**The Nottingham Emmanuel School – *Subject* Curriculum Map (2022-2023)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Intent statement** | | **Overall Curriculum Intent: Wisdom:** To equip students with the skills and knowledge to question UK society and the bigger global picture. Sociology requires students to critically analyse the balance of power within society and move beyond what they see at face value.  **Hope:** by investigating the root causes of social inequality and ways to overcome these within the social institutions which form the cornerstones of society; the family, the education system, the criminal justice system and religion.  **Community** Using sociological theory and research data, and collaborative discussion to help students look beyond their own experiences, but to do so with a critical eye which considers the strengths and limitations of key theoretical perspectives and the research methodology which underpins them.  **Dignity** Sociology aims to develop student’s empathy, political understanding and desire to positively impact society as well as developing skills of academic inquiry. | | | | | | |
| **Diversity across the curriculum** | | Our curriculum represents the diversity of our students by considering key facets of identity such as ethnicity, social class and gender and considering how these shape life experiences, opportunities and outcomes in society. We explore the work of theorists from a range of backgrounds to provide students with academic examples and role models who relate to their own lives and circumstances, aiming to raise student aspirations and show them that success in sociology is achievable for all, and that diversity is society’s greatest strength. | | | | | | |
|  |  | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 |
| Year 12 | Title and objectives | **(Taught 3/2 split)**  **Education:**  **Research methods** | **Education**  **Research methods**  . | **Education**  **Research methods**  **Families and Households** | **Education**  **Research methods**  **Families and households** | **Families and households** | **Families and households** |
| Core knowledge | **Education**  Differential achievement and social class, internal and external factors  Differential achievement and ethnicity, internal and external factors  **Research methods**  Choosing a research method. Quantitative and qualitative data, hypothesis formation and operationalising.  Practical, ethical and theoretical issues | **Education:** Key trends in gender and achievement over time and the external (wider society) and internal (unique to education) causes of these trends.  Research methods  Types of questionnaires  Types of interviews and the type of data they generate. Advantages and disadvantages of each type. | **Education:**  Role of education (sociological theories)  Educational policy and inequality  **Research methods**  Using observations in sociological research  Using official statistics in sociological research | **Education**  Contemporary education policy- Has this reduced or increased educational inequality?  **Research methods**  Using documents and official statistics in sociological research  **Families and Households**  Unit 2 families & household begin week 4 Couples- Domestic division of labour | Changing family patterns of marriage divorce and cohabitation  Ethnic differences in the family structure, root causes for changes and differences in the family over time and between social groups. | **Family diversity** according to social groups and generational change. **Family and social policy**  Comparing the social policy of the UK with other countries around the world and assessing how policy has shaped has impacted the structure of the family.  Analysing the intention behind social policy from a functionalist, Marxist and feminist perspective. |
| Skills | Analysis & Evaluation  Essay construction | | | | | |
| Covid recovery | Increased opportunity for extended writing practice to compensate for lost learning in literacy skills. Spaced retrieval to focus on literacy skills & marking and modelling to focus on the development of tier 2 and 3 language. | | | | | |
| Careers | Link between sociology law through detailed analysis of evidence to support or refute theories  Careers link to the police and probation service- highlighting roles and skills. When using newspaper articles as sources discuss the knowledge and skills needed to write them and journalism as a career. Utilising unifrog videos on careers related to social science and setting these as homework. Highlighting skills that sociology develops and how these link to careers. | | | | | |
| Year 13 | Title and objectives | **Beliefs and society** | **Beliefs and society** | **Beliefs and society**  **Crime and deviance** | **Crime and deviance** | **Crime and deviance** |  |
| Core knowledge | Functionalist  Marxist and feminist views on the role and purpose of religion.  Religion and social change- Is religion a catalyst for social change or conservative force?  Secularisation- Causes and consequences | Religion, renewal and choice- arguments against secularisation and considering if religion has changed form rather than disappearing (postmodernist theories of religion)  Religion in a global context- Link between religion and economic development and the causes of religious and secular fundamentalism. | Religious organisations: Church, denomination, cults and sects. New religious movement’s features and reasons for joining.  Ideology and science as belief systems, contrasting with religion (closed and open systems)  **Crime and deviance**  Strain theories, Merton to contemporary functionalist theory  Subcultural theories  Interactionism and labelling theory. | **Crime and deviance**  Power, class crime- Marxist theories of crime and deviance.  Left and right realist theories of crime and deviance.  Gender and patterns of crime and deviance- offenders and victims  Ethnicity and patterns of crime and deviance-offenders and victims  . | **Crime and deviance**  Crime and the media  Crime and globalisation including green crime, state crime and human rights crime  **Theory and methods**  Globalisation, modernity & postmodernity  Sociology and social policy.  Weberian theory and social action theory | **Exams** |
| Skills | Analysis & Evaluation  Essay construction | | | | | |
| Covid recovery | Increased time given to developing extended writing. Spaced retrieval to focus on y1 content to identify and address any gaps due to unequal access to remote learning. Marking and modelling to focus on tier 2 and 3 language to target weaker literacy skills. | | | | | |
| Careers | Link between sociology law through detailed analysis of evidence to support or refute theories  Careers link to the police and probation service- highlighting roles and skills. When using newspaper articles as sources discuss the knowledge and skills needed to write them and journalism as a career. Utilising unifrog videos on careers related to social science and setting these as homework. Highlighting skills that sociology develops and how these link to careers. | | | | | |