



Curriculum Rationale

Department of PME

GCSE Sociology

This document aims to inform parents of the knowledge and skills their children acquire and why they learn what they do over the course of their five years in Salendine Nook High School.

Our Vision/Intent

‘The function of Sociology, like every science, is to reveal what is hidden.’ Pierre Bourdieu

In **GCSE Sociology** we will aim to help our students discover exactly what Pierre Bourdieu suggests, the hidden workings of society. We will also aim to help our students achieve the best possible GCSE grades by the end of the two year course. Sociology is the study of human social relationships and the various institutions set up by human beings to make society work. Sociology’s subject matter is hugely diverse, ranging from crime to religion, from the family to the state, from the divisions of race and social class to the shared beliefs of a common culture, and from social stability to radical change in whole societies. Unifying the study of these diverse subjects of study is sociology’s purpose of understanding how human action and consciousness both shape and are shaped by surrounding cultural and social structures.

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. Our aim is to instill in our students an understanding and critical awareness of the social world that they live in. This will hopefully then benefit and inspire our students throughout their future adult lives as they are able to make positive and informed decisions about their lives and their roles in society. Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

The Sociologist’s aim is to understand and explain how societies work, why they change and how they change through time. Sociology is the study of human societies and of human behavior in social settings. Sociology uses various categories, such as class, age, sex, ethnicity etc, and various institutions, such as family, education, the media, politics and crime, to look at how humans interact with each other. By studying sociology, students will develop transferable skills including how to: investigate facts and make deductions, develop opinions and new ideas on social issues and analyse and better understand the social world.

‘The difficulty in Sociology is to manage to think in a completely astonished and disconcerted way about things you thought you had understood.’ Pierre Bourdieu

We hope our students will enjoy lessons, feel challenged and motivated to achieve, gain secure knowledge of the academic subject content, broaden and deepen their sociological and educational horizons, develop transferrable skills including analysis, application and critical thinking, learn to question and consider more deeply their taken for granted assumptions about the world, develop empathy and understanding as well as an awareness about social issues which will enable them to become responsible citizens.

We expect our students to develop knowledge and understanding of a wide variety of areas of social life including crime, education, families and stratification and inequality. In particular, to understand how different social groups experience these differently. To be able to critically analyse information and use evidence to make informed arguments and reach judgements and conclusions. To gain understanding of sociological theories and be able to apply these to understand social issues, debates and changed over time. To be able to use sociological terminology correctly and appropriately. To be able to describe and evaluate the appropriateness of different sociological

Curriculum Rationale

methods in different contexts. To develop literacy skills through producing essay responses which are well-structured, address the question and make accurate use of sociological vocabulary. To develop ICT skills through the completion of independent homework projects involving online research. To become more open-minded and willing to question their own assumptions and consider the opinions of others.

'It is health that is the real wealth.' Ralph Waldo Emerson

The Principles which Underpin our Curriculum

Learning in Sociology ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through Sociology enables children and young people to:

- make informed decisions in order to improve their knowledge and understanding of the world they live in and how that world works
- experience challenge and enjoyment
- make a successful move to the next stage of education or work
- establish a pattern of logical choice making which will be sustained into adult life. It also enables some to perform at high levels in sport or prepare for careers within the myriad examples of social institutions available if they so wish.

A range of teaching and learning styles are employed which include:

- Use of WAGOLLS and WABOLLS
- Discussion
- Provide models and worked examples
- Practise using the new material
- Check for understanding frequently and correct errors
- Provide scaffolds for difficult tasks
- Independent practice
- Begin the lesson with a review of previous learning.
- Present new material in small steps.
- Video/DVD
- Debate
- Group work
- Research
- Games
- Revisit and Review quizzes
- Formative assessment
- Summative assessment
- Simulations
- Case studies
- Use of outside speakers
- High order questioning skills
- Climate building and ground rules
- Agenda setting

Curriculum Rationale

- Working together
- Values clarification
- Consensus building
- Problem solving
- Understanding another point of view
- Reflection, review and evaluation

The Research behind our Rationale

Various examination boards have been considered to enable our students to be enthused and motivated in their choice of Sociology at Key Stage 4 and it was decided that the most appropriate choice was the AQA course. This GCSE Sociology specification requires students to:

- draw on information and evidence from different sources and demonstrate the ability to synthesise them
- analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use
- analyse and evaluate information and evidence presented in different written, visual and numerical forms
- apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas
- use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgements and draw conclusions
- draw connections between the different topic areas studied.

Key Stage Four

Studying Sociology at GCSE will build confidence and encourage students to achieve their potential academically, in life and in the working world. Whilst studying GCSE Sociology in Year 10 and Year 11 students will cover the following subject content:

The **Sociological approach, Social Structures, Social processes and Social issues, Crime, education and families.**

Here is the general breakdown of each unit.

1. The Sociological approach

Students must know and understand:

- debates within sociology including conflict versus consensus
- how sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world

Curriculum Rationale

- the contextualised work (a sense of time and place) of key classical sociologists Durkheim, Marx and Weber referencing both their view of the world and their contribution to the development of the discipline
- different sociological perspectives on social structures, social processes and social issues, including those informed by: feminism, functionalism, interactionism and Marxism as specified in the topics listed below and key arguments (identified through reading and responding to extracts from [key sociological texts](#))
- the interrelationship between the core areas of sociology
- how to use sociological research methods as outlined in the topics and how they apply in the specified contexts ie families, education, crime and deviance, social stratification. Teachers may encourage their students to undertake small-scale research projects in order to develop their understanding of the practical difficulties faced by the sociologists working in the field
- [key sociological terms and concepts](#) concerned with social structures, social processes and social issues and the explanation of social phenomena including: society, socialisation, norms, values, roles, labelling, discrimination, power and authority.
- For each topic area students are asked to critically evaluate and compare and contrast theories or explanations, including the key features of each theory or explanation in the context of a specific topic and area of sociology.
- Students are expected to demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists. They should be able to critically analyse and evaluate how the issues have been interpreted by these sociologists.
- For each topic area students are expected to demonstrate an understanding of relevant methods and methodological issues, for example the use of official statistics, qualitative and quantitative approaches and the use of mixed methods.
- They will explore and debate contemporary social issues in order to be able to challenge everyday understandings of social phenomena from a sociological perspective. The knowledge, understanding and skills they develop will provide a basis for further study and career choices.

2. Social Structures, social processes and social issues

For each topic area students are asked to critically evaluate and compare and contrast theories or explanations, including the key features of each theory or explanation in the context of a specific topic and area of sociology.

- Students are expected to demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists. They should be able to critically analyse and evaluate how the issues have been interpreted by these sociologists.
- For each topic area students are expected to demonstrate an understanding of relevant methods and methodological issues, for example the use of official statistics, qualitative and quantitative approaches and the use of mixed methods.
- They will explore and debate contemporary social issues in order to be able to challenge everyday understandings of social phenomena from a sociological perspective. The knowledge, understanding and skills they develop will provide a basis for further study and career choices.

3. Families

Family functions

- Differing views of the functions of families.
- [Parsons](#) functionalist perspective on primary socialisation and the stabilisation of adult personalities.

Students should be able to:

- identify, describe and explain the functions of families (sexual, reproductive, economic and educational)
- describe, compare and contrast a variety of sociological perspectives on the functions of families (functionalist, feminist and Marxist).

Family Forms

- How family forms differ in the UK and within a global context.
- The work of the Rapoport on family diversity.

Students should be able to identify, describe and explain various family forms (nuclear, extended, reconstituted, lone parent, single sex).

Conjugal role relationships

- Different views of conjugal role relationships.
- The feminist perspective of Oakley on the idea of the conventional family.

Students should be able to:

- identify, describe and explain joint and segregated conjugal roles
- describe and explain the domestic division of labour in both traditional and contemporary families
- demonstrate their understanding of issues that impact on conjugal role relationships within the contemporary family including decision making, money management, dual career families, child rearing and leisure activities

Changing relationships within families

- Changing relationships within families.
- How relationships within families have changed over time.
- The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young.

Students should be able to:

Curriculum Rationale

- identify, describe and explain how relationships within families have changed over time (pre-industrial, industrial and contemporary/modern)
- identify, describe and explain contemporary family related issues, the quality of parenting, the relationships between teenagers and adults, care of the disabled/elderly and arranged marriage
- describe, compare and contrast a variety of sociological perspectives on changing relationships within families (functionalist, feminist and Marxist)
- describe the key ideas of [Willmott and Young](#).

Criticisms of families

- Different criticisms of families (isolation and unrealistic idealisation, loss of traditional functions, lack of contact with wider kinship networks, the status and role of women within families, marital breakdown, dysfunctional families).
- The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist critique of families.

Students should be able to:

- identify, describe and explain different criticisms of families
- describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist)
- describe the key ideas of [Zaretsky](#) on families
- describe the key ideas of [Delphy and Leonard](#) on families.

Divorce

Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.

Students should be able to:

- identify, describe and explain the pattern of divorce in Britain since 1945 using relevant statistical data
- explain reasons for the rise in divorce since 1945 including: changes in the law, changes in social attitudes and values, secularisation, changes in the status of women in society
- describe the consequences of divorce for family members (husband and wife, children and extended family) and the increase in the numbers of lone parent families
- describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist).

4. Education

The roles and function of education

- Different views of the role and functions of education.

Curriculum Rationale

- The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles.

Students should be able to:

- identify, describe and explain the functions of education including serving the needs of the economy, facilitating social mobility and fostering social cohesion
- identify and describe a variety of different types of school including primary and secondary, state and private
- describe alternative forms of educational provision including home schooling and de-schooling
- describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist)
- describe the key ideas of [Durkheim](#) on education
- describe the key ideas of [Parsons](#) on education.

The relationships between education and capitalism

Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.

Students should be able to:

- describe the key ideas of [Bowles and Gintis](#) on education and capitalism
- describe, compare and contrast a variety of alternative sociological perspectives on the correspondence principle.

Educational achievement

- Factors affecting educational achievement.
- The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.

Students should be able to:

- identify, describe and explain various factors affecting educational achievement including class, gender and ethnicity
- describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist)
- describe the key ideas of [Halsey](#) on class-based inequalities
- describe the key ideas of [Ball](#) on parental choice and competition between schools.

Processes within schools

- Processes within schools affecting educational achievement.

Curriculum Rationale

- The work of Ball on teacher expectations and Willis on the creation of counter school cultures

Students should be able to:

- identify, describe and explain various processes within schools affecting educational achievement including, streaming, setting, mixed ability teaching, labelling and the self-fulfilling prophecy
- describe, compare and contrast a variety of sociological perspectives on these issues (interactionist, functionalist, feminist and Marxist)
- describe the key ideas of [Ball](#) on teacher expectations
- describe the key ideas of [Willis](#) on the creation of counter school cultures.

5. Crime and deviance

The social construction of crime and deviance

- The social construction of concepts of crime and deviance and explanations of crime and deviance.
- The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective.

Students should be able to:

- identify, describe and explain various sociological explanations of crime and deviance including anomie, labelling, structural theories, subcultural theories and interactionist theory
- explain the social construction of concepts of crime and deviance
- describe, compare and contrast a variety of sociological perspectives on the social construction of crime and deviance (interactionist, functionalist, feminist and Marxist)
- describe the key ideas of [Merton](#) on the causes of crime
- describe the key ideas of [Becker](#) on the causes of crime.

Social control

- Formal and informal methods of social control.
- The work of Heidensohn on female conformity in male dominated patriarchal societies.

Students should be able to:

- identify, describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age
- identify and describe various public debates over criminal and deviant behaviour including concerns over violent crime, sentencing, the treatment of young offenders, the prison system and media coverage of crime

Curriculum Rationale

- describe, compare and contrast a variety of sociological perspectives on factors affecting criminal and deviant behaviour (interactionist, functionalist, feminist and Marxist)
- describe the key ideas of [Albert Cohen](#) on delinquent subcultures
- describe the key ideas of [Carlen](#) on women, crime and poverty.

Data on crime

The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure'.

Students should be able to:

- identify and describe the main sources of data on crime
- describe the pattern and trends in crime figures using relevant statistical data
- explain the 'dark figure' of crime (unreported and unrecorded crime)
- describe, compare and contrast a variety of sociological perspectives on the use of data on crime (functionalist, feminist and Marxist).

6. Social Stratification

Functionalist theory of stratification

- Different views of the functionalist theory of social stratification.
- The work of Davis and Moore on social stratification from a functionalist perspective.

Students should be able to:

- describe and explain the functionalist theory of stratification (effective role allocation and performance linked to the promise of rewards)
- describe the key ideas of [Davis and Moore](#)
- describe, compare and contrast alternative perspectives on functionalist theory (feminist and Marxist).

Socio-economic class

- Different views of socio-economic class.
- The work of Marx and Weber on socio-economic class.

Students should be able to:

- identify, describe and explain socio-economic class divisions in society
- describe, compare and contrast a variety of sociological perspectives on socio-economic class (functionalist, feminist and Marxist)
- describe the key ideas of [Marx](#) on socio-economic class
- describe the key ideas of [Weber](#) on socio-economic class.

Life chances

Curriculum Rationale

- Different views on factors affecting life chances.
- The work of Devine revisiting the idea of the affluent worker.

Students should be able to:

- identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, disability, religion and belief
- describe, compare and contrast a variety of sociological perspectives on life chances (functionalist, feminist and Marxist)
- describe the key ideas of [Devine](#) on the idea of the affluent worker.

Poverty as a social issue

- Different interpretations of poverty as a social issue.
- The work of Townsend on relative deprivation and Murray on the underclass.

Students should be able to:

- identify, describe and explain different interpretations of poverty as a social issue including, the culture of poverty, material deprivation, the way in which governments have attempted to alleviate poverty and unemployment, the impact of globalisation
- describe, compare and contrast a variety of sociological perspectives on poverty (functionalist, feminist and Marxist)
- describe the key ideas of [Townsend](#) on relative deprivation
- describe the key ideas of [Murray](#) on the underclass including links to New Right theories.

Power and authority

- Different forms of power and authority.
- The work of Weber on power and authority.

Students should be able to:

- identify, describe and explain different forms of power and authority including traditional, charismatic, rational-legal, formal and informal sources of power
- describe, compare and contrast a variety of sociological perspectives on power and authority (functionalist, feminist and Marxist)
- describe the key ideas of [Weber](#) on power and authority.

Power relationships

- Describe and explain different views on factors affecting power relationships.
- The work of Walby on patriarchy.

Students should be able to:

Curriculum Rationale

- identify, describe and explain different factors affecting power relationships including social class, gender, sexuality, race, age, disability, religion and beliefs
- describe, compare and contrast a variety of sociological perspectives on power relationships (functionalist, feminist and Marxist)
- describe the key ideas of [Walby](#) on patriarchy.

7. Sociological research methods

In the context of the various social structures, social processes and social issues detailed in the specification, students should be able to:

- identify, describe and explain various methods and methodological issues
- identify and explain the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research
- demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues
- demonstrate an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research
- demonstrate the ability to interpret data presented in a variety of forms.

Research design

Describe and explain the processes involved in research design: the establishment of appropriate aims and relevant hypotheses, the use of pilot studies, the selection of appropriate sampling methods and the analysis of data.

Qualitative and quantitative methods

- Describe and explain qualitative and quantitative methods (questionnaires, interviews, observations) and assess the value, application, and strengths and weaknesses of different methods.
- Assess the usefulness of the mixed methods approach.

Different types of data

Assess the usefulness of different types of data, qualitative and quantitative data, and official and non-official statistics.

Primary and secondary sources

Describe and explain primary and secondary sources of data.

Interpretation of data

Demonstrate the ability to interpret graphs, diagrams, charts and tables to discern patterns and trends in statistical data.

Practical issues

Practical issues including time, cost and access.

Ethical issues

Ethical issues are consent, confidentiality and harm to participants and how the issues can be addressed.

Year 10

Curriculum Content Map | GCSE Sociology | Year 10

Unit title & description	TERM 1		TERM 2		TERM 3	
	Unit 1: Key Concepts	Unit 1: Key Concepts	Unit 1: Families & Households	Unit 1: Education	Unit 1 Research methods	Revision
Knowledge 	<ul style="list-style-type: none"> What is sociology? What makes us human – nature vs nurture What makes us human – culture What makes us human – socialisation Agencies of socialisation What happens to unsocialised children? What is cultural diversity? How are gender roles socially constructed? Gender role socialisation Identity – ethnicity 	<ul style="list-style-type: none"> Identify – social class Why are people treated differently? What is social control? <p>Unit 1: Families & Households</p> <ul style="list-style-type: none"> Families around the world Functionalist view of the family Marxist view of the family Changing husband wife relationships Inequalities between husbands and wives Gender roles in the family Reasons for decline in marriage Reasons for the increase in divorce 	<ul style="list-style-type: none"> Is divorce damaging society? How has childhood changed over time? Reasons for the decrease in family size What roles do older people have in the family? Is the nuclear family still the ideal family type? A brief history of the family in Britain <p>Unit 1: Education</p> <ul style="list-style-type: none"> Functionalist view of education Marxist view of education Feminist view of education Different types of schools 	<ul style="list-style-type: none"> Class – material deprivation Class – cultural deprivation Class – school factors Class – labelling Class – anti-school subcultures Ethnicity – school factors Ethnicity – home factors Gender – girl's achievement Gender – boy's underachievement Hidden curriculum 	<ul style="list-style-type: none"> How do sociologists conduct their research? How do sociologists plan their research? Why do some sociologists use questionnaires? Why do some sociologists use interviews? What are samples? Why do some sociologists use observations? How do sociologists evaluate research? 	<ul style="list-style-type: none"> Recap on Key concept Recap on Families & Households
Sequencing – why is this taught and why now?	<p>Key concepts SoW introduces essential vocabulary which allows students to begin effectively analysing society. By understanding concepts such as culture and identity and processes such as socialisation, students will begin using their sociological imagination, which they will then be able to apply to everyday life.</p> <p>Families & Households is chosen because its starting point is primary socialisation, which is one of the most important Key concepts. It allows students to think critically about their own family life, to compare it to others in society and to critically assess how the family has changed over time.</p>		<p>During this term in Families & Households our students will think critically about changes to the family and their potential impact on society: is divorce damaging for society? Is childhood disappearing? What are the implications of an ageing society and how are the roles of older people changing? Our students will build on key terms they have learned during term 1 (primary socialisation, nuclear families etc) whilst adding such as inadequate socialisation, beanpole families and family diversity.</p> <p>During Education, students will begin to think critically about the purpose of education, how they are educated and whether all students enjoy a positive experience in schools. New concepts will include material and cultural deprivation, labelling, anti-school subcultures and institutional racism. These concepts will also prove useful during the rest of Y10 and all of Y11.</p>		<p>All sociologists must understand the process of sociological research, including practical ethical and theoretical issues the attractions of data which is either high in validity or reliability, the difference between qualitative and quantitative data and the strengths and weaknesses of different research methods. These methods can then be applied to the study of education and families.</p>	
Retrieval practice	<p>Students will complete a range of activities to retrieve learning from prior lessons. These will include key word quizzes, correct the error, odd one out, true or false, gap fills and feedback on three part homeworks.</p> <p>During Families topic, students can revisit the following: the process of socialisation, the concept of culture and cultural diversity, gender, gender roles and gender role socialisation, gender inequality and forms of inequality</p>		<p>Students will complete a range of activities to retrieve learning from prior lessons. These will include key word quizzes, correct the error, odd one out, true or false, gap fills and feedback on three part homeworks.</p> <p>During the Families topic, students can recap the following concepts: primary socialisation, nuclear families, lone parent families,</p>		<p>Students will complete a range of activities to retrieve learning from prior lessons. These will include key word quizzes, correct the error, odd one out, true or false, gap fills and feedback on three part homeworks.</p> <p>During the research methods topic, students will have the opportunity to apply their knowledge of sociological research methods to both education and families & households by considering the strengths and weaknesses of different research methods for researching either the family or schools.</p>	
Skills 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods (AO1) Apply knowledge and understanding of sociological theories, concepts, evidence and methods (AO2) Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions (AO3) 					
Literacy 	<ul style="list-style-type: none"> Students receive a topic sheet every lesson, which will be read over together Students will develop their knowledge of sociological key terms and develop an understanding of how to use these key terms Students will develop skills to answer short and extended essay exam questions 					
Differentiation	<p>Simplified mark schemes, full revision guides for each topic, full exam guide for each topic, cloze exercises/word fill activities, illustrated key terms, essay plans, scaffolds for PEELE paragraphs, Three Part Homework, videos to simplify abstract ideas,</p>					
Numeracy 	<ul style="list-style-type: none"> Identifying trends and patterns on graphs when looking at family diversity and family size 	<p>Enrichment learning</p> 	<ul style="list-style-type: none"> Topic sheets every lesson as a source of stimuli Relevant case studies Relevant videos Range of activities to support learning in pairs, groups and individually 	<p>Careers</p> 	<p>Sociologists, journalism, market researchers, public relations, politics, social work, town planning or other public service</p>	
British values 	<ul style="list-style-type: none"> Democracy – equal opportunity for all to voice opinions in respect of others Personal liberty – encouraging discussions Mutual respect – students listen to each other and respect each other's opinions 	<p>Character</p> 	<ul style="list-style-type: none"> Students build character and confidence through an encouraging and supportive learning environment. Students will also build confidence through routine use of key term check and knowledge checks. Students will build resilience and confidence through re-drafts and useful DIRT tasks 	<p>Assessment opportunities</p> 	<ul style="list-style-type: none"> Students will receive feedback frequently on their work and will have opportunities to act upon their feedback through useful DIRT tasks Students will have end of unit tests as well as conducting tests during AP weeks. 	
Personalised challenge for all: SEND, HPA	<ul style="list-style-type: none"> All students have revision guides which cover the entirety of the course. These will be found in their folders. They will help to support progress for SEND students by helping to develop their confidence with key terms and concepts. All students have banks of past paper questions. Teachers may differentiate by directing HPA students to answer ex 					

Curriculum Content Map | GCSE Sociology | Year 11

	TERM 1		TERM 2		TERM 3
Unit title & description	Unit 2: Crime and Deviance	Unit 2: Crime and Deviance	Unit 2: Stratification & Differentiation	Unit 2: Stratification & Differentiation	Revision
Knowledge  <ul style="list-style-type: none"> What is crime and deviance? What is social control? What are the patterns in offending and victimisation? What are the different ways of measuring crime? What is the functionalist view of crime? What is the Marxist view of crime? How does Labelling Theory explain criminal behaviour? 	<ul style="list-style-type: none"> What is the relationship between crime and the media? How do subcultural theories explain crime? Why do men commit more crime than women? Do men really commit more crime than women? What are the links between crime and ethnicity? What is institutional racism? What are the crimes of the powerful? How fair is our police and courts? 	<ul style="list-style-type: none"> What is social stratification? What are the functionalist view on stratification? Marx and Weber's views on stratification What are the feminist views on stratification? What is power? What is authority? Does social class still matter in modern Britain? 	<ul style="list-style-type: none"> How does social class affect our life chances? How does gender affect life chances? How does age act as a form of inequality? How does ethnicity affect life chances? How does disability affect life chances? How does sexuality affect life chances? What is poverty? Who is likely to experience poverty? What are the explanations for poverty? How does globalisation affect poverty? 	<ul style="list-style-type: none"> Recap on Key Concepts Recap on Families & Households Recap on Education Recap on Research Methods Recap on Crime and Deviance Recap on Stratification & Differentiation 	
Sequencing – why is this taught and why now?	The following content is taught in year 11 as part of Unit 2: Understanding social structures Crime is taught first primarily because it consolidates extended writing opportunities but also because it provides a high level of student engagement. Students have the opportunity to consider different sociological explanations for crime, the emergence of gangs, the relationship between young people and the police, and the way in which crime is shown in the media.		This is the final unit which is taught because it introduces new concepts and debates whilst also revisiting ideas which have already been discussed elsewhere on the course. Students are asked to consider the causes and consequences of stratification as it relates to gender, ethnicity, social class, age, disability and sexuality. They are also asked to consider debates about the influence of these factors on individuals' life chances and the causes and consequences of poverty		Synoptic revision tasks to cover gender, ethnicity, social class and sociological theories
Retrieval practice	Students will complete a range of activities to retrieve learning from prior lessons. These will include key word quizzes, correct the error, odd one out, true or false, gap fills and feedback on three part homeworks. Related and relevant key terms include: Social control, sanctions, the Functionalist, Marxist and Feminist views of society, labelling theory, subcultures, gender role socialisation, institutional racism, moral panics and folk devils		Students will complete a range of activities to retrieve learning from prior lessons. These will include key word quizzes, correct the error, odd one out, true or false, gap fills and feedback on three part homeworks. Related and relevant key term include: Functionalist, Marxist and feminist views of society, gender, gender role socialisation, race, ethnicity and racism, meritocracy, life chances, poverty	Students will complete a range of activities to retrieve learning from prior lessons. These will include key word quizzes, correct the error, odd one out, true or false, gap fills and feedback on three part homeworks. During the research methods topic, students will have the opportunity to apply their knowledge of sociological research methods to both education and families & households by considering the strengths and weaknesses of different research methods for researching either the family or schools.	
Skills 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods (AO1) Apply knowledge and understanding of sociological theories, concepts, evidence and methods (AO2) Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions (AO3) 				
Literacy 	<ul style="list-style-type: none"> Students receive a topic sheet every lesson, which will be read over together Students will develop their knowledge of sociological key terms and develop an understanding of how to use these key terms students will develop skills to answer short and extended essay exam questions 				
Differentiation	Simplified mark schemes, full revision guides for each topic, full exam guide for each topic, cloze exercises/word fill activities, illustrated key terms, essay plans, scaffolds for PEELE paragraphs, Three Part Homework, videos to simplify abstract ideas,				
Numeracy 	<ul style="list-style-type: none"> Identifying trends and patterns on graphs when looking at family diversity and family size 	Enrichment learning 	<ul style="list-style-type: none"> Topic sheets every lesson as a source of stimuli Relevant case studies Relevant videos Range of activities to support learning in pairs, groups and individually 	Careers 	Sociologists, journalism, market researchers, public relations, politics, social work, town planning or other public service
British values 	<ul style="list-style-type: none"> Democracy – equal opportunity for all to voice opinions in respect of others Personal liberty – encouraging discussions Mutual respect – students listen to each other and respect each other's opinions 	Character 	<ul style="list-style-type: none"> Students build character and confidence through an encouraging and supportive learning environment. Students will also build confidence through routine use of key term check and knowledge checks. Students will build resilience and confidence through re-drafts and useful DIRT tasks 	Assessment opportunities 	<ul style="list-style-type: none"> Students will receive feedback frequently on their work and will have opportunities to act upon their feedback through useful DIRT tasks Students will have end of unit tests as well as conducting tests during AP weeks.