: none"> <li>▣ Nuclear Family</li> <li>▣ Extended Family</li> <li>▣ Family Diversity</li> <li>▣ Conjugal Roles</li> <li>▣ Primary Socialisation</li> <li>▣ Marriage</li> <li>▣ Divorce</li> <li>▣ Domestic Labour</li> <li>▣ Gender Roles</li> <li>▣ Childhood</li> </ul>	<ul style="list-style-type: none"> <li>▣ Changing Family Patterns</li> <li>▣ Feminist Views of the Family</li> <li>▣ Functionalist Views of the Family</li> <li>▣ New Right Views of the Family</li> <li>▣ Social Policy</li> <li>▣ Family as a Social Institution</li> <li>▣ Roles within the Family</li> <li>▣ Family Structure</li> <li>▣ Impact of Divorce</li> <li>▣ Family and Social Inequality</li> </ul>	<ul style="list-style-type: none"> <li>▣ Hidden Curriculum</li> <li>▣ Social Mobility</li> <li>▣ Educational Achievement</li> <li>▣ Labelling Theory</li> <li>▣ Cultural Capital</li> <li>▣ Marketisation</li> <li>▣ Education and Social Class</li> <li>▣ Gender and Education</li> <li>▣ Ethnicity and Education</li> <li>▣ Meritocracy</li> </ul>	<ul style="list-style-type: none"> <li>▣ Anti-School Subcultures</li> <li>▣ Educational Reforms</li> <li>▣ Functionalist Views on Education</li> <li>▣ Marxist Views on Education</li> <li>▣ Role Allocation</li> <li>▣ Vocational Education</li> <li>▣ School League Tables</li> <li>▣ Comprehensive Schooling</li> <li>▣ Streaming and Setting</li> <li>▣ Educational Inequality</li> </ul>
<b>Knowledge to be learnt</b>	Students will learn about key sociological theories, including Functionalism, Marxism, and Feminism, and how they explain the workings of society. They will understand the concepts of social structures, such as class, gender, and ethnicity, and how they influence individuals. The term introduces core ideas like culture, norms, values, and socialisation, which shape human behaviour. Students will develop an understanding of the sociological perspective, differentiating it from common-sense views. They will also explore how social processes contribute to social change and stability.	Students will learn about different sociological research methods, including surveys, interviews, and observations, and the advantages and disadvantages of each. They will explore concepts of reliability, validity, and ethical considerations in research. The importance of sampling and how to choose a representative sample will be covered. Students will understand the difference between quantitative and qualitative data and how to analyse each type effectively. This term equips students with the skills needed to design and evaluate sociological research.	Students will study different types of family structures, such as nuclear and extended families, and how they have changed over time. They will explore theories of the family, including functionalist, feminist, and New Right perspectives, and how each explains the role of the family in society. Key topics include gender roles, conjugal roles, and the division of domestic labour. The impact of social factors like marriage, divorce, and childhood on family life will be discussed. Students will also examine the role of the family in primary socialisation and social control.	Students will deepen their understanding of family patterns, such as the rise in divorce rates and changing gender roles within households. They will analyse how social policies have influenced family structures and dynamics. Theories such as feminism and functionalism will be revisited to evaluate their relevance to contemporary family life. The impact of family life on social inequality and the experiences of different social groups will be examined. This term consolidates students' knowledge of the family as a social institution and its impact on society.	Students will learn about the role of education in society, including its functions according to different sociological perspectives, such as functionalism and Marxism. They will explore the hidden curriculum and how it influences students beyond formal education. The concept of educational achievement will be studied, focusing on factors like social class, gender, and ethnicity. Key ideas like labelling theory, cultural capital, and meritocracy will be examined to understand educational inequalities. Students will analyse how educational policies and reforms impact social mobility and opportunities.	Students will expand their understanding of how education systems reinforce or challenge social inequalities. They will learn about anti-school subcultures and the impact of streaming and setting on student outcomes. Educational reforms, such as marketisation and the impact of school league tables, will be discussed. Theoretical perspectives, including the functionalist and Marxist views on education, will be revisited to evaluate their strengths and limitations. By the end of the term, students will understand how education interacts with broader social structures and contributes to societal change.
<b>Language for Life (Key terms/ Vocabulary)</b>	<ul style="list-style-type: none"> <li>▣ Socialisation</li> <li>▣ Hierarchy</li> <li>▣ Inequality</li> <li>▣ Stereotype</li> <li>▣ Ethnicity</li> <li>▣ Culture</li> <li>▣ Identity</li> <li>▣ Norms</li> <li>▣ Values</li> <li>▣ Institutions</li> </ul>	<ul style="list-style-type: none"> <li>▣ Data</li> <li>▣ Hypothesis</li> <li>▣ Ethics</li> <li>▣ Sampling</li> <li>▣ Validity</li> <li>▣ Reliability</li> <li>▣ Questionnaire</li> <li>▣ Observation</li> <li>▣ Consent</li> <li>▣ Analysis</li> </ul>	<ul style="list-style-type: none"> <li>▣ Kinship</li> <li>▣ Household</li> <li>▣ Patriarchy</li> <li>▣ Monogamy</li> <li>▣ Cohabitation</li> <li>▣ Divorce</li> <li>▣ Childcare</li> <li>▣ Extended Family</li> <li>▣ Domestic</li> <li>▣ Social Policy</li> </ul>	<ul style="list-style-type: none"> <li>▣ Family Structure</li> <li>▣ Custody</li> <li>▣ Matrimony</li> <li>▣ Blended Family</li> <li>▣ Social Support</li> <li>▣ Inheritance</li> <li>▣ Dependents</li> <li>▣ Caregiving</li> <li>▣ Adoption</li> <li>▣ Family Law</li> </ul>	<ul style="list-style-type: none"> <li>▣ Curriculum</li> <li>▣ Achievement</li> <li>▣ Literacy</li> <li>▣ Numeracy</li> <li>▣ Inclusion</li> <li>▣ Discipline</li> <li>▣ Attendance</li> <li>▣ Qualification</li> <li>▣ Assessment</li> <li>▣ Pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>▣ Vocational</li> <li>▣ Apprenticeship</li> <li>▣ Examination</li> <li>▣ Bursary</li> <li>▣ Catchment Area</li> <li>▣ Truancy</li> <li>▣ Scholarship</li> <li>▣ Graduate</li> <li>▣ Admission</li> <li>▣ Higher Education</li> </ul>
<b>Extended writing Opportunities</b>	Short 1, 3 and 4 marks questions. Long 12 mark written responses.	Short 1, 3 and 4 marks questions. Long 12 mark written responses.	Short 1, 3 and 4 marks questions. Long 12 mark written responses.	Short 1, 3 and 4 marks questions. Long 12 mark written responses.	Short 1, 3 and 4 marks questions. Long 12 mark written responses.	Short 1, 3 and 4 marks questions. Long 12 mark written responses.
<b>Maths Across the Curriculum</b>	<ul style="list-style-type: none"> <li>▣ Interpreting Graphs</li> <li>▣ Analysing Data Trends</li> <li>▣ Using Percentages in Social Analysis</li> <li>▣ Understanding Proportions</li> <li>▣ Measuring Social Statistics</li> <li>▣ Comparative Data Analysis</li> <li>▣ Rates of Change</li> <li>▣ Reading Bar Charts</li> <li>▣ Understanding Averages (Mean, Median, Mode)</li> <li>▣ Calculating Population Density</li> </ul>	<ul style="list-style-type: none"> <li>▣ Sampling Techniques</li> <li>▣ Statistical Significance</li> <li>▣ Calculating Response Rates</li> <li>▣ Constructing Surveys</li> <li>▣ Using Pie Charts</li> <li>▣ Data Collection Methods</li> <li>▣ Probability in Sampling</li> <li>▣ Margin of Error</li> <li>▣ Graphing Survey Results</li> <li>▣ Calculating Percentages</li> </ul>	<ul style="list-style-type: none"> <li>▣ Analysing Census Data</li> <li>▣ Marriage and Divorce Rates</li> <li>▣ Calculating Family Sizes</li> <li>▣ Using Demographic Statistics</li> <li>▣ Birth Rate Trends</li> <li>▣ Death Rate Analysis</li> <li>▣ Interpreting Age Distribution Graphs</li> <li>▣ Measuring Household Income</li> <li>▣ Comparing Family Types</li> <li>▣ Life Expectancy Calculations</li> </ul>	<ul style="list-style-type: none"> <li>▣ Social Class Statistics</li> <li>▣ Calculating Dependency Ratios</li> <li>▣ Understanding Welfare Distribution</li> <li>▣ Income Inequality Metrics</li> <li>▣ Using Line Graphs for Trends</li> <li>▣ Fertility Rate Analysis</li> <li>▣ Calculating Average Family Expenditure</li> <li>▣ Demographic Projections</li> <li>▣ Statistical Analysis of Family Policies</li> <li>▣ Crime Statistics Related to Family Dynamics</li> </ul>	<ul style="list-style-type: none"> <li>▣ School Performance Data</li> <li>▣ Exam Pass Rates</li> <li>▣ Analysing Attendance Figures</li> <li>▣ Achievement Gap Statistics</li> <li>▣ Using Box Plots for Data</li> <li>▣ Comparing School League Tables</li> <li>▣ Interpreting Pupil-Teacher Ratios</li> <li>▣ Funding and Budget Allocation</li> <li>▣ Understanding Percentile Ranks</li> <li>▣ Statistical Analysis of Education Policies</li> </ul>	<ul style="list-style-type: none"> <li>▣ Gender Gap in Education Statistics</li> <li>▣ Tracking Student Progress</li> <li>▣ Analysing Dropout Rates</li> <li>▣ Standard Deviation in Exam Results</li> <li>▣ Correlation Studies</li> <li>▣ Using Histograms for Achievement Data</li> <li>▣ Economic Analysis of Education Funding</li> <li>▣ Graphing Literacy Rates</li> <li>▣ Calculating Impact of Policies on Outcomes</li> <li>▣ Educational Attainment Comparisons</li> </ul>
<b>Links to careers/ aspirations</b>	<ul style="list-style-type: none"> <li>▣ Social Worker</li> <li>▣ Market Researcher</li> <li>▣ Police Officer</li> <li>▣ Journalist</li> <li>▣ Data Analyst</li> <li>▣ Human Resources Specialist</li> <li>▣ Community Development Worker</li> <li>▣ Teacher/Educator</li> <li>▣ Probation Officer</li> </ul>	<ul style="list-style-type: none"> <li>▣ Social Worker</li> <li>▣ Market Researcher</li> <li>▣ Police Officer</li> <li>▣ Journalist</li> <li>▣ Data Analyst</li> <li>▣ Human Resources Specialist</li> <li>▣ Community Development Worker</li> <li>▣ Teacher/Educator</li> <li>▣ Probation Officer</li> </ul>	<ul style="list-style-type: none"> <li>▣ Social Worker</li> <li>▣ Market Researcher</li> <li>▣ Police Officer</li> <li>▣ Journalist</li> <li>▣ Data Analyst</li> <li>▣ Human Resources Specialist</li> <li>▣ Community Development Worker</li> <li>▣ Teacher/Educator</li> <li>▣ Probation Officer</li> </ul>	<ul style="list-style-type: none"> <li>▣ Social Worker</li> <li>▣ Market Researcher</li> <li>▣ Police Officer</li> <li>▣ Journalist</li> <li>▣ Data Analyst</li> <li>▣ Human Resources Specialist</li> <li>▣ Community Development Worker</li> <li>▣ Teacher/Educator</li> <li>▣ Probation Officer</li> </ul>	<ul style="list-style-type: none"> <li>▣ Social Worker</li> <li>▣ Market Researcher</li> <li>▣ Police Officer</li> <li>▣ Journalist</li> <li>▣ Data Analyst</li> <li>▣ Human Resources Specialist</li> <li>▣ Community Development Worker</li> <li>▣ Teacher/Educator</li> <li>▣ Probation Officer</li> </ul>	<ul style="list-style-type: none"> <li>▣ Social Worker</li> <li>▣ Market Researcher</li> <li>▣ Police Officer</li> <li>▣ Journalist</li> <li>▣ Data Analyst</li> <li>▣ Human Resources Specialist</li> <li>▣ Community Development Worker</li> <li>▣ Teacher/Educator</li> <li>▣ Probation Officer</li> </ul>

	<p>Public Health Advisor</p> <ul style="list-style-type: none"> <li>■ Understanding social structures and their influence on behaviour.</li> <li>■ Awareness of different cultural norms and values.</li> <li>■ Knowledge of key sociological theories explaining society.</li> <li>■ Appreciation of cultural diversity and socialisation processes.</li> <li>■ Critical thinking about social issues and inequalities.</li> </ul>	<p>Public Health Advisor</p> <ul style="list-style-type: none"> <li>■ Understanding the impact of research on social change and policy.</li> <li>■ Awareness of ethical considerations in research.</li> <li>■ Knowledge of data collection methods and their influence on findings.</li> <li>■ Critical thinking about the reliability and validity of research.</li> <li>■ Recognition of how research informs media and public discourse.</li> </ul>	<p>Public Health Advisor</p> <ul style="list-style-type: none"> <li>■ Appreciation of diverse family structures and cultural practices.</li> <li>■ Understanding the role of family in socialising individuals.</li> <li>■ Awareness of how gender roles shape family dynamics.</li> <li>■ Knowledge of social policies affecting family life.</li> <li>■ Insight into historical and cultural changes in family roles.</li> </ul>	<p>Public Health Advisor</p> <ul style="list-style-type: none"> <li>■ Deepened understanding of modern family complexities.</li> <li>■ Awareness of family's role in societal stability and inequality.</li> <li>■ Knowledge of how social policies shape family experiences.</li> <li>■ Recognition of the impact of globalisation on family structures.</li> <li>■ Insight into media portrayals of family-related social issues.</li> </ul>	<p>Public Health Advisor</p> <ul style="list-style-type: none"> <li>■ Understanding education's role in social mobility and opportunity.</li> <li>■ Awareness of educational inequality and its effects on life chances.</li> <li>■ Knowledge of the hidden curriculum and societal values.</li> <li>■ Recognition of cultural capital's influence on academic achievement.</li> <li>■ Insight into global and historical perspectives on education.</li> </ul>	<p>Public Health Advisor</p> <ul style="list-style-type: none"> <li>■ Awareness of current debates on education reform and policy.</li> <li>■ Understanding how education can perpetuate or challenge inequality.</li> <li>■ Appreciation of vocational and academic education's impact.</li> <li>■ Insight into how technology is reshaping education systems.</li> <li>■ Recognition of the role of education in social cohesion and stratification.</li> </ul>
<p><b>Cultural Capital</b></p>	<p>Exam style questions, assessments, extended reading of articles to write reviews.</p>	<p>Exam style questions, assessments, extended reading of articles to write reviews</p>	<p>Exam style questions, assessments, extended reading of articles to write reviews</p>	<p>Exam style questions, assessments, extended reading of articles to write reviews</p>	<p>Exam style questions, assessments, extended reading of articles to write reviews</p>	<p>Exam style questions, assessments, extended reading of articles to write reviews</p>
<p><b>Practical Application of Skills</b></p>	<p>Exam style questions, assessments, extended reading of articles to write reviews.</p>	<p>Exam style questions, assessments, extended reading of articles to write reviews</p>	<p>Exam style questions, assessments, extended reading of articles to write reviews</p>	<p>Exam style questions, assessments, extended reading of articles to write reviews</p>	<p>Exam style questions, assessments, extended reading of articles to write reviews</p>	<p>Exam style questions, assessments, extended reading of articles to write reviews</p>