

SOCIOLOGY CURRICULUM MAP 2026 – 2027



Intent:

Year 12 and 13/ A Level Sociology:

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 Research Methods (paper 2) which underpins the rest of the specification and students will apply their research methods skills in other topics such as Methods in Context (paper 1) and Theory and Methods (papers 1 and 3). They are then taught Families and Households (paper 2), meaning they can be assessed on a full paper. Finally, students are taught the paper 1 topics of Education and Methods in Context. In the summer term, students learn about the final topic in paper 2 which is part of the A Level course; Beliefs in Society.

In year 13, students will learn the paper 3 topics of Crime and Deviance and Theory and Methods, which is also present in paper 1. By doing so, students have the opportunity to draw upon their year 12 knowledge of Research Methods and elements of Families and Households.

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	Research Methods 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	Families and Households 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. Students will apply their knowledge of research methods to studies investigating the family.	Education 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. For instance, students will now practice applying their understanding of	Recall of Learning Students will revisit their previous learning during this time in order to prepare for the summer examinations. Revision lessons all begin with retrieval practice in the form of an essay question whereby students identify hooks and developments from the item. Then, students plan the essay. Then, the class will write a model PEEL with the	Exams	Beliefs in Society 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. In this unit, students will be

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. Students will apply their knowledge of research methods to studies investigating the family. Students will critically evaluate the usefulness of such studies. 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.	Students will critically evaluate the usefulness of such studies. 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 <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. For instance, students will now practice applying their understanding of sociological theories of the family such as Functionalism and Marxism, to an educational context. Furthermore, students will be required to apply their knowledge of research methods to education. They will be looking at sociological research studies in the context of education and be able to critically evaluate the	sociological theories of the family such as Functionalism and Marxism, to an educational context. Furthermore, students will be required to apply their knowledge of research methods to education. They will be looking at sociological research studies in the context of education and be able to critically evaluate the usefulness of such studies on investigating topics such as streaming and labelling. 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. <u>Methods in Context</u> In this unit, students must be able to reply their knowledge of the research methods unit to the context of education. Each lesson begins with a recap of a research method and then they apply to the educational context. This module challenges the students as critical thinkers and to go beyond their	teacher. Then, students write a PEEL independently, teacher creates a model and students mark their PEEL. Finally, students complete short answer questions and self-assess using the mark scheme. This process is repeated for each booklet. By structuring the revision lessons in this way, students will be developing their exam skills and preparing them for success.		drawing upon key sociological knowledge from previous topics such as Functionalism, Marxism, Feminism, secularisation and globalization. However, they will be required to apply this knowledge to the new topic of Beliefs. Furthermore, students build upon previous assessment skills from their AS knowledge and develop new exam technique required for the A2 content.
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		usefulness of such studies on investigating topics such as streaming and labelling. 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.	understanding as they must combine their knowledge of research methods and education together. In order to be successful in this unit, students must have a sound understanding of both units separately and then practice the skill of combining both together. Students will do this by evaluating the strengths and limitations of a particular research method (experiments, observations) when investigating educational issues such as teachers' expectations, working class underachievement and the consequences of labelling.			
13	<u>Crime and Deviance</u> 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 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	<u>Crime and Deviance</u> 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 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	<u>Theory and methods</u> This module gives students an opportunity to revisit their AS research methods knowledge (such as the use of qualitative and quantitative research methods) and build and deepen this understanding with new advanced research methods knowledge. For instance, understanding the different positivist and interpretivist research methods and why different methods are favoured by different perspectives. Additionally, students will draw upon the core theories of sociology such as Functionalism and Marxism and be able to write 20M and 10M essays on the theories alone. Additionally, students	<u>Recall of Learning</u> Students will revisit their previous learning during this time in order to prepare for the summer examinations. Revision lessons all begin with retrieval practice in the form of an essay question whereby students identify hooks and developments from the item. Then, students plan the essay. Then, the class will write a model PEEL with the teacher. Then, students write a PEEL independently, teacher creates a model and students mark their PEEL. Finally, students complete short answer questions and self-assess using the mark scheme. This process is repeated for each booklet. By structuring the revision lessons in this way, students	<u>Recall of Learning</u> Students will revisit their previous learning during this time in order to prepare for the summer examinations. Revision lessons all begin with retrieval practice in the form of an essay question whereby students identify hooks and developments from the item. Then, students plan the essay. Then, the class will write a model PEEL with the teacher. Then, students write a PEEL independently, teacher creates a model and students mark their PEEL. Finally, students complete short answer questions and self-assess using the mark scheme. This process is repeated for each booklet. By structuring the revision lessons in this way, students	<u>Exams</u>

	explanations of crime. Students are expected to draw upon core themes such as Functionalism, Marxism, Feminism, socialization and family structures as learnt in the AS and apply this understanding to 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.	explanations of crime. Students are expected to draw upon core themes such as Functionalism, Marxism, Feminism, socialization and family structures as learnt in the AS and apply this understanding to 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.	will be required to apply their knowledge from previous topics, such as Families, Education, Beliefs (AS) and Crime (A2) to the unit of Theory and Methods as part of the AO2 assessment objective. Furthermore, throughout this module, students are encouraged to draw upon their own experience of small-scale research that they completed in their AS year. This strengthens student's ability to evaluate the use of sociological methods.	will be developing their exam skills and preparing them for success.	will be developing their exam skills and preparing them for success.	
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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. Students have the opportunity to submit an essay to the British Sociological Association essay writing competition which is an annual event whereby sociological essays are judged nationally; winners are shortlisted and can have the opportunity to win a prize. We are proud of previous WHTC students being shortlisted for their exceptional essays. 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, journal articles and videos. Furthermore, students have the opportunity to engage in the Sociology Society whereby students can practice applying their sociological knowledge beyond the curriculum to contemporary social issues. Previously, students have created their own sessions and delivered them to the society. This has supported students to develop a range of skills. Finally, students have the opportunity to attend guest speaker talks from lecturers who specialise in various fields of sociology from radicalisation to domestic violence. This opportunity provides students with the experience of attending a lecture and challenges them to apply their knowledge beyond the curriculum. 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.