

OC. 07/12/2020



Key Stage 4 Curriculum Map 2020 -

2021

Term 2

Subject: Sociology		Year: 10	
Focus/Topic	UAE Links	Home Learning / HPL	

<p><u>Week 1</u></p> <p>Lesson 1- What is sociology? How do we define what sociology is and what do sociologists study? How did sociology develop? (A brief history.) Looking at the world through the eyes of a sociologist.</p> <p>Lesson 2- Emile Durkheim Why is Durkheim seen as a 'founder' of sociology and what were some of his important ideas? Durkheim and his world.</p> <p>Lesson 3 -Karl Marx Why is Marx seen as a 'founder' of sociology and what were some of his important ideas? Marx and his world.</p>	<p>Lesson 1 Review student project titles at the University of Sharjah and decipher what different projects and topics UAE sociologists have studied. https://www.sharjah.ac.ae/en/academics/Colleges/ahss/dept/sd/Pages/Students-Projects.aspx</p> <p>Lesson 2 Review page 9 of the study below about the globalisation of UAE families and how Durkheim's theories apply. https://www.zu.ac.ae/main/en/research/publications/books-reports/2014/UAE-Family-Under-Global-Transformation.pdf</p> <p>Lesson 3 UAE and relevant theories https://www.istor.org/stable/23266601?seq=1</p>	<p>Meta thinking</p> <p>Lesson 1 Role play- develop a script detailing different perspectives of how various sociologists would look at the world. Performance/presentation- Deliver role plays and peer assess</p> <p>Lesson 2 Critical review of Durkheim</p> <p>Lesson 3 Compare and contrast with Durkheim (different ways of looking at the world). Simulation: a meeting between Durkheim and Marx.</p>
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<p>Week 2</p> <p>Lesson 4-Max Weber</p> <p>Why is Weber seen as a 'founder' of sociology and what were some of his important ideas?</p> <p>Weber and his world.</p> <p>Compare and contrast with Durkheim and Marx (different ways of looking at the world).</p> <p>Simulation: a meeting between Weber and Marx.</p> <p>Lesson 5- Functionalism</p> <p>An introduction to Functionalism.</p> <p>Was Durkheim a functionalist?</p> <p>Who was Talcott Parsons and what was his contribution to sociology?</p> <p>Criticisms of Functionalism</p> <p>Key words: Social order/ value consensus</p> <p>Lesson 6 - Marxism</p> <p>An introduction to Marxism.</p> <p>Marxist sociology (explore examples).</p> <p>Historical attempts to create a society based on Marxist ideas.</p> <p>Criticisms of Marxism.</p> <p>Key words:Marxism</p> <p>False class consciousness</p> <p>Ruling class ideology</p>	<p>Lesson 4</p> <p>Explore how Weber's theory can be applied to the UAE and writing a letter to a peer.</p> <p>Lesson 5</p> <p>Analyse the UAE and decide what Durkheim would write about religion and society.</p> <p>https://www.tutor2u.net/sociology/reference/sociology-functionalist-views-on-the-role-of-religion</p> <p>Lesson 6</p> <p>https://www.expo2020dubai.com/en/what-new/20191119-dubai-chamber</p> <p>How could EXPO 2020 be used to critique Marxism, what positives can be brought about?</p>	<p>Meta thinking</p> <p>Lesson 4</p> <p>Quick test to assess students' knowledge of the important ideas of Durkheim, Marx and Weber.</p> <p>Extended writing: write a paragraph to describe the key ideas of Max Weber.</p> <p>Lesson 5</p> <p>Mind map of Functionalism</p>
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<p>Week 3</p> <p>Lesson 7 Formative assessment Assessment of week 1-6 exam.net Past paper 2017</p> <p>Lesson 8 Interactionism An introduction to Interactionism. Labelling theory (explore examples of how labelling can affect the behaviour of students). Criticisms of Interactionism Key words: Labelling and master status</p> <p>Lesson 9 Feminism An introduction to Feminism. What is patriarchy? Are men and women equal in Great Britain today? Reference: 'Learning to Labour', Paul Willis, (1975). Key words: Patriarchy</p>	<p>Lesson 7</p> <p>Lesson 8 Gulf news articles (analyse interactionism)</p> <p>https://gulfnews.com/uae/education/helping-toddlers-in-their-speech-and-language-1.1580384158720</p> <p>Lesson 9 https://www.uae-embassy.org/sites/default/files/Women_in_the_UAE_Eng.pdf How have women progressed in the UAE?</p>	<p>Meta thinking</p> <p>Analysing news reports from the region</p> <p>How feminism has progressed or regressed in the region using the study.</p> <p>Discussion: Are men and women equal in Great Britain today?</p>
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<p>Week 4</p> <p>Lesson 10- The New Right An introduction to the New Right. The culture of poverty. The underclass. Criticisms of the New Right Extended writing: plan and write a paragraph to explain Marxist ideas about social class.</p> <p>Lesson 11- Social structures What is a social structure? Different forms of social stratification. Race and ethnicity. Key words: Caste, Ethnicity, Feudal system, Gender, Social class, Social stratification</p> <p>Lesson 12- Social processes What is a social process? Social control. Socialisation. Nature versus nurture</p>	<p>Lesson 10 UAE poverty link, read and take notes, does this oppose New right? https://u.ae/en/about-the-uae/leaving-no-one-behind/1nopoverity</p> <p>Lesson 11 Examine social life and structure looking at tribes and modern society. https://u.ae/en/about-the-uae/culture/social-life</p> <p>Lesson 12 https://gulfnews.com/living-in-uae/ask-us/what-is-the-uae-social-code-of-behaviour-1.1574774110364 Read the article about social processes and pinpoint UAE links.</p>	<p>Analysing and Realising</p> <p>L10 'The Children of Sanchez', Oscar Lewis, (1961).</p> <p>L11 Case study on Apartheid in South Africa: analyse and explain trends and developments over time.</p> <p>L12 What makes us who we are? Discussion and debate in groups</p>
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<p>Week 5</p> <p>Lesson 13- Social issues</p> <p>What is a social issue?</p> <p>Poverty as a social issue.</p> <p>Crime as a social issue.</p> <p>Media amplification and moral panics.</p> <p>Content analysis: media coverage of poverty and/or crime.</p> <p>Lesson 14- Sociological debates</p> <p>What is a conflict perspective?</p> <p>What is a consensus perspective?</p> <p>'Grand theories' and ideas about progress.</p> <p>Lesson 15 Culture and nature</p> <p>What is culture? (Refer back to lesson 1.)</p> <p>Nature v nurture (refer back to lesson 11).</p> <p>Feral children.</p> <p>Sociobiology.</p>	<p>L13 Read the UAE crime safety report from 2020. https://www.osac.gov/Country/UnitedArabEmirates/Content/Detail/Report/77d2e6dc-68e6-4dcd-91ea-1828235e7695</p> <p>L14 https://gulfnews.com/opinion/op-eds/national-consensus-for-the-uae-1.814001 read the article and comment accordingly.</p> <p>L15 https://sp.mofaic.gov.ae/EN/TheUAE/Pages/UAE-and-Human-Rights.aspx Read the UAE response to rights and comment accordingly.</p>	<p>Analysing and Realising</p> <p>L13</p> <p>1-Compare homelessness in the UAE to the UK and produce a report on poverty as a social issue using this case study.</p> <p>2- Extended writing: for example, write a paragraph to explain what sociologists mean by a social issue.</p> <p>L14</p> <p>1- Comparison exercise: use extracts from the work of different sociologists.</p> <p>L15</p> <p>1- Comparison exercise: use extracts from the work of different sociologists.</p> <p>Discussion: is there such a thing as 'free will'?</p>
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<p>Week 6 Lesson 16- Sex and gender</p> <p>What is the difference between biological sex and gender?</p> <p>Culture and gender roles.</p> <p>Gender identity</p> <p>Feminist perspectives on gender roles.</p> <p>Lesson 17 Race and ethnicity</p> <p>What is race? (Link to lesson 10.)</p> <p>What is ethnicity?</p> <p>Racial prejudice and discrimination.</p> <p>Historical and contemporary examples of racial prejudice and discrimination.</p> <p>Content analysis: media coverage of related issues, such as immigration.</p> <p>Lesson 18- Facts and values</p> <p>What is a sociological fact?</p> <p>What are values?</p> <p>Structure and agency – how are people motivated to act in the world?</p> <p>Link to Functionalism (lesson 5) and Interactionism (lesson 7).</p> <p>Key words: Values</p>	<p>Lesson 16 https://www.jstor.org/stable/41604179?seq=1 Read an excerpt of the study and comment on why it has been conducted.</p> <p>Lesson 17 Read the laws from the UAE and create a Kahoot quiz. https://u.ae/en/about-the-uae/culture/tolerance/anti-discrimination-hatred-law</p> <p>Lesson 18 How to motivate young Emiratis... Youth and vision 2021 https://u.ae/en/about-the-uae/the-uae-government/government-of-future/youth</p>	<p>Analysing and Realising L16-Analyse what feminists say about gender roles.</p> <p>L17- analyse case studies of discrimination in work places and present the findings</p> <p>L18 Extended writing: for example, write a paragraph to explain what sociologists mean when they talk about the difference between race and ethnicity.</p>
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Half Term

<p>Week 1</p> <p>L1- Research design</p> <p>What are the key decisions to make before beginning a research project?</p> <p>Establishing appropriate aims.</p> <p>Formulating a hypothesis</p> <p>Key words: Bias, ethics, values</p> <p>L2- Scientific methods</p> <p>What is the scientific method?</p> <p>Why is peer review important?</p> <p>What is the importance of a pilot study (planning for success and avoiding problems)?</p> <p>What makes research 'reliable'?</p> <p>What makes research 'valid'?</p> <p>Alternative approaches, for example, the interactionist perspective (asking people about their experiences and feelings) and gaining informed consent from research participants.</p> <p>L3- Practical problems</p> <p>How do we assess the success or failure of sociological research?</p> <p>Choosing the right research tools.</p>	<p>Lesson 1</p> <p>UAE Project</p> <p>How was this research designed?</p> <p>https://www.thegazette.org/issue/130/features/uae-human-genome-project</p> <p>Lesson 2</p> <p>Review this pilot study in Dubai of teacher experiences</p> <p>https://www.middleeastjournalofpositivepsychology.org/index.php/mejpp/article/view/98</p> <p>Lesson 3</p> <p>How might these projects at this Dubai university avoid bias?</p> <p>https://www.uowdubai.ac.ae/our-researchers/research-projects</p>	<p>Analysing and Realising</p> <p>L1</p> <p>Discussion: what are appropriate research opportunities in your school or college?</p> <p>Comparison exercise: use extracts from the work of different sociologists.</p> <p>L2</p> <p>Is sociology a science?</p> <p>Debate and analysis</p> <p>Realising conclusions</p> <p>L3</p> <p>Comparison exercise: use extracts from the work of different sociologists (including summary reviews of published research identifying significant criticisms).</p>
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Grounded theory (link to previous lesson – alternative approaches). Avoiding bias. Using secondary sources appropriately. Keeping costs under control.

<p>Week 2</p> <p>L4- Ethical problems</p> <p>What is the British Sociological Association Ethical Code (provide a summary of main points)?</p> <p>The principle of informed consent.</p> <p>The Nuremburg Code.</p> <p>The need for anonymity and confidentiality.</p> <p>The Data Protection Act (summary of key principles).</p> <p>L5- Primary sources</p> <p>What are primary sources?</p> <p>Different types of primary data.</p> <p>Reliability (refer back to lesson two).</p> <p>Validity (refer back to lesson 2).</p> <p>Representative population samples (introduce this idea – to be followed up and developed at a later point).</p> <p>Research using mixed methods (advantages).</p> <p>L6- Secondary sources</p> <p>What are secondary sources?</p> <p>Different types of secondary source material.</p> <p>The need for critical review when using secondary sources (provide examples of secondary sources demonstrating a lack of objectivity).</p>	<p>L4</p> <p>Why would this local air-line allow individuals to remain anonymous?</p> <p>https://ethicalreporting.flydubai.com/</p> <p>https://dda.gov.ae/contactus/ethics-hotline/</p> <p>L5</p> <p>A study conducted about the role of English in the UAE.</p> <p>https://www.researchgate.net/publication/323003395_The_Role_of_English_in_the_United_Arab_Emirates_and_Resulting_Implications_for_English_Teaching</p> <p>L6</p> <p>Review the longitudinal study critically and write down why it is a secondary source.</p>	<p>Realising and Creating</p> <p>L4</p> <p>Simulation: ‘ethics committee’ reviewing research proposals.</p> <p>L5</p> <p>Create a mini research project and realise the strengths and weaknesses. Interview 3 students and collect primary data.</p> <p>L6</p> <p>Create a mini dictionary with the key words and realise how they are used in daily life.</p> <p>Case study</p> <p>Interview</p> <p>Longitudinal study</p> <p>Mixed methods</p> <p>Observation</p> <p>Questionnaire</p> <p>Representative sample</p> <p>Triangulation</p>
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<https://www.uaeu.ac.ae/en/news/2019/nov/mutabaah-mother-and-child-health-study.shtml>

L3

<p>Week 3 L7- Surveys What are surveys? Postal and online questionnaires. Telephone surveys. Opinion polls. Advantages and disadvantages of surveys.</p> <p>L8- Sampling Why do sociologists use sample surveys (link to lesson 7)? What is a sampling frame? Different types of probability samples (known populations). Non-probability samples (unknown populations).</p> <p>L9- Questionnaires What is a questionnaire (as a research tool)? When is a questionnaire an appropriate research tool? How to design a questionnaire. What are the advantages of questionnaires? What are the disadvantages of questionnaires?</p>	<p>L7 https://u.ae/en/participate/polls Review the UAE opinion poll and analyse the strengths and features.</p> <p>L8 What sampling issues should we become aware of in the UAE? https://www.research-world.com/sampling-considerations-in-the-emirates/</p> <p>L9 Read the article and list why some surveys are illegal. https://www.khaleejtimes.com/nation/du-bai/surveys-conducted-without-permits-are-illegal-in-du-bai---</p>	<p>Realising and Creating L7 Create an opinion poll using Polly And estimate how accurate the responses are, realising the adv and dis-adv in groups. Create flashcards with the key words: Sample Representative data</p> <p>L8 Conduct a sample from the class. Create an overview and present it. Choose from: Quota sample Random sample Representative Sampling frame Snowball sample Systematic sample Practical: students to gain practical experience of sampling procedures.</p> <p>L9- Create a questionnaire with open and closed questions.</p>
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<p>Week 4</p> <p>L10- Interviews</p> <p>What is an interview (as a research tool)?</p> <p>Different types of interviews (structured, unstructured and semi-structured).</p> <p>Focus groups.</p> <p>The problem of interviewer bias.</p> <p>The advantages of interviews.</p> <p>The disadvantages of interviews.</p> <p>L11-Observation</p> <p>What is observation (as a research tool)?</p> <p>Different types of observation (participant and non-participant).</p> <p>What is an observation schedule?</p> <p>The advantages of observation.</p> <p>The disadvantages of observation.</p> <p>L12- Statistics</p> <p>What is quantitative data (key terms and ideas)?</p> <p>Presenting quantitative data.</p> <p>Looking for patterns and trends.</p>	<p>L10</p> <p>Explore Dubai authorities and interviews</p> <p>https://researchportal.port.ac.uk/portal/en/publications/exploring-investigative-interviewing-a-dubai-perspective(ddd88811-d033-44cf-8078-bb2d35b77d0b).html</p> <p>Climate change study with interviews in Dubai.</p> <p>https://scholarworks.uaeu.ac.ae/all_theses/29/</p> <p>L11</p> <p>How do KHDA observe? Is this effective?</p> <p>https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/How%20Children%20and%20Teachers%20use%20ICT_Eng.pdf</p> <p>L12- Bar graphs</p> <p>https://en.climate-data.org/asia/united-arab-emirates/dubai/dubai-705/</p>	<p>Realising and Creating</p> <p>L10</p> <p>Create an interview and design a semi - structured one as a whole group.</p> <p>Realise negative interview experiences.</p> <p>L11</p> <p>Students to interview teachers on their teacher observations.</p> <p>L12</p> <p>Create a pie chart of Quantitative data based on student expectations.</p>
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<p>Week 5 L13 Case studies & Longitudinal studies</p> <p>What is a case study (as a research tool)? When is it appropriate to use a case study? What are the advantages of case studies? What are the disadvantages of case studies? What is a longitudinal study (as a research tool)? When is it appropriate to use a longitudinal study? What are the advantages of longitudinal studies? What are the disadvantages of longitudinal studies?</p> <p>L14 Ethnography and experiments</p> <p>What is ethnography (as a research tool)? When is it appropriate to use an ethnographic approach? What are the advantages of ethnography? What are the disadvantages of ethnography?</p> <p>What is an experiment (as a research tool)? Examples of famous (social science) experiments. Ethical problems associated with social science experiments.</p> <p>L15- Practical: students to design and then complete a small scale research project.</p>	<p>L13 Review the longitudinal study critically and write the advantages.</p> <p>https://www.uaeu.ac.ae/en/news/2019/nov/mutabaah-mother-and-child-health-study.shtml</p> <p>L14 List the benefits of this study.</p> <p>https://fieldwork-hub.com/case-studies/ethnos-mobility-and-energy-dubai/</p> <p>L15 Practical - UAE small scale research project design</p>	<p>Realising and Creating L13 Create a plan for a longitudinal study on an idea you think should be researched in the UAE.</p> <p>L14 Create a list of famous research experiments and realise similarities</p> <p>L15 Practical - UAE small scale research project design</p>
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Easter Break