# **Curriculum Scheme**

Sociology



Believe, Succeed, Together

#### **Curriculum Scheme**

The fundamental aim of a curriculum scheme is to coherently plan and sequence the cumulative acquisition of subject content to facilitate retention, recall and application.

### **CREATE Curriculum**

Curriculum schemes are underpinned by the CREATE Curriculum which brings together the key interrelated aspects of curriculum structure, design and delivery into a single coherent entity.

<b>CREATE Element</b>	Description
Challenge	Stretch and extend learning to foster a deeper understanding beyond the content of the National Curriculum and GCSE specifications.
Regulate	Plan, monitor and evaluate specific aspects of learning to foster greater responsibility and independence – DRAFT.
Enhance	Consolidate and develop transferable literacy and numeracy skills.
Adapt and Assess	Adapt teaching to take account of different pupils' needs and provide an opportunity for all pupils to achieve.
Audpt and Assess	Undertake regular in-class assessment to monitor strengths and highlight specific areas of improvement.
Target	Consolidate identified strengths and develop and overcome areas of improvement.
Enrich	Enhance physical and emotional wellbeing; develop social, spiritual, moral and cultural capital; and provide opportunities and
EIIIICH	experiences to successfully transition to the next stage from secondary education.

## **Curriculum Allocation**

Year Group	7	8	9	10	11
Number of Lessons	-	-	-	3	3

#### **Curriculum Intent**

Sociology is not a National Curriculum foundation subject and is not taught discreetly at Key Stage 3.

#### Key Stage 4

Sociology is a GCSE option subject - Sociology GCSE (8192)

**Learning Intentions** 

- Apply sociological knowledge, understanding and skills to develop an understanding of relationships and tension between social structures and individual agency within a UK and global context.
- Critically analyse information and use evidence to make informed arguments, reach substantiated judgements and draw conclusions.
- Use and apply their knowledge and understanding of how social structures and processes influence social control, power and inequality.
- Use sociological theories to understand social issues, debates, social changes and continuities over time.
- Understand and evaluate sociological methodology and a range of research methods.
- Use sociological terminology appropriately and make connections between the key areas of subject content.

### **Curriculum Assessment**

Key Stage 4 GCSE Scheme of Assessment

AQA GCSE Sociology Scheme of Assessment

## **Curriculum Overview**

#### Key Stage 4

Year Group	Autumn Term	Spring Term	Summer Term
	Introducing Sociology	Sociology of the Family	The Sociology of Education
	The Sociological Approach		
	<ul> <li>Interrelationship between the core areas of sociology.</li> <li>Conflict vs. consensus.</li> <li>How sociological knowledge and ideas change over time.</li> <li>Contextualised work - Durkheim, Marx and Weber.</li> <li>Feminism</li> <li>Functionalism</li> </ul>	<ul> <li>The sociology of families.</li> <li>Different views of the role and function of the family</li> <li>Family Diversity</li> <li>Different views of conjugal relationships</li> <li>The Feminist perspective of the Conventional Family</li> <li>Examination of how families have changed over time and how relationships</li> </ul>	<ul> <li>Different views of the role and functions of education.</li> <li>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.</li> <li>Different views of the correspondence principle on the relationship between education and capitalism as developed</li> </ul>
	Interactionism	within the family have changed	from a Marxist perspective by Bowles and
10	• Marxism	Different criticisms of family life	Gintis. • Factors affecting educational
	Sociological Research Methods	Changes in the pattern of divorce in Britain since 1945and the consequences of divorce for family members	<ul> <li>achievement.</li> <li>The work of Halsey on class-based inequalities and Ball on parental choice</li> </ul>
	• How to use sociological research methods as outlined in the topics and how they apply in the specified contexts i.e. families, education, crime and deviance,		<ul><li>and competition between schools.</li><li>Processes within schools affecting educational achievement.</li></ul>
	social stratification.		The work of Ball on teacher expectations and Willis on the creation of counter
	Pupils will undertake small-scale research projects in order to develop their		school cultures.
	understanding of the practical difficulties		

	faced by the sociologists working in the field.		
	Crime and Deviance	Social Stratification	
11	<ul> <li>The social construction of concepts of crime and deviance and explanations of crime and deviance.</li> <li>The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective.</li> <li>Formal and informal methods of social control.</li> <li>The work of Heidensohn on female conformity in male dominated patriarchal societies.</li> <li>Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate.</li> <li>The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty.</li> <li>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'.</li> </ul>	<ul> <li>Different views of the functionalist theory of social stratification.</li> <li>The work of Davis and Moore on social stratification from a functionalist perspective.</li> <li>Different views of socio-economic class.</li> <li>The work of Marx and Weber on socio- economic class.</li> <li>Different views on factors affecting life chances.</li> <li>The work of Devine revisiting the idea of the affluent worker.</li> <li>Different interpretations of poverty as a social issue.</li> <li>The work of Townsend on relative deprivation and Murray on the underclass.</li> <li>Different forms of power and authority.</li> <li>The work of Weber on power and authority.</li> <li>Describe and explain different views on factors affecting power relationships.</li> <li>The work of Walby on patriarchy.</li> </ul>	

## **Curriculum Content**

#### Year 10

Торіс	The Sociological Approach	<b>C</b>	D	F	٨	<b>–</b>	_
NC Learning Intention	N/A	C	R	E	А	I	E
Lesson Learning Intentions	To recognise key social structures and social processes To understand how key Sociologists-Marx, Durkheim and Weber have contributed to the discipline To consider how key perspectives-functionalism, Marxism, Feminism and Interactionism understand social structures, processes To identify key sociological terms including society, culture, socialisation, norms, values, roles, labelling, discrimination, power and authority To examine different social issues and Sociological responses to them				1	1	~
Lesson Tasks	Low stake retrieval practice to inform planning and adapt teaching as required Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate debate on sociological issues Think, Pair, Share activities Use of newspaper articles to prompt discussion Source based activities, eg. statistical data or an extract from a book- developing skills in analysis and making sense of information Consider the research of Sociologists and evaluate its contribution to the discipline Practice exam questions with mark schemes				\$		
Resources	Collins AQA GCSE 9-1 Sociology Student Book <u>www.bbc.co.uk/news</u> <u>Free Homework &amp; Revision for A Level, GCSE, KS3 &amp; KS2 (senecalearning.com)</u> <u>Teaching and Learning Resources   tutor2u</u> Tutor2u daily sociology questions on Instagram <u>https://thesociologyguy.com/</u>		~		~		~
DRAFT	Extension and consolidation tasks to complete following written or whole class feedback		✓				

Literacy	Tier 3: socialisation, primary socialisation, secondary socialisation, social construct, anomie, social order, bourgeoisie, proletariat, capitalism, patriarchy, culture, norms, values, status, institution, agency Tier 2: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate		1		
Numeracy	Focus on Research Tasks-Statistical analysis		1		
Challenge	Design a new society. Consider plans for education, law and order, criminal justice, family life. What would you change/keep?	~			1

Торіс	Sociological Research Methods	C	P	г	Δ	T	
NC Learning Intention	N/A	C	R	E	A		E
Lesson Learning Intentions	To identify, describe and explain various methods and methodological issues To identify the difference between quantitative and qualitative data To identify differences between primary and secondary data To understand the process of research design To identify sampling methods To identify and explain the strengths and weaknesses of methods including surveys and questionnaires, interviews, observations, longitudinal studies and experiments To identify practical difficulties and ethical issues in research				✓	1	~
	To demonstrate the ability to interpret data presented in a variety of forms						ľ
Lesson Tasks	Low stake retrieval practice to inform planning and adapt teaching as required Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Undertake small scale research projects Think, Pair, Share activities Source based activities, eg. statistical data or an extract from a book- developing skills in analysis and making sense of information Consider the research of Sociologists and evaluate its contribution to the discipline Practice exam questions with mark schemes Collins AQA GCSE 9-1 Sociology Student Book				\$		
Resources	www.bbc.co.uk/news Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) Teaching and Learning Resources   tutor2u Tutor2u daily sociology questions on Instagram https://census.gov.uk/		1		1		\$
DRAFT	Extension and consolidation tasks to complete following written or whole class feedback		✓				
Literacy	Tier 3: quantitative, qualitative, content analysis, pilot study, triangulation, sampling, hypothesis, validity, research process, survey, questionnaire, sample, statistics, aim, representative, Tier 2: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			1			

Numeracy	Focus on Research Tasks-Statistical analysis, content analysis		<b>\</b>		
Challenge	Research the Census 2021 results. Choose 4 areas to compare to 2011 e.g. religion, marriage, housing, family size. Present findings to class and consider implications for society e.g decline in Christianity and increases in Islam				\$

Торіс	The Sociology of the Family	<b>C</b>	P	-	•	т	_
NC Learning Intention	N/A	С	R	E	A		E
Lesson Learning Intentions	To consider how family forms differ in the UK and within a global context To explore the work of the Rappoports in explaining diversity To examine the different views of the functions of the family- Functionalist, Feminist and Marxist approaches To examine different views of conjugal relationships-Functionalist, Feminist and Marxist approaches To consider factors that have affected and changed relationships within families To evaluate whether the family has become more symmetrical To evaluate criticisms of families and understand how the family can be a dysfunctional unit To consider changes in the pattern of divorce and the factors that have led to these changes To demonstrate understanding of the consequences of divorce for different family members To examine different views of divorce-Functionalist, Feminist and Marxist Approaches				\$	\$	~
Lesson Tasks	Low stake retrieval practice to inform planning and adapt teaching as required Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate debate on sociological issues Think, Pair, Share activities Use of newspaper articles to prompt discussion Source based activities, eg. statistical data or an extract from a book- developing skills in analysis and making sense of information Consider the research of Sociologists and evaluate its contribution to the discipline Practice exam questions with mark schemes				✓		
Resources	Collins AQA GCSE 9-1 Sociology Student Book <u>www.bbc.co.uk/news</u> <u>Free Homework &amp; Revision for A Level, GCSE, KS3 &amp; KS2 (senecalearning.com)</u> <u>Teaching and Learning Resources   tutor2u</u> Tutor2u daily sociology questions on Instagram <u>https://thesociologyguy.com/</u>		1		✓		~
DRAFT	Extension and consolidation tasks to complete following written or whole class feedback		✓				
Literacy	Tier 3: reconstituted, nuclear, dual career families, division of labour, symmetrical family, stratified diffusion, Warm bath Theory, socialisation, segregated conjugal roles, patriarchy, extended, diversity, lone parent, divorce,			1			

	Tier 2: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate				
Numeracy	Focus on Research Tasks-opportunity for data analysis on rates of marriage and divorce		$\checkmark$		
Challenge	Content Analysis: Watch adverts during prime time tv and make a note of the products advertised and how, the roles performed by men and women. Do adverts reinforce stereotypical images of the traditional nuclear family? Extension: in what ways has the increase in family diversity been positive or negative for society?	1			1

Торіс	The Sociology of Education	<u> </u>	<b>D</b>	F	^	Ŧ	_
NC Learning Intention	N/A	С	R	E	А	I	E
Lesson Learning Intentions	To examine different views of the role and functions of education including serving the needs of the economy, facilitating social mobility and fostering social cohesion To identify the diversity within schools including primary and secondary, state and private To describe and compare sociological approaches to the functions of education-Functionalist, Feminist, Marxist and Interactionist approaches To recognise key features of the correspondence principle suggested by Bowles and Gintis and sociological approaches to this theory To identify, describe and explain factors affecting educational achievement including class, gender and ethnicity To identify, describe and explain various processes within schools affecting educational achievement including streaming, setting, mixed ability teaching, labelling and the self-fulfilling prophecy				~	✓	~
Lesson Tasks	Low stake retrieval practice to inform planning and adapt teaching as required Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate debate on sociological issues Think, Pair, Share activities Use of newspaper articles to prompt discussion Source based activities, eg. statistical data or an extract from a book- developing skills in analysis and making sense of information Consider the research of Sociologists and evaluate its contribution to the discipline Practice exam questions with mark schemes				~		
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DRAFT	Extension and consolidation tasks to complete following written or whole class feedback		>				
Literacy	Tier 3: correspondence principle, social cohesion, particularistic standards, universal standards, labelling, self fulfilling prophecy, league tables, marketisation, cultural capital, cultural deprivation, material deprivation, subcultures, hidden curriculum, gendered curriculum, ethnocentric curriculum			~			

	Subcultures, meritocracy, achievement, sets, mixed ability, private school, state school, academy, comprehensive, grammar Tier 2: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate				
Numeracy	Examination of league tables to help understand levels of achievement between social groups and locations		1		
Challenge	Investigate the impact of the pandemic on society's poorest children. Interview the Headteacher about how the school has tried to address the issues. Bring in key perspectives-Marxist and Feminist	~			~

#### Year 11

Торіс	The Sociology of Crime and Deviance	C	Р	г	۸	т	г
NC Learning Intention	N/A	C	R	Е	A	I	E
Lesson Learning Intentions	To identify, describe and explain how crime and deviance can be seen as a social construct To examine theoretical responses to the social construction of crime and deviance-Functionalist, Feminist, Marxist and Interactionist approaches To recognise the difference between informal and formal social control including unwritten rules and sanctions and theoretical perspectives on control-Functionalist, Feminist and Marxist approaches To identify, describe and explain factors affecting criminal and deviant behaviour including class, age, gender and ethnicity To consider public debates about crime and deviance including concerns over violent crime, sentencing, young offenders, prisons and media coverage To demonstrate understanding of delinquent subcultures To examine the correlation between women, crime and poverty				~	1	~
Lesson Tasks	Low stake retrieval practice to inform planning and adapt teaching as required Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate debate on sociological issues Think, Pair, Share activities Use of newspaper articles to prompt discussion Source based activities, eg. statistical data or an extract from a book- developing skills in analysis and making sense of information Consider the research of Sociologists and evaluate its contribution to the discipline Practice exam guestions with mark schemes				✓		
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DRAFT	Extension and consolidation tasks to complete following written or whole class feedback		1				

Literacy	Tier 3: Legislature, institutional racism, strain theory, consumerism, white collar crime, double deviance, chivalry thesis, labelling, master status, deviant career, status frustration, deferred and immediate gratification, deviancy amplification, folk devil, moral panic, gate keepers, crime, deviance, social control, criminal justice system, policing, peer group, prison, young offender Tier 2: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate		✓		
Numeracy	Examination of police statistics and the CSEW to identify patterns and trends and the 'dark figure of crime' Examination of stop and search statistics in the local area according to Essex police.		1		
Challenge	Investigate different examples of criminal justice around the world, death penalty, sharia law etc, comparing countries across the Middle East, Asia, North America, Scandinavia and the UK. Write a speech as a politician arguing for change in the UK Content Analysis: look at the headlines of 3 different newspapers/websites. What news stories are repeated? How does this link to news values and gatekeepers? Is there a moral panic? Who are the current folk devils?	\$			~

Торіс	Social Stratification	C	<b>D</b>	F	Δ	т	F
NC Learning Intention	N/A	С	R	Е	A	I	E
Lesson Learning Intentions	To describe and explain the functionalist theory of stratification, including effective role allocation and performance linked to the promise of rewards. To describe and explain Marxist and Feminist perspectives on the functionalist theory To identify and describe class divisions in society To examine theoretical perspectives on class division-Functionalist, Feminist and Marxist approaches To demonstrate understanding of the key ideas of Marx and Weber on class To identify, describe and explain factors affecting Life chances including class, gender, race and ethnicity, sexuality, age, disability and religion To identify, describe and explain different interpretations of poverty as a social issue-the culture of poverty, government response to poverty, material deprivation To explain the New Right perspective on poverty and the Underclass To examine how poverty can be relative To identify and describe different forms of power and authority To compare and contrast theoretical perspectives on power and authority To identify, describe and explain different factors affecting power relationships including social class, gender, sexuality, race, age, disability and religion To compare and contrast theoretical perspectives on power relationships including social class, gender, sexuality, race, age, disability and religion To compare and contrast theoretical perspectives on power relationships including social class, gender, sexuality, race, age, disability and religion To compare and contrast theoretical perspectives on power relationships-Functionalist, Feminist and Marxist approaches To examine how society can be patriarchal				<b>\$</b>	V	~
Lesson Tasks	Low stake retrieval practice to inform planning and adapt teaching as required Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate debate on sociological issues Think, Pair, Share activities Use of newspaper articles to prompt discussion Source based activities, eg. statistical data or an extract from a book- developing skills in analysis and making sense of information Consider the research of Sociologists and evaluate its contribution to the discipline Practice exam questions with mark schemes				~		

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DRAFT	Extension and consolidation tasks to complete following written or whole class feedback		✓			
Literacy	Tier 3: Achieved status, Ascribed status, Bourgeoisie, proletariat, embourgeoisement, affluence, meritocracy, charismatic authority, traditional authority, underclass, absolute poverty, relative poverty, capitalism, inequality, power, status, income, elite, ageism, prejudice, racism, sexism, gender pay gap, working class, upper class, middle class, poverty, deprivation, social mobility Tier 2: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			~		
Numeracy	Joseph Rowntree Foundation. Use the statistics to prepare a report on poverty and ethnicity before and after pandemic			~		
Challenge	Research family history. Can you find evidence of social mobility either within or between generations? Find out who the wealthiest members of society are using the Sunday Times rich list. Research how they have accumulated their wealth and link to life chances.	1				1