

SOCIOLOGY CURRICULUM MAP 2025 – 2026

Intent:

The qualification offers an engaging and effective introduction to Sociology. Students learn the fundamentals of the subject and develop skills valued by higher education and employers, including a central focus on UK society today.

In year 12 and 13 sociology students follow a scheme of work that has been designed around the AQA specification. The scheme of work begins by teaching students the fundamental theories that underpin sociology; this knowledge is then drawn back upon through each topic of the course.

By the end of the 2 years students should be able to understand, apply, analyse, evaluate and differentiate between each skill. They will have built the skills to write long essay questions which require the students to draw synoptic links across the topics and apply their understanding into a real world context.

Our A Level in Sociology inspires students to reflect upon the world we live in, fostering an understanding of the inter-relationships between individuals, groups, institutions and societies. It enables students to develop critical thinking and appreciate theoretical and conceptual issues.

Implementation:

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
12	<u>Research Methods</u> Students start their sociological journey with the research methods module. Students begin by examining the theory behind the research process and selection of a research method. The students then utilise this knowledge to evaluate the different research methods. This module engages students in a critical examination of sociological evidence and methodology. Students will later draw on this knowledge in the methods in context module and theory and methods module (A2).	<u>Families and Households</u> In this module, students for the first time will examine the core sociological theories and themes from the specification and apply this understanding to the module. Students will develop a critical awareness of the family as an institution and the role it serves within society. They will begin to develop an interest and understanding of social issues at a structural and individual level. Students will examine the societal impact of political and demographic changes and apply this to the family. Their knowledge and understanding will be demonstrated through their ability to present arguments, draw conclusions, apply and	<u>Education</u> The education module engages students in a theoretical debate while fostering a critical awareness of contemporary social processes within the education system and draws together the skills learnt in families and households and research methods. Students have the opportunity to explore the role of education in society and patterns of educational achievement. Students can also reflect on global educational inequalities as well as inequalities within the contemporary UK. Students will critically analyse both the evidence of and the sociological explanations for	<u>Recall of Learning</u> Students will revisit their previous learning during this time. Recall sessions start with a retrieval practice task and then moves into an application and practice phase and then lastly students will engage in critical skills tasks. During this time students will also develop their exam skills through walking talking mocks, exam skills workshop and past paper practice.	<u>Exams</u>	<u>Beliefs in Society</u> In this module, students examine religion as an institution and its functions it serves in society. Through this, module students engage in the significance of theoretical and conceptual issues in sociological debate concerning key issues such as fundamentalism, secularisation, globalisation and religious movements. Students build upon previous assessment skills from their AS knowledge and develop new exam technique required for the A2 content.

	<p>Families and Households</p> <p>In this module, students for the first time will examine the core sociological theories and themes from the specification and apply this understanding to the module. Students will develop a critical awareness of the family as an institution and the role it serves within society. They will begin to develop an interest and understanding of social issues at a structural and individual level. Students will examine the societal impact of political and demographic changes and apply this to the family. Their knowledge and understanding will be demonstrated through their ability to present arguments, draw conclusions, apply and evaluate sociological evidence and explanations. These skills will be further developed in the Education and Methods in context module.</p>	<p>evaluate sociological evidence and explanations. These skills will be further developed in the Education and Methods in context module.</p> <p>Education</p> <p>The education module engages students in a theoretical debate while fostering a critical awareness of contemporary social processes within the education system and draws together the skills learnt in families and households and research methods. Students have the opportunity to explore the role of education in society and patterns of educational achievement. Students can also reflect on global educational inequalities as well as inequalities within the contemporary UK. Students will critically analyse both the evidence of and the sociological explanations for the content. Whilst examining core sociological themes such as socialisation and social differentiation throughout the education unit.</p>	<p>the content. Whilst examining core sociological themes such as socialisation and social differentiation throughout the education unit.</p> <p>Methods in Context</p> <p>Students must be able to apply sociological research methods to the study of education. Students have to draw from previous sociological knowledge and embody the role of an investigator. This module challenges the students as critical thinkers and to go beyond their understanding. Students need to evaluate the strengths and limitations of a particular research method when investigating educational issues such as teachers' expectations, working class underachievement and the consequences of labelling.</p>			
13	<p>Crime and Deviance</p> <p>This module focuses on debates in contemporary society through a detailed study of crime and deviance. The social construction of crime and deviance are considered and the ways in which crime is socially distributed, explained and reduced. The module introduces a global dimension, with reference to</p>	<p>Crime and Deviance</p> <p>This module focuses on debates in contemporary society through a detailed study of crime and deviance. The social construction of crime and deviance are considered and the ways in which crime is socially distributed, explained and reduced. The module introduces a global dimension, with reference to</p>	<p>Theory and Methods</p> <p>This module gives students an opportunity to revisit their AS research methods knowledge and build and deepen this understanding with new advanced research methods knowledge. Throughout this module, students are encouraged to draw upon their own experience of small-scale research that they</p>	<p>Recall of Learning</p> <p>Students will revisit their previous learning during this time. Recall sessions start with a retrieval practice task and then moves into an application and practice phase and then lastly students will engage in critical skills tasks. During this time students will also develop their exam skills through walking talking</p>	<p>Recall of Learning</p> <p>Students will revisit their previous learning during this time. Recall sessions start with a retrieval practice task and then moves into an application and practice phase and then lastly students will engage in critical skills tasks. During this time students will also develop their exam skills through walking talking</p>	<p>Exams</p>

	<p>patterns and trends. It aims to give an understanding of different sociological explanations to the study of crime and deviance. Students will be able to draw on previous knowledge from families and households and education to examine the consequences of the failure of those institutions and apply this to sociological explanations of crime. Students are expected to draw upon core themes such as socialisation and social stratification through a lens of crime. Students will build upon previous assessment skills and continue to develop core skills such as ability to present arguments, ability to apply sociological theory to a contemporary context and critical thinking.</p>	<p>patterns and trends. It aims to give an understanding of different sociological explanations to the study of crime and deviance. Students will be able to draw on previous knowledge from families and households and education to examine the consequences of the failure of those institutions and apply this to sociological explanations of crime. Students are expected to draw upon core themes such as socialisation and social stratification through a lens of crime. Students will build upon previous assessment skills and continue to develop core skills such as ability to present arguments, ability to apply sociological theory to a contemporary context and critical thinking.</p>	<p>completed during the summer term. This strengthens students' ability to evaluate the use of sociological methods. Additionally, students will engage directly with sociological theory. Students will draw upon their previous knowledge of sociological explanations from families and households, education, beliefs in society and crime and deviance and deepen this understanding by examining the theory absent from its application to institutions.</p>	<p>mocks, exam skills workshop and past paper practice.</p>	<p>mocks, exam skills workshop and past paper practice.</p>	
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Enrichment Opportunities:

With enrichment activities, we aim to introduce students to a practical element of sociology. For instance, during half term 6 AS Sociology students conduct their own small-scale research. This gives them a chance to practically apply their knowledge and get first-hand experience of problems using research methods. The student's findings are then collated into a Social science magazine. Additionally, students have the opportunity to enter their research into the BSA A-Level sociology competition. In an effort to foster an interest in Sociology and social issues, we have a virtual noticeboard on teams where we share links to taster days, free public lectures and any summer school opportunities. Previously students have attended trips to the Marxism festival, which gave them an opportunity to attend sociological seminars and lectures based on contemporary social issues in relation to and beyond their curriculum.

Impact:

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use weekly/fortnightly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing pupils to be able to apply their knowledge to a wide variety of contexts. Students will also sit a summative assessment every term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Subject Leader is given a report outlining the areas of strength and weakness. This is used to inform future planning, support with additional interventions and set changes.