

# Curriculum map: Citizenship and Sociology

## Key Stage 3

Year  
9

|  | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Autumn 2                                                                                                                                            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|  | <p><b>Criminal Justice System</b><br/>The introductory unit. Students are introduced to Citizenship as a subject and agree expectations with their teacher, then identify the different types of power, explain how power is exercised over them in everyday life, and evaluate whether it is used responsibly. They explain what a criminal offence is and distinguish criminal from civil law using simple cases, define &amp; discuss risk factors and evaluate whether risk leads to offending. Ss identify who works in the Criminal Justice System and what their roles are.</p> <p><b>Key vocabulary:</b> rule of law, criminal offence, offender, criminal law, civil law, judiciary, custodial, right to a fair trial, defendant, barrister, magistrate</p> <p><b>Skills:</b> Critical thinking and analytical skills; representing the views of others; empathy</p> | <p><b>Criminal Justice System</b><br/>Students study the roles and powers of the police, and the patterns and trends of crime in relation to social class and ethnicity, including why white-collar crime goes undetected and underreported. The structure of the courts is covered, followed by a mock trial in which students take the roles of jury, defence, prosecution and judge. The term ends with students explaining and evaluating the purposes of sentencing, the punishments a judge or magistrate can give and a comparison of UK and Norwegian prisons.</p> <p>Students consider the benefits &amp; disadvantages of prison versus community sentences using evidence.</p> <p><b>Key vocabulary:</b> rule of law, criminal offence, offender, criminal law, civil law, judiciary, custodial, right to a fair trial, defendant, barrister, magistrate</p> <p><b>Skills:</b> Reasoning; reaching a judgement; collaboration and presentation; extended writing — arguing different viewpoints and making substantiated judgements</p> | <p><b>Human, Political &amp; Legal rights</b><br/>Students explain what human rights are, evaluate the most important right, and identify when rights are being enjoyed, demanded or denied. They study the Universal Declaration of Human Rights, why it was written and what action a UK citizen can take if their rights are breached, then asylum: what it is, its link to human rights, and why some countries house more refugees and asylum seekers. Legal rights and legal ages follow, with students evaluating whether the age thresholds should be amended.</p> <p><b>Key vocabulary:</b> human rights, legal rights, legally enforced, representative democracy, direct democracy, constitutional monarchy, one party state, dictatorship, authoritarian, theocracy</p> <p><b>Skills:</b> Group work, communication, empathy, reasoning and critical thinking; revision technique and retrieval</p> | <p><b>Human, Political &amp; Legal rights; Types of Government including democracy</b><br/>Beginning with stereotypes and discrimination and the law, students explain the key role of government and identify the different types. Democracy and dictatorship are defined and compared feature by feature, leading to an extended writing task on whether rights are better protected in democratic societies. The term ends with representative and direct democracy: the difference between them, which the UK uses more often, examples of direct democracy, and an evaluation of both.</p> <p><b>Key vocabulary:</b> human rights, legal rights, legally enforced, representative democracy, direct democracy, constitutional monarchy, one party state, dictatorship, authoritarian, theocracy</p> <p><b>Skills:</b> Collaboration, communication and presentation; source question and comparative analysis; link making, empathy and global citizenship; reasoning</p> | <p><b>Economy</b><br/>Students explain what the UK economy is, how the government runs it, and evaluate their own relationship with money. They identify the different types of tax, why and how it is collected and evaluate its purpose, then distinguish tax avoidance from evasion and consider what it says about the integrity of organisations that use loopholes. The public and private sectors are compared, and students explain what the government spends money on, where the money comes from, and decide how much it should spend.</p> <p><b>Key vocabulary:</b> economy, tax, progressive tax, regressive tax, inflation, tax evasion, tax avoidance, financial, corporation, public sector, private sector</p> <p><b>Skills:</b> Knowledge and reasoning; reaching a judgement; collaboration and communication</p> | <p><b>Introduction to the UK Political System</b><br/>After the end-of-year assessment, students explain the role of Parliament, identify who sits in each chamber and whether they are elected or appointed, and evaluate whether Parliament is representative. They study who can become an MP and how, the competing roles of an MP and whether MPs should have second jobs, then the executive — who is part of it, how it is chosen, and the roles of the Prime Minister and Cabinet. The term closes with students working in groups to create their own political party, policies and manifesto and presenting it.</p> <p><b>Key vocabulary:</b> economy, tax, progressive tax, regressive tax, inflation, tax evasion, tax avoidance, financial, corporation, public sector, private sector</p> <p><b>Skills:</b> Global citizenship and critical thinking; collaboration, communication and planning; advocacy and representation</p> |

## Key Stage 4

Exam Board: AQA

Year  
10

|  | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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|  | <p><b>Values; Identity; Changes to the UK Population</b></p> <p>The GCSE course opens by sorting current issues into local, national and global and assessing their importance. Students state what values are, list the British values, and identify the values, rights and freedoms underpinning UK democracy, explaining why democracy cannot function without them. Identity follows — individual, regional, national and global — then the changing UK population: the Census, the history and nature of migration to and from the UK, how Britain became multi-cultural and multi-faith, push and pull factors, migration myths, and an evaluation of the benefits and disadvantages of migration.</p> <p><b>Key vocabulary:</b> British values, rule of law, democracy, wealth distribution, multicultural, multi-faith, freedom of the press, regulator (e.g. IPSO), censorship, collective defence</p> <p><b>Skills:</b> Reasoning; emotional intelligence; research; communication and debating; representing the views of others; literacy and evaluation</p> | <p><b>The Media; International Organisations</b></p> <p>Students describe their own media habits and the roles and responsibilities of the media in a democracy, weighing the strengths and criticisms of print and social media. Bias, fact against opinion, the regulators Ofcom and IPSO, freedom of the press, censorship and self-censorship, and investigative journalism including war reporting are all covered, with 8-mark practice throughout. The term then turns to the organisations the UK belongs to: NATO, collective defence and its role in the Russia-Ukraine conflict, and the United Nations, including the powers of the General Assembly against the Security Council.</p> <p><b>Key vocabulary:</b> British values, rule of law, democracy, wealth distribution, multicultural, multi-faith, freedom of the press, regulator (e.g. IPSO), censorship, collective defence</p> <p><b>Skills:</b> Listening for key information; empathy; link making; critical thinking; developing reasoned, coherent arguments and substantiated judgements</p> | <p><b>International Organisations; NGOs; Resolving Conflict; International Courts</b></p> <p>Students study the Council of Europe and its link to human rights through prisoners' voting rights, the origins and purpose of the EU and freedom of movement of goods and people, why the UK left and the difference between a hard and soft Brexit, the Commonwealth, and the World Trade Organisation and its rules in relation to MEDCs and LEDCs. They then examine how international disputes are resolved, the role and funding of NGOs, international law and how the international courts respond to violations, and the Geneva and Hague Conventions.</p> <p><b>Key vocabulary:</b> uncoded constitution, parliamentary sovereignty, separation of powers, devolution, devolved powers, reserved powers, asymmetric devolution, referendum, power sharing, legislature, executive, cabinet, collective responsibility, civil service</p> <p><b>Skills:</b> Global citizenship; reasoning and reaching a substantiated conclusion; collaboration and problem solving; interpretation of evidence</p> | <p><b>Types of Government; Institutions of the Constitution</b></p> <p>Students compare democratic and undemocratic governments with examples, comparing governance and rights in an undemocratic country to the UK. The constitution follows: what a constitution is, how the UK differs from the US's, and the sources that make it up. Parliamentary sovereignty and its advantages and disadvantages, the composition and roles of the legislature, the executive and Cabinet, how Parliament holds the government to account and which method is most effective, what makes a Prime Minister powerful, the judiciary and the Supreme Court, and ceremonial roles complete the term.</p> <p><b>Key vocabulary:</b> uncoded constitution, parliamentary sovereignty, separation of powers, devolution, devolved powers, reserved powers, asymmetric devolution, referendum, power sharing, legislature, executive, cabinet, collective responsibility, civil service</p> <p><b>Skills:</b> Comparative analysis; discussion; reasoning and analytical skills; extended writing; critical thinking and making links</p> | <p><b>Devolution and Local Government; Making Statute Law; Political Parties and Voting</b></p> <p>Opening with a documentary on miscarriages of justice, students study devolution — how power has been devolved, its advantages and disadvantages for the devolved nations and for the UK, and whether Scotland should become independent — then how laws are made, the stages of a bill and Royal Assent, and local government: who represents us, how they are elected, what services they provide and how they are funded. The term refers to the political spectrum and the main ideologies, political parties and manifestos, who can and cannot vote, whether voting should be compulsory or the age lowered to 16, elections, and First Past The Post.</p> <p><b>Key vocabulary:</b> pressure group, disproportionate electoral system, proportionate electoral system (proportional representation), First Past The Post, voter turnout, compulsory voting, boycott, lobbying, petitioning</p> <p><b>Skills:</b> Reasoning, research and presentation; creative thinking; survey skills (primary data); critical thinking; communication and debating</p> | <p><b>Electoral Systems; Digital Democracy; the Economy</b></p> <p>Students evaluate proportionality against majoritarian electoral systems using evidence, then study digital democracy: what it is, how citizens and pressure groups use it, how it can empower citizens and its downsides. After revision and the end-of-year assessment, the Economy begins: what an economy is, the difference between the public and private sector, what tax is and how it is collected, how government spends taxation and the competing priorities involved, boom and bust, and the cost of living crisis.</p> <p><b>Key vocabulary:</b> pressure group, disproportionate electoral system, proportionate electoral system (proportional representation), First Past The Post, voter turnout, compulsory voting, boycott, lobbying, petitioning</p> <p><b>Skills:</b> Reasoning and analytical skills; source question and comparative analysis; retrieval and revision technique; critical thinking and link making</p> |

Year  
11

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring 2                                                                                                                                                                                                                                                                     | Summer 1 | Summer 2 |
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| <p><b>Campaign Methods and Pressure Groups; Law and the Criminal Justice System</b></p> <p>Students study how the media and how citizens hold the powerful to account, the campaign methods available and their effectiveness, teenage activists, the types of pressure groups and why some succeed, and trade unions and the pros and cons of strike action. After the politics assessment the term turns to law: the key legal principles and how UK law protects rights and freedoms, the roles and powers of the police, the role of the jury, criminal against civil law, how civil disputes are resolved through tribunal, ombudsman, conciliation, mediation and arbitration, the five purposes of sentencing, custodial against non-custodial punishment, and youth offending.</p> <p><b>Key vocabulary:</b> legal principles, innocent until proven guilty, legal aid, tribunal, judiciary, legal precedent, jury, liable, impose an injunction, ombudsman, arbitration</p> <p><b>Skills:</b> Critical thinking, sequencing and making links; source and evaluation; reasoning and analytical skills, reaching a judgement; extended writing (8-mark questions)</p> | <p><b>November Mocks; Criminal Justice System; Active Citizenship</b></p> <p>The November mock window, then a cyberbullying mock trial and the role of the citizen within the Criminal Justice System. Students revisit the purposes of sentencing, the different punishments and which is most effective, and the patterns and trends in offending, before the CJS assessment. The term closes with case studies of young people's campaigns and the start of Active Citizenship: formulating citizenship enquiries, forming hypotheses, sequencing research questions and planning the action.</p> <p><b>Key vocabulary:</b> legal principles, innocent until proven guilty, legal aid, tribunal, judiciary, legal precedent, jury, liable, impose an injunction, ombudsman, arbitration</p> <p><b>Skills:</b> Collaboration and communication; building social and emotional awareness; enquiry skills; research skills and interpretation of evidence; advocacy, representation and planning</p> | <p><b>Active Citizenship; Revision tests</b></p> <p>Students plan and carry out their practical citizenship action, then critically evaluate its effectiveness. Campaign methods, pressure groups and why some are more successful than others, and trade unions are revisited through revision tests, before the March mock window begins.</p> <p><b>Key vocabulary:</b> indeterminate sentence, mitigating factor, aggravating factor, rehabilitation, deterrence, reparation, reoffending, college of crime</p> <p><b>Skills:</b> Planning and collaboration (planning practical citizenship actions); advocacy, representation and campaigning; analytical skills (critically evaluating the effectiveness of citizenship actions); reasoning — creating reasoned arguments and reaching substantiated conclusions; interpretation of evidence</p> | <p><b>Revision</b></p> <p>The March mock window is completed, followed by revision across the course.</p> <p><b>Key vocabulary:</b> indeterminate sentence, mitigating factor, aggravating factor, rehabilitation, deterrence, reparation, reoffending, college of crime</p> |          |          |

# Key Stage 5

Exam Board:

Year  
12

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|  | <p><b>Culture and Socialisation</b></p> <p>Component 01, Section A opens the course. Students study culture, norms and values and their relative nature, using cross-cultural material, along with the types of culture — subculture, high, popular, global and consumer — and cultural diversity and hybridity. Socialisation follows: primary and secondary socialisation linked to the agencies that carry it out — family, peer group, media, religion, education and workplace — understood as a lifelong process. The nature/nurture debate and its implications for understanding socialisation are considered, alongside the formal and informal agencies of social control and the overlap between them for work, education and religion.</p> <p><b>Key terminology:</b> Culture; norms; values; subculture; high culture; popular culture; global culture; consumer culture; cultural diversity; cultural hybridity; primary socialisation; secondary socialisation; agencies of socialisation; nature/nurture debate; social control; formal agencies of social control; informal agencies of social control.</p> | <p><b>Theory</b></p> <p><b>Identity</b></p> <p>The theoretical perspectives that recur across all three components are established here and applied throughout: functionalism, Marxism and neo-Marxism, feminism, interactionism, postmodernism, the New Right and Weberianism, together with the debates the specification returns to — consensus versus conflict, and social order and control. Identity then opens (Component 01, Section A): the concept of identity, how identities are created, and the influence of the agencies of socialisation on that creation.</p> <p><b>Key terminology:</b> Functionalism; Marxism; neo-Marxism; feminism; interactionism; postmodernism; New Right; Weberianism; consensus; conflict; social order; social control; identity.</p> | <p><b>Identity</b></p> <p>Students study the aspects of identity and their associated cultural characteristics — ethnicity, nationality, gender, social class, sexuality, age and disability — and hybrid identities. The focus is on the relative importance of these aspects to individuals, the ways in which they may intersect, and how identities change over time. Postmodernism is used as a critique of structural perspectives.</p> <p><b>Key terminology:</b> Identity; concept of identity; hybrid identities; ethnicity; nationality; gender; social class; sexuality; age; disability; intersection; changing identities.</p> | <p><b>Identity</b></p> <p>Identity work continues, with the theoretical perspectives applied to it and postmodernism used as a critique of other theoretical views. Component 01 is assessed by a 90-mark paper worth 30% of the A Level: Section A is a mix of short and medium tariff compulsory questions, some source-based, and Section B is three extended-response questions on the chosen option, marked against a levels of response mark scheme.</p> <p><b>Key terminology:</b> Consensus; conflict; social order; social control; source material; extended response; levels of response; AO1 knowledge and understanding; AO2 application; AO3 analysis and evaluation.</p> | <p><b>Research Methods</b></p> <p>Component 02, Section A. Students study the relationship between theory and methods — positivism and its concern with patterns, trends, objectivity, value freedom and quantitative data, set against interpretivism's focus on meanings and experiences, verstehen, rapport, subjectivity, researcher imposition, reflexivity and qualitative data — and use validity, reliability, representativeness and generalisability evaluatively. The stages of the research process follow: the factors influencing choice of topic, aims and hypotheses, operationalisation, pilot studies, respondent validation, longitudinal studies, the sampling techniques and their advantages and disadvantages, access and gatekeeping, and the ethical principles of the British Sociological Association.</p> <p><b>Key terminology:</b> Positivism; interpretivism; patterns; trends; objectivity; value freedom; verstehen; rapport; subjectivity; researcher imposition; reflexivity; quantitative data; qualitative data; validity; reliability; representativeness; generalisability; operationalisation; pilot study; respondent validation; longitudinal study; primary data; secondary data; random, systematic, stratified, snowball, volunteer, opportunity, purposive and quota sampling; access and gatekeeping; ethics; social policy.</p> | <p><b>End of year examination</b></p> <p><b>Research Methods</b></p> <p>After the end-of-year examination, students complete Component 02, Section A with the methods themselves: questionnaires, structured, semi-structured and unstructured interviews, official and non-official statistical data, content analysis, the four types of observation, and ethnography. Mixed methods — triangulation and methodological pluralism — close the unit. Every method is considered in the particular context of researching social inequalities, since Component 02 is synoptically assessed and carries the highest AO3 weighting of the three papers.</p> <p><b>Key terminology:</b> Questionnaires; structured interviews; semi-structured interviews; unstructured interviews; official statistics; non-official statistics; content analysis; participant observation; non-participant observation; covert observation; overt observation; ethnography; mixed methods; triangulation; methodological pluralism; synoptic assessment.</p> |

Year  
13

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| <p><b>Crime and Deviance</b></p> <p>Component 03, Section B, Option 1 begins. Students define crime and deviance, social order and social control, and consider the relativity of crime and deviance over time, between societies and within societies, and the ways in which crime and deviance are socially constructed. Measuring crime follows: official crime statistics — including police recorded crime figures and the Crime Survey for England and Wales — victim surveys and self-report studies, weighing the advantages and disadvantages of each measure.</p> <p><b>Key terminology:</b> Crime; deviance; social order; social control; relativity of crime and deviance; social construction of crime and deviance; official crime statistics; police recorded crime; Crime Survey for England and Wales; victim surveys; self-report studies.</p> | <p><b>Crime and Deviance</b></p> <p>Students study the social distribution of offending and victimisation in relation to social class, gender, age and ethnicity, then the global dimension the option introduces: patterns of global organised crime and green crime. The research methods work from Year 12 is applied throughout, since Component 03 is synoptically assessed and requires understanding of the connections between the nature of sociological thought, methods of sociological enquiry and the core themes.</p> <p><b>Key terminology:</b> Social distribution of offending; victimisation; patterns and trends; global organised crime; green crime; core themes; synoptic assessment.</p> | <p><b>Crime and Deviance</b></p> <p>The theoretical explanations of crime and deviance: functionalism, Marxism, neo-Marxism and radical criminology, interactionism, left and right realism, the New Right, subcultural theories and feminism. Students consider how each perspective explains crime, and how it accounts for the patterns and trends of offending in relation to social class, gender, age and ethnicity.</p> <p><b>Key terminology:</b> Functionalism; Marxism; neo-Marxism; radical criminology; interactionism; left realism; right realism; New Right; subcultural theories; feminism.</p> | <p><b>Crime and Deviance</b></p> <p><b>Revision</b></p> <p>The option concludes with how crime and deviance can be reduced: left-wing approaches — social and community crime prevention and punishment, restorative justice, and structural changes in society — set against right-wing approaches: situational crime prevention, environmental crime prevention, retributive justice, and punitive punishment and control. Students consider policies relating to crime prevention, punishment and control, before revision begins.</p> <p><b>Key terminology:</b> Social policy and crime; social and community crime prevention; restorative justice; structural change; situational crime prevention; environmental crime prevention; retributive justice; punitive punishment and control.</p> | <p><b>Revision</b></p> <p>Revision and examination preparation across all three components. Component 01 is 90 marks in 1 hour 30 minutes and 30% of the A Level; Components 02 and 03 are 105 marks in 2 hours 15 minutes each, 35% each, and both are synoptically assessed. All three papers test AO1 knowledge and understanding of sociological theories, concepts, evidence and research methods; AO2 application of these to a range of issues; and AO3 analysis and evaluation in order to present arguments, make judgements and draw conclusions.</p> <p><b>Key terminology:</b> Synoptic assessment; extended response; levels of response mark scheme; AO1; AO2; AO3; sustained line of reasoning.</p> |  |
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