

## Key Stage 5 Curriculum Map 2020-21

### Term 1

Subject: Sociology (CIE)	Year: 2020-21	
Focus/Topic	UAE Links	Home Learning / Reading
<b>Paper 3—Education</b> <ul style="list-style-type: none"> <li>• <i>Education in a social context</i>: Explanations of inequality and educational achievement according to social class, gender, ethnicity, regional differences, cultures and identities</li> <li>• The relationship between material factors and educational attainment.               <ul style="list-style-type: none"> <li>• Cultural explanations for patterns in social class and educational attainment, including parental attitudes, values, speech codes, and cultural capital.</li> <li>• In-school factors, including labelling, ability grouping and pupil subcultures.</li> <li>• Compensatory education programmes.</li> </ul> </li> </ul>	Link to Education and schools in the UAE	Haralambos and Holborn (textbook)—relevant pages. Additional online resources and links provided each lesson on Teams.
<ul style="list-style-type: none"> <li>• Ethnicity and educational attainment: Racism in schools.</li> <li>• Cultural explanations for patterns in ethnicity and educational attainment. • Ethnicity and subcultures. • The relationship between ethnicity, social class and gender.</li> </ul>	Equality in education	As above
<ul style="list-style-type: none"> <li>• Gender and educational attainment: The relationship between gender socialisation and educational attainment. • Wider social changes and gendered educational achievement, including changing female expectations and the crisis of masculinity. • Gender and subcultures. • Teacher expectations and gendered behaviour in the classroom</li> </ul>	Equality in education	
<ul style="list-style-type: none"> <li>• Teacher/pupil relationships: streaming, labelling, hidden curriculum, and the gendered curriculum.</li> </ul>	Link to classrooms in the UAE	
<ul style="list-style-type: none"> <li>• Teacher/pupil relationships: streaming, labelling, hidden curriculum, and the gendered curriculum.</li> </ul>	Link to classrooms in the UAE	
<ul style="list-style-type: none"> <li>• Pupil sub-cultures and attitudes to education.</li> <li>• Assessment</li> </ul>	Link to classrooms in the UAE	
<b>Paper 4—Religion</b>		Haralambos and Holborn (textbook)—relevant pages.

<ul style="list-style-type: none"> <li>• Definition and introduction and theories of religion: considering the role of religion in tribal societies.</li> </ul>		<p>Additional online resources and links provided each lesson on Teams.</p>
<b>Mid Term Break</b>		
<ul style="list-style-type: none"> <li>• Religion and social order: Functionalist accounts of how religion contributes to social order and social solidarity.</li> <li>• Marxist accounts of the relationship between religion, oppression and capitalism.</li> </ul>	<p>Year of Tolerance in the UAE</p>	
<ul style="list-style-type: none"> <li>• Religion and social order: Debates about the strengths and limitations of functionalist and Marxist perspectives on religion.</li> <li>• Religion as a source of social change: Weber’s theory of the role of religion in the rise of capitalism. • Alternative views about the relationship between religion and the origins of capitalism. • Liberation theology as an example of religion acting as a vehicle for social change. • The influence of religious movements on political debates and struggles, examined through case studies such as the Evangelical movement in US politics or the influence of the Ayatollahs in the Iranian revolution.</li> </ul>	<p>Year of Tolerance in the UAE</p>	
<ul style="list-style-type: none"> <li>• The secularisation debate: The secularisation thesis. • Evidence for a decline in religious belief. • Discussions about whether rationalisation is leading to a decline in religious belief. • Debates about whether religion has lost its social significance.</li> </ul>	<p>A discussion of tolerance in the UAE—visit of the Pope</p>	
<ul style="list-style-type: none"> <li>• Gender, feminism and religion: Feminist perspectives on religion. • Explanations for patriarchy and gender inequality in religion. • Moves towards gender equality in religious organisations and evidence that religious practices may benefit women.</li> </ul>	<p>Tolerance in the UAE</p>	
<ul style="list-style-type: none"> <li>• Religion and post-modernity: Discussions about whether there has been a growth in privatised religion. • The concept of spiritual shopping and its contribution to understanding religiosity today. • Debates about whether resacrilisation is a feature of post-modernity</li> </ul>	<p>Discuss—the seamless blending between a modern society and a religious one in the UAE</p>	
<ul style="list-style-type: none"> <li>• Religion and post-modernity: The significance of new religious movements (NRMs) and New Age ideas for understanding the meaning and significance of religion today.</li> </ul>	<p>Discuss—the seamless blending between a modern society and a religious one in the UAE</p>	
<ul style="list-style-type: none"> <li>• Different explanations for the growth in fundamentalist religions, including cultural defence, cultural transition, disengagement, marginality, and religious revival.</li> <li>• Religion: Assessment</li> </ul>	<p>Discuss—the seamless blending between a modern society and a religious one in the UAE</p>	

<b>Spring Break</b>		