

Year 9	T1	T2	T3	T4	T5	T6
Content / Topic for Term	<b>Introduction to sociological approach:</b> <ul style="list-style-type: none"> <li>defining sociology</li> <li>key words in sociology</li> <li>Karl Marx</li> <li>Emile Durkheim</li> <li>Max Weber</li> <li>key sociological perspectives</li> </ul>	<b>Introduction to sociological approach:</b> <ul style="list-style-type: none"> <li>consensus vs conflict theories</li> </ul> <b>Paper 1 - Families and households:</b> <ul style="list-style-type: none"> <li>nuclear family</li> <li>types of family</li> <li>alternatives to families</li> <li>family diversity</li> <li>families in global context</li> </ul>	<b>Paper 1 - Families and households:</b> <ul style="list-style-type: none"> <li>functionalist perspective of family</li> <li>Marxist perspective of family</li> <li>feminist view of family</li> <li>conjugal roles</li> <li>symmetrical family</li> <li>power distribution within families</li> </ul>	<b>Paper 1 - Families and households:</b> <ul style="list-style-type: none"> <li>parents and children</li> <li>changes in family structures</li> <li>demographic trends: lone-parent families, fertility, marriage and divorce</li> <li>consequences of divorce</li> </ul>	<b>Paper 1 - Education:</b> <ul style="list-style-type: none"> <li>internal and external factors affecting achievement</li> <li>social class and achievement</li> <li>gender and achievement</li> <li>gender and subject choices</li> </ul>	<b>Paper 1 - Education:</b> <ul style="list-style-type: none"> <li>ethnicity and achievement</li> <li>economic and selective roles of education</li> <li>formal and informal (hidden) curriculum</li> <li>functionalist view of the role of education</li> </ul>
Key Knowledge for acquisition, recall and application in assessment or exam	<b>Introduction to sociological approach</b> <ul style="list-style-type: none"> <li>what is sociology?</li> <li>what are social structures, processes and issues?</li> <li>what key concepts do sociologists use?</li> </ul>	<b>Introduction to sociological approach:</b> <ul style="list-style-type: none"> <li>consensus vs conflict debate</li> </ul> <b>Paper 1 - Families and households:</b> <ul style="list-style-type: none"> <li>what is family?</li> <li>what different types of family are there in the uk?</li> </ul>	<b>Paper 1 - Families and households:</b> <ul style="list-style-type: none"> <li>how does functionalist perspective view family?</li> <li>how does Parsons view nuclear family?</li> <li>how does Marxist perspective view</li> </ul>	<b>Paper 1 - Families and households:</b> <ul style="list-style-type: none"> <li>how have relationships between parents and children changed?</li> <li>what changes are taking place in the family structures? what are the</li> </ul>	<b>Paper 1 - Education:</b> <ul style="list-style-type: none"> <li>how does social class affect achievement?</li> <li>how can material factors affect achievement?</li> <li>how can parental attitudes affect achievement?</li> </ul>	<b>Paper 1 - Education:</b> <ul style="list-style-type: none"> <li>What are the patterns of educational attainment for ethnicity and achievement?</li> <li>Are social class and cultural factors influential?</li> </ul>

	<ul style="list-style-type: none"> <li>• what does socialisation mean and why it is important part of studying sociology?</li> <li>• key ideas of Karl Marx</li> <li>• key ideas of Emile Durkheim</li> <li>• key ideas of Max Weber</li> <li>• key sociological perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• what alternatives to families exist in the uk?</li> <li>• how might an individual's family and household setting change over the course of their life?</li> <li>• what types of family diversity are there?</li> <li>• how do families differ in the global context?</li> </ul>	<p>the role of families?</p> <ul style="list-style-type: none"> <li>• how do feminist perspectives view family?</li> <li>• what were conjugal roles and relationships like in the past?</li> <li>• what is the symmetrical family?</li> <li>• is the symmetrical family a reality or a myth?</li> <li>• how power is distributed between partners in relationships?</li> <li>• what are conventional families?</li> </ul>	<p>trends in lone-parent families?</p> <ul style="list-style-type: none"> <li>• what changes are taking place in fertility?</li> <li>• how do marriages differ in the global context?</li> <li>• what are the changing patterns of marriage and divorce?</li> <li>• what are the consequences of divorce?</li> </ul>	<ul style="list-style-type: none"> <li>• how might processes in schools (in terms of class) affect achievement?</li> <li>• what are the influences of streaming and subcultures on achievement?</li> <li>• how does Willis view counter-school subculture?</li> <li>• how has achievement of females improved?</li> <li>• how can we explain differences in subject choice between male and female students?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the role of school in ethnicity and achievement?</li> <li>• What are the economic and selective roles of education?</li> <li>• What is learned through formal and informal curriculum?</li> <li>• How does functionalist perspective view the role of education?</li> </ul>
Key skills to apply in assessment or exam	AO1: Demonstrate knowledge and understanding of sociological theories, concepts,	AO1: Demonstrate knowledge and understanding of sociological theories, concepts,	AO1: Demonstrate knowledge and understanding of sociological theories, concepts,	AO1: Demonstrate knowledge and understanding of sociological theories, concepts,	AO1: Demonstrate knowledge and understanding of sociological theories, concepts,	AO1: Demonstrate knowledge and understanding of sociological theories, concepts,

**Sociology**  
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	evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.	evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.	evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.	evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.	evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.	evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.
Title of Knowledge Organiser	<ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Marxism</li> <li>• Feminism</li> <li>• Interactionism</li> </ul>	<ul style="list-style-type: none"> <li>• Types of family</li> <li>• Alternatives to families</li> <li>• Family diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Functionalism and family</li> <li>• Marxism and family</li> <li>• Feminism and family</li> <li>• Conjugal roles and symmetrical family</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and children</li> <li>• Changes in family structures</li> <li>• Demographic trends within the family</li> </ul>	<ul style="list-style-type: none"> <li>• Social class and achievement</li> <li>• Gender and achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Ethnicity and achievement</li> <li>• Functionalism and education</li> </ul>