



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

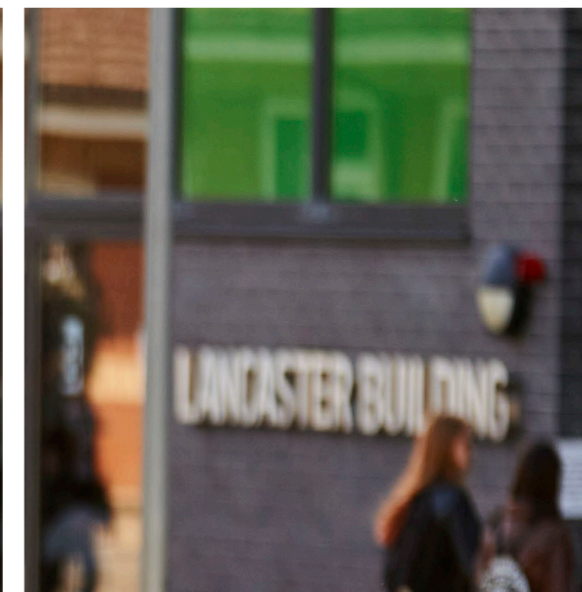
gold standard.

Curriculum Map

Social Sciences

Curriculum Rational:

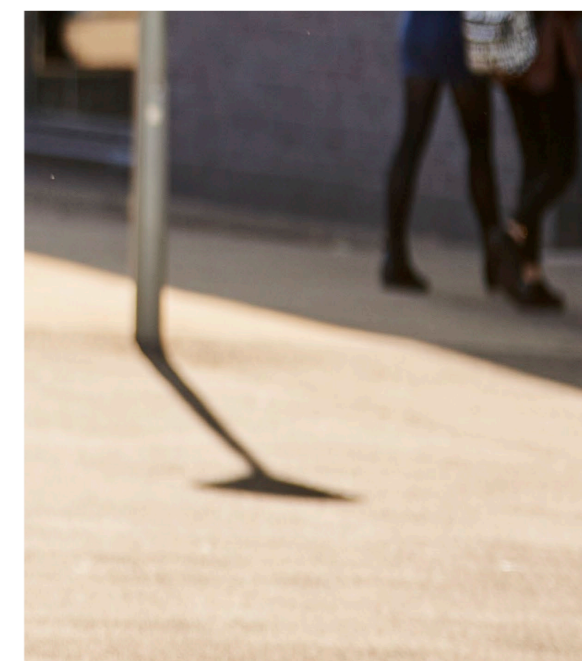
*“Under extreme heat or pressure, **GOLD** is malleable and its’ shape can be manipulated. However, regardless of such adversities, the **VALUE** of gold always increases.”*



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 A-Level Sociology – YEAR 12 - 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 – Marxism and the family (historical backdrop) Reading news articles about changes in the family post COVID lockdown Structured writing – PEAL paragraphs for essay questions Terminology & definition – glossary of terms development Essay planning and writing using PEAL Post pandemic measures – literacy and confidence building Develop the ability to debate with evidence <p>Homework</p> <ul style="list-style-type: none"> 1 every 2 weeks Exam questions Further reading (reading list, articles, journals) Revision cue cards <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> Plenaries i.e. Exam questions Starters i.e. Kahoot Terminology booklet (<i>glossary</i>) Revision booklet Teams quiz <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> Critical thinking – understand the family form different perspectives e.g. Functionalism, Marxism, feminism. Independent research skills – share home experiences by talking to parents Interpersonal and cross-cultural sharing of knowledge Links to career e.g. data analyst SMSC – Social – to explain and understand theories of society FBV - Mutual respect – for different religious views and discussion of them <p>Assessments:</p> <ul style="list-style-type: none"> Mini tests e.g. 2 markers, 6 markers questions Transition pack review Exam questions – 10-mark questions once basics have been developed End of Unit Test – Intro to Perspectives <p>SIMS Data Snapshots: 14th October 2022</p>	<p>1. Family part 1: The family is the first institution studied within sociology. It's the foundation for learning other topics within the subject. The role and functions of the family are learnt to allow students to grasp the knowledge, application and evaluation skills.</p> <ul style="list-style-type: none"> Students will learn the importance of socialisation, social processes and social structures Students will analyse how society has changed in the last 170 starting with the industrial revolution and the impact it has had on the family as we know it today Students will be studying the family from different sociological perspectives e.g. Functionalism, Marxism, Feminism <p>2. Family part 2: Once the early childhood years have been studied, the students will look at the wider impact of the family on society. Explore the gender roles, domestic labour and power relationships within the family in contemporary society along with the nature of childhood, and changes in the status of children in the family and society demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</p> <ul style="list-style-type: none"> Students will analyse the ever changing trends in society regarding marriage, divorce, child birth rates, cohabitation and child rearing practices Students will explore the different types of family diversity based on immigration into the UK e.g. Asian families and the extended family set up Students will study the changes in trends from different sociological perspectives e.g. Functionalism, Marxism, Feminism 	<p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> Reading – Education data and achievement of different social groups e.g. league tables Reading news articles about changes in the education system post COVID lockdown e.g. addressing how schools are managing the missed topics and gaps in education Structured writing – PEAL paragraphs for essay questions Terminology & definition – glossary of terms development Essay planning and writing using PEAL Post pandemic measures – literacy and confidence building Develop the ability to debate with evidence <p>Homework</p> <ul style="list-style-type: none"> 2 x week Exam questions Further reading (reading list, articles, journals) Revision cue cards <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> Plenaries i.e. exam questions Exam questions Starters i.e. Kahoot Application to real life examples Terminology booklet (<i>glossary</i>) <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> Critical thinking – explore the different education trends and achievement in line with sociological perspectives e.g. Functionalism, Marxism, feminism, New Right Independent research skills – share education experiences by talking to other students as part of a small scale research SMSC - Interpersonal and cross-cultural sharing of knowledge Links to career e.g. social worker, teaching away from school FBV – Respect - listening to different educational experiences <p>Assessments:</p> <ul style="list-style-type: none"> Exam question planning (<i>in-class and h/w</i>) Exam questions: Covering: Education Structure: 10, 10, 20 Mini tests e.g. 2 markers, 6 markers questions Exam questions – 20-mark questions once basics have been developed on 10 markers End of Unit Test – Ethnicity, Gender and Class achievement <p>SIMS Data Snapshots: N/A</p>	<p>1. Education Part 1: Students explore the theoretical debates within education, encouraging an active involvement with the research process. The study of the education topic should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course e.g. family. In their study of education students should examine:</p> <ul style="list-style-type: none"> The role and functions of the education system, including its relationship to the economy and to class structure Topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation) Throughout, students should be encouraged to use examples drawn from their own experience of small-scale research. Attention should be given to drawing out links with other topics studied in this specification <p>2. Education Part 2: students are to study the following areas within education which builds on previously learnt material. This is the second topic which builds on the family topic as secondary socialisation continues from the primary socialisation experienced within the family. This will include:</p> <ul style="list-style-type: none"> differential educational achievement of social groups by social class, gender and ethnicity in contemporary society relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy 	<p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> Reading – Case studies of research carried out by sociologists e.g. Labov, Willis, Fuller Reading news articles about changes in the education system post COVID lockdown e.g. addressing missed topics and gaps in education Structured writing – PEAL paragraphs for essay questions Terminology & definition – glossary of terms development Essay planning and writing using PEAL Post pandemic measures – literacy and confidence building Develop the ability to debate with evidence <p>Homework</p> <ul style="list-style-type: none"> 2 x week Exam questions Further reading (reading list, articles, journals) Revision cue cards Group Project <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> Plenaries i.e. exam questions Exam questions Starters i.e. Kahoot Application to real life examples Terminology booklet (<i>glossary</i>) <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> Critical thinking – explore the different education research methods and techniques. Independent research skills – Develop a questionnaire and identify faults in pairs Links to career e.g. Teacher, PhD research Critical thinking – explore the different explanations of crime using aa debates. Links to career e.g. Police officer, judges SMSC – Morals and ethics of research methods FBV – Respect of participants in RM <p>Assessments:</p> <ul style="list-style-type: none"> Exam question planning (in-class and h/w) Exam questions: Covering: research methods and methods in context Structure: 4 and 16 markers Mini tests e.g. 4 markers Exam questions – 20-mark questions once basics have been developed on 4 markers End of Unit Test – Advantages and disadvantages of Research methods and methods in context End of Year Test Paper 1 (Education with Research Methods) 1 hour 30 Paper 2 (Families & Households) 1 hour 30 <p>SIMS Data Snapshots: 13th July 2023</p>	<p>Research Methods and methods in context: Students will study the different research methods available to sociologists along with the strengths and weakness each method offers. They will be able to understand the different methods used by sociologists in the previous two topics. Following this student will be applying their knowledge to real world situations of why certain methods are effective or ineffective. They will cover the following content:</p> <ul style="list-style-type: none"> quantitative and qualitative methods of research; research design sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics the distinction between primary and secondary data, and between quantitative and qualitative data the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts' the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research <p>2. Crime and Deviance Part 1:</p> <ul style="list-style-type: none"> Students are introduced to the topic of crime and Deviance. They will analyse the different crime rates in relation social groups: They will cover the following content: crime, deviance, social order and social control the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.

AQA A-Level Sociology – YEAR 13 - 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 writing Terminology & definition Data analysis and interpretation Graphs <p>Homework</p> <ul style="list-style-type: none"> 2 x week Exam questions & experiment preparation Revision cue-card (notes) Group project <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> Plenaries i.e. Exam questions Starters i.e. Kahoot Terminology booklet (<i>glossary</i>) Revision booklet Google classroom quiz <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> Critical thinking Communication Leadership Group work Public speaking Inquiry skills Independent research skills CEIAG – Embedded across lesson plans and presentations. Directly and indirectly. Career options displayed on display board including further education options. SMSC – Social – change due to law FBV - Mutual respect – for different cultural views and discussion of them Young Marx trip (potential) Guest speakers (police) SMSC – sharing cultural experiences on extended family FBV – Rule of law – court cases and indifferent treatment for ethnic groups Rule of law – criminal law and crime prevention strategies Trip to Auschwitz (potential) <p>Assessments:</p> <ul style="list-style-type: none"> Transition pack review Exam questions (4, 6, 10) Exam question planning Exam questions (4, 6, 10, 20) January Mocks – see DSCI <p>SIMS Data Snapshots: N/A</p>	<p>Unit 4: Crime & Deviance (Paper 3)</p> <p>The study of the topics in this paper should engage students in theoretical debate while encouraging an active involvement with the research process. The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course.</p> <ul style="list-style-type: none"> crime, deviance, social order and social control the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. <p>In their study of this topic, students should examine:</p> <ul style="list-style-type: none"> topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification) both the evidence of and the sociological explanations for the content listed in the topic areas below. 	<p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> Reading Structured writing Essay writing Terminology & definition Data analysis and interpretation <p>Homework</p> <ul style="list-style-type: none"> 2 x week Exam questions Further reading (reading list, articles, journals) Revision cue-card Group project <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> Plenaries i.e. exam questions Exam questions Starters i.e. Kahoot Application to real life examples Terminology booklet (<i>glossary</i>) Quizlet <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> Critical thinking Communication Public speaking Inquiry skills Independent research skills 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 FBV Mutual respect – for different religious views and discussion of them <p>Assessments:</p> <ul style="list-style-type: none"> Exam question planning Feb - Exam questions (10 + 20) – Research Methods in Context (c+d) See <i>DSCI</i> Lesson MCQ & exam questions Mini end of unit test 4 (in-class) <p>SIMS Data Snapshots: 24th March 2023 Based on PPE2</p>	<p>Unit 2: Beliefs (Paper 2)</p> <p>Part 5: Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> ideology, science and religion, including both Christian and non-Christian religious traditions the relationship between social change and social stability, and religious beliefs, practices and organisations religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions. 	<p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> Reading Structured writing Essay writing Terminology & definition Data analysis and interpretation <p>Homework</p> <ul style="list-style-type: none"> 2 x week Exam questions Further reading (reading list, articles, journals) <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> Plenaries i.e. exam questions Exam questions Starters i.e. Kahoot Application to real life examples Terminology booklet (<i>glossary</i>) Quizlet <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> Critical thinking Communication Public speaking Inquiry skills Independent research skills CEIAG – Embedded across lesson plans and presentations. Directly and indirectly SMSC – Cultural – appreciating cultural influences on crime and avoiding racist stereotyping FBV – respect - sharing answers and learning of each other <p>Assessments:</p> <ul style="list-style-type: none"> Exam practice (timed) In class assessments: See <i>DSCI</i> Extra time for mini tests – boost knowledge and confidence <p>SIMS Data Snapshots: N/A</p>	<p>Year 12 & 13 Revision and Recap</p> <ul style="list-style-type: none"> Revision and recap of all 5 topics. Prepare learners for summer exams. Past papers being the main focus. <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> Critical thinking Communication Public speaking Inquiry skills Independent research skills CEIAG – Embedded across lesson plans and presentations. Directly and indirectly SMSC – Cultural – appreciating cultural influences on crime and avoiding racist stereotyping FBV – respect - sharing answers and learning of each other <p>Assessments:</p> <ul style="list-style-type: none"> Exam practice (timed) In class assessments: See <i>DSCI</i> Extra time for mini tests – boost knowledge and confidence <p>EXAMS SCHEDULED FOR JUNE & JULY 2023</p> <p>Exam dates:</p> <p>Paper 1: 22/05/23 Paper 2: 09/06/23</p>