



Key Stage 4 Sociology Curriculum Maps

Intent of Sociology Curriculum and Littleover Community School

Our Sociology curriculum invites students to explore and question the world around them, helping them understand how society shapes who we are and the opportunities we have. Through topics like family, education, crime and social inequality, students connect their own experiences to bigger social patterns, developing curiosity, empathy and a critical voice about the issues that matter in their lives and futures.

- Within the Sociology Curriculum at LCS, students explore how society shapes people's lives and opportunities. They learn to question assumptions, challenge stereotypes, and understand diversity and inclusion.
- Students apply sociological ideas to real-world issues, developing skills in critical thinking, discussion, and evaluating different viewpoints.
- Our aim is to help every student become a thoughtful, informed, and confident individual, ready to play an active and responsible role in society.

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 10	Topic	Key Concepts Substantive knowledge (know that): 1. Nature vs Nurture: Is who we are shaped by our biology, or by the world around us? 2. Socialisation: From family and friends to school, media and social networks—how do we learn the norms and values of society? 3. Cultural diversity: We explore the variety of cultures in modern society, both in the UK and globally. 4. Gender roles: Why are	Families Substantive knowledge (know that): 1. Family diversity and different family forms in the UK and within a global context. 2. Changing patterns of marriage and divorce 3. Changing patterns within families and relationships 4. What is the role of a family according to functionalist, feminists and Marxists? 5. Criticisms of the family Procedural Knowledge (know how to): Describe sociological concepts and theories Apply concept/theories to real life examples Evaluate concepts/ theories Skills: • Developing sociological vocabulary • Analysing graphs • Understanding similarities and differences between theories • Recognising different sociological theories when talking about the family • Making basic personal judgements using sociological terms • How to structure extended answers using writing frame • Recognising the varying demands of exam-style questions	Research Methods Substantive knowledge (know that): 1. Usefulness of different types of data including quantitative vs qualitative and primary vs secondary data. 2. Methods of research, including questionnaires, interviews and observations. 3. Sampling methods, how do you get your participants 4. Practical issues when researching, including access, time and cost 5. Ethical issues when researching, including consent, harm and confidentiality. Procedural Knowledge (know how to): Plan and conduct sociological research. Justify methodological choices Skills: • Developing sociological vocabulary to talk about methodologies	Education Substantive knowledge (know that): • What is the role of education according to functionalist, feminists and Marxists? • What happens in school that can impact how well you do? • What happens outside school to impact your achievement? • How do different groups perform in education? • Why do certain groups do better or worse in education including class, gender and ethnicity? Procedural Knowledge (know how to): Describe sociological concepts and theories Apply concept/theories to real life examples Evaluate concepts/ theories Skills: • Developing sociological vocabulary • Develop revision skills and techniques appropriate for sociology • Being able to include two theories in written responses • Develop conclusions by coming to a judgement • Write extended answers with the correct structure using sentence starters • Making effective use of feedback to improve understanding	Crime and Deviance Substantive knowledge (know that): 1. Definitions of crime and deviance 2. How does society make people conform, including role of the police and courts? Procedural Knowledge (know how to): Describe sociological concepts and theories Apply concept/theories to real life examples Evaluate concepts/ theories Skills: • Developing sociological vocabulary • Being able to select two appropriate theories to include in written responses • Write extended answers with correct structure for 8 and 15 markers	

		certain expectations placed on boys and girls? We examine how gender roles are created through social interactions. Procedural Knowledge (know how to): Describe sociological concepts and theories Apply concept/theories to real life examples Evaluate concepts/theories Skills: • Understanding what sociology is • Developing sociological vocabulary • Analysing graphs • Understanding similarities and differences between theories • Making basic personal judgements • Be able to understand the requirements of 2 and 4 mark exam-style questions		• Gaining a basic understanding of which theories use which methodological approaches • Answering exam-style research methods questions • Developing ability to write conclusions			
	Assessment	End of unit assessment – Key concepts	End of Unit assessment – Key concepts & Families	End of unit assessment – key concepts, families and research methods	15 marker exam question	Paper 1 mock exam (Key concepts, family, education and research methods?)	Crime and Deviance 9 marker
Year 11	Topic	<u>Crime and Deviance</u> Substantive knowledge (know that): 1. Patterns of criminality		<u>Social Stratification</u> Substantive knowledge (know that):		<u>Revision</u> • Applied research methods • Key studies and sociologists	

	2. What are the causes of crime according to functionalists, Marxists, feminists and interactionists. 3. How does your ethnicity, age, class and gender impact your experiences with crime? 4. Media impacts on Crime and Deviance. 5. Sources of data on crime, can they be trusted? Including, official statistics, victim studies and self-report studies. Procedural Knowledge (know how to): Describe sociological concepts and theories Apply concept/theories to real life examples Evaluate concepts/ theories Skills: Developing sociological vocabulary Being able to select two appropriate theories to include in written responses Write extended answers with correct structure for 8 and 15 markers Apply sociological theories Evaluate and debate sociological theories. Answering 8 & 15 mark extended answers	1. What are the causes of inequality according to Functionalists, Feminists, Marxists and New Right? 2. What are the different forms of power and authority? 3. How can your class, gender, ethnicity, age, disability and sexuality impact equality? 4. What factors impact your life chances and power? 5. Definitions and impact of poverty. Procedural Knowledge (know how to): Describe sociological concepts and theories Apply sociological concepts and theories to real life examples Evaluate concepts/theories Identify trends and patterns using a range of data sources. Skills Developing Sociological vocabulary Being able to explain how different characteristics affect different areas of life. Answering 9 mark extended answers with correct structure. Apply sociological theories. Evaluate and debate sociological theories.	● Exam skills ● Evaluation techniques ● Revisiting key debates ● How can we use tables, graphs and data to identify patterns and trends.	
Assessment	15 marker exam question December mock – combined paper (Crime, key concepts, research method and family)	9 marker exam question March Mock – Full paper 2 (crime, social stratification and research methods)	GCSE Examination	