



UXBRIDGE
HIGH SCHOOL

We are kind.

We trust each other.

We communicate clearly.

We work smart.

We make it happen, because that
is how we deliver the

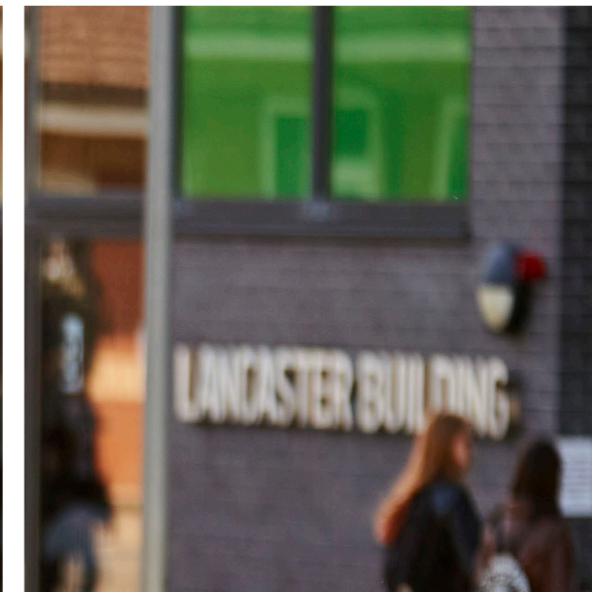
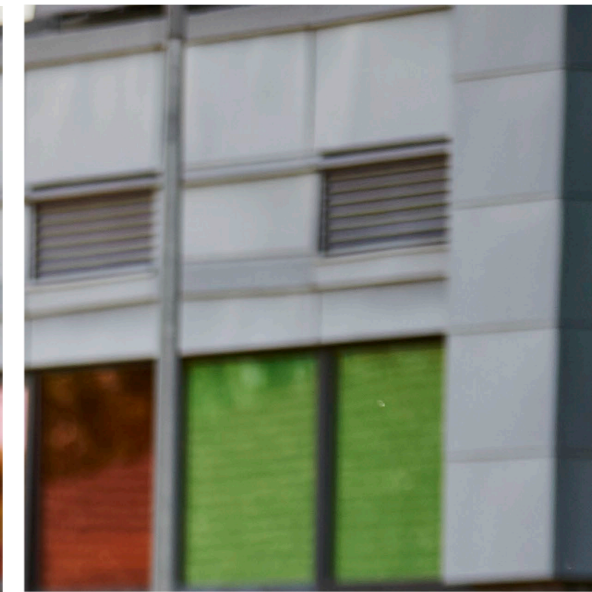
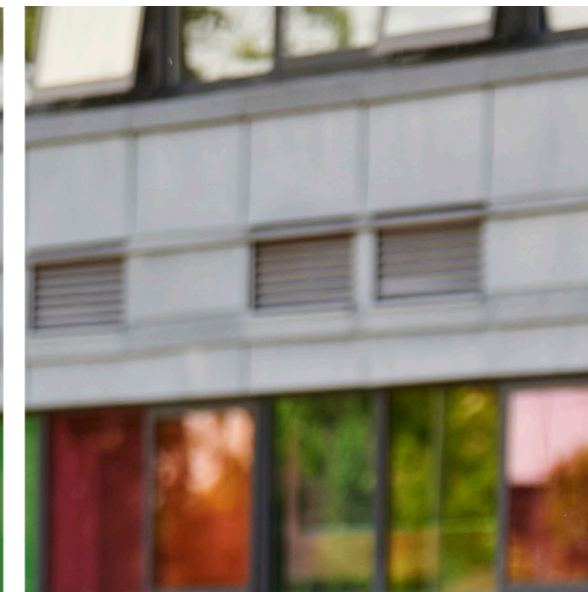
gold standard.

Curriculum Map

Social Sciences

Curriculum Rational:

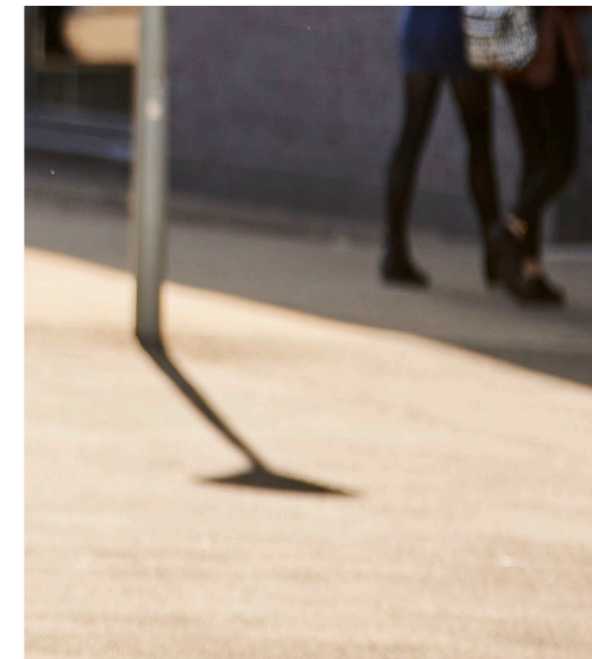
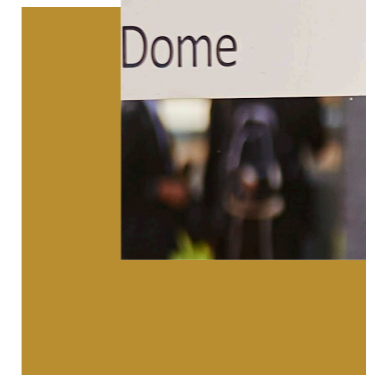
*“Under extreme heat or pressure, **GOLD** is malleable and its’ shape can be manipulated. However, regardless of such adversities, the **VALUE** of gold always increases.”*



1. Develop an engaging, safe and **stimulating environment** for all pupils to learn.

2. Students should gain **valuable skills** that enhance the love and logic behind the subjects i.e. critical and independent skills. Such skills should be **transferrable** to everyday life beyond the classrooms.

3. Have **consistent, routine** and **purposeful** approach in **assessing** students.



AQA GCSE Sociology – YEAR 10 - 2022-23

Autumn Term (13 WEEKS)	Topics + Content Dissect + Rational	Spring Term (12 weeks)	Topics + Content Dissect + Rational	Summer Term (8 weeks)	Topics + Content Dissect + Rational
<p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> Reading Structured writing Terminology & definition SEN support – differentiated writing frames i.e. PEEL paragraphs, Sentence starters Post pandemic measures – build confidence and literacy skills <p>Homework</p> <ul style="list-style-type: none"> 1 x every two weeks Exam questions Revision/homework booklet Revision cue-card (notes) <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> Exam style plenary questions Starters i.e. Riddles on stereotypes Terminology booklet (<i>glossary</i>) Revision/homework booklet <p>Assessments:</p> <ul style="list-style-type: none"> October: Baseline – multiple choice, 3 & 4 mark questions (10) 30 mins (TA) December – End of unit assessment (45 mins) (TA) - Covering: Research Methods. See DSCI <p>SIMS Data Snapshots: N/A</p>	<p>Unit 1: Family (Paper 1)</p> <p>Students will learn the differing views of the functions of families and the role it plays for society</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> ✓ identify, describe and explain the functions of families (sexual, reproductive, economic and educational) ✓ describe, compare and contrast a variety of sociological perspectives on the functions of families (functionalist, feminist and Marxist). ✓ Students will study the trends and reasons for the divorce and marriage rates ✓ Explore the different gender roles and how they are organised from different sociological perspectives ✓ Compare and contrast different types of marriages across the globe <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> Group work Development of opinions and new ideas on social issues Public speaking and communication / cooperation Inquiry skills Analytic skills Feedback Better understanding of social structures CEIAG – Embedded across lesson plans and presentations. Directly and indirectly. Career options displayed on display board including further education options. SMSC – Social – to explain and understand theories of society + sharing cultural experiences on extended family FBV - Mutual respect – for different cultural views and discussion of them + cultural customs within the home 	<p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> Reading Structured writing Terminology & definition Essay planning Essay writing SEN support – differentiated writing frames i.e. PEEL paragraphs, Sentence starters <p>Homework</p> <ul style="list-style-type: none"> 1 x every 2 weeks Exam questions Further reading Revision/homework booklet Independent research project (questionnaire) <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> Exam style plenary questions Starters i.e. word bingo Terminology booklet (<i>glossary</i>) Revision/homework booklet <p>Assessments:</p> <ul style="list-style-type: none"> Exam questions (Introducing 12 mark questions) Multiple choice end of half test (<i>in-class</i>) End of unit test (<i>January Mocks</i>); 1-hour paper Covering: Families and Households with aspects of Research Methods. See DSCI <p>SIMS Data Snapshots: 3rd February 2023</p>	<p>Unit 3: Education (Paper 1)</p> <p>Students will learn the differing views of the functions of education system and the role it plays for society</p> <p>Students will learn:</p> <ul style="list-style-type: none"> ✓ Roles and functions of education ✓ The relationship between education and capitalism ✓ Educational achievement across the CAGE (class, age, gender and ethnicity) ✓ Processes within schools that impact educational achievement <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> Independent research skills Inquiry skills Videos (movies), articles and websites Group work Communication and Cooperation Public speaking CEIAG – Embedded across lesson plans and presentations. Directly and indirectly. Career options displayed on display board including further education options. SMSC – Directly and indirectly embedded across lesson – social issues discussed within lessons FBV – Respect - listening to different educational experiences 	<p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> Reading Structured writing Essay planning Essay writing Terminology & definition Data analysis and interpretation <p>Homework</p> <ul style="list-style-type: none"> 1 x week Exam questions Further reading Revision/homework booklet <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> Exam style plenary questions Starters i.e. word bingo Terminology booklet (<i>glossary</i>) Revision/homework booklet <p>Assessments:</p> <ul style="list-style-type: none"> Lesson MCQ & exam questions Mini end of unit test 5 (in-class) With aspects of research methods, families and education. See DSCI Exam questions End of year test: 1-hour 45-minute paper (100 marks) Covering Families with Research methods, Education with Research methods. See DSCI <p>SIMS Data Snapshots: 13th July 2023</p>	<p>Unit 3: Education & Research methods (Paper 1)</p> <p>Students will learn the differing views of the functions of education system and the role it plays for society</p> <p>Students will learn:</p> <ul style="list-style-type: none"> ✓ Roles and functions of education ✓ The relationship between education and capitalism ✓ Educational achievement across the CAGE (class, age, gender and ethnicity) ✓ Processes within schools that impact educational achievement ✓ The research carried out in education to understand the system and its impact <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> Independent research skills Inquiry skills Videos (movies), articles and websites Group work Communication and Cooperation Public speaking CEIAG – Embedded across lesson plans and presentations. Directly and indirectly. Career options displayed on display board including further education options. SMSC – Directly and indirectly embedded across lesson – social issues discussed within lessons <p>Unit 4: Research methods</p> <p>In the context of the various social structures, social processes and social issues detailed in the specification, students should be able to:</p> <ul style="list-style-type: none"> ✓ identify, describe and explain various methods and methodological issues ✓ identify and explain the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research ✓ demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues ✓ demonstrate an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research ✓ demonstrate the ability to interpret data presented in a variety of forms. <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> Occupational (interviews & questionnaires) Inquiry skills Independent research skills Videos (movies), articles and websites Group work Communication and Cooperation Public speaking CEIAG – Embedded across lesson plans and presentations. Directly and indirectly. Career options displayed on display board including further education options. SMSC – Directly and indirectly embedded across lesson – social issues discussed within lessons

AQA GCSE Sociology – YEAR 11 - 2022-23

Autumn Term (13 WEEKS)	Topics + Content Dissect + Rational	Spring Term (12 weeks)	Topics + Content Dissect + Rational	Summer Term (8 weeks)	Topics + Content Dissect + Rational
<p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay planning • Essay writing • Terminology & definition • Data analysis and interpretation • SEN support – differentiated writing frames i.e. PEEL paragraphs, Sentence starters <p>Homework</p> <ul style="list-style-type: none"> • 1 x week • Revision/homework booklet • Exam questions <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • Exam style plenary questions • Starters i.e. scenario based • Terminology booklet (<i>glossary</i>) • Revision/homework booklet <p>Assessments:</p> <ul style="list-style-type: none"> • Exam questions (2, 3, 4) imbedded across lessons • End of half test 1; 1-hour paper • Covering: Year 10 content and C&D. See DSCI • Exam questions (1, 2, 3, 4, 12) Imbedded across lessons & h/w • End of unit test (November Mocks) <p>SIMS Data Snapshots: 2nd December 2023</p>	<p>Unit 1: Crime and Deviance (Paper 2)</p> <p>This specification requires students to: draw on information and evidence from different sources and demonstrate the ability to synthesise them, analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use: Students will study the following:</p> <ul style="list-style-type: none"> • The social construction of crime and deviance • Social control • Criminal and deviant behaviour • Data on crime <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Inquiry skills • Independent research skills • Videos (movies), articles and websites • Group work • Communication and Cooperation • Public speaking • Feedback – Giving and receiving • CEIAG – Embedded across lesson plans and presentations. Directly and indirectly. Career options displayed on display board including further education options. • SMSC – Social – societal change due to laws 	<p>Literacy / Numeracy foci:</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay planning • Essay writing • Terminology & definition • Data analysis and interpretation • SEN support – differentiated writing frames i.e. PEEL paragraphs, Sentence starters <p>Homework</p> <ul style="list-style-type: none"> • 1 x week • Revision/homework booklet • Exam questions <p>Revisiting, revising, remembering opportunities:</p> <ul style="list-style-type: none"> • Exam style plenary questions • Starters i.e. scenario based • Terminology booklet (<i>glossary</i>) • Revision/homework booklet <p>Assessments:</p> <ul style="list-style-type: none"> • Exam questions (1, 2, 3, 4, 12) • End of half term test (<i>in-class</i>) • Covering: Year 10 content, C&D, Social Strat. See DSCI <p>SIMS Data Snapshots: 24th March 2023</p>	<p>Unit 2: Social Stratification (Paper 2)</p> <p>This specification requires students to study the following:</p> <ul style="list-style-type: none"> • Functionalist theory of stratification • Socio-economic class • Life chances • Poverty as a social issue • Power and authority • Power relationships <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Inquiry skills • Independent research skills • Videos (movies), articles and websites • Group work • Communication and Cooperation • Public speaking • CEIAG – Embedded across lesson plans and presentations. Directly and indirectly. • SMSC – Interpersonal and cross-cultural sharing of knowledge of different countries • FBV – mutual respect of listening to different cultural examples of legal systems • SMSC – Spiritual – different concepts of spirituality across world 	<p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay planning • Essay writing • Terminology & definition • Data analysis and interpretation <p>Homework</p> <ul style="list-style-type: none"> • 1 x week • Exam questions & experiment preparation • Group projects <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • Exam style plenary questions • Starters i.e. scenario based • Terminology booklet (<i>glossary</i>) • Revision/homework booklet <p>Assessments:</p> <ul style="list-style-type: none"> • Exam questions (1, 2, 3, 4, 12). See DSCI 	<p>Unit 3: Research methods</p> <p>In the context of the various social structures, social processes and social issues detailed in the specification, students should be able to:</p> <ul style="list-style-type: none"> ✓ identify, describe and explain various methods and methodological issues ✓ identify and explain the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research ✓ demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues ✓ demonstrate an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research ✓ demonstrate the ability to interpret data presented in a variety of forms. <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Inquiry skills • Independent research skills • Videos (movies), articles and websites • Group work • Communication and Cooperation • Public speaking • CEIAG – Embedded across lesson plans and presentations. Directly and indirectly. • SMSC – Directly and indirectly embedded across lesson – social issues discussed within lessons <p>EXAM SCHEDULED FOR MAY 2023</p> <p>Exam dates:</p> <p>Paper 1: 16/05/23</p> <p>Paper 2: 25/05/23</p>