

| | No. of Weeks | Term 1 | | Term 2 | | Term 3 | |
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| | | 8 | 7 | 6 | 6 | 5 | 7 |
| Year 10 | Topic Title | Introduction to Sociology | The Family | The Family | Research Methods | Research Methods | Education |
| | <i>Pupils should know... (Core knowledge and concepts to be learned)</i> | The first half term will be devoted to teaching the students about the fundamental structures, theories and key concepts needed to study the course. Students will learn the basic terms (socialisation, norms, values, gender, race, ethnicity) before looking at Marxism, feminism and functionalism. | <p>What a family is, family diversity and the reasons for the increase in this diversity such as the increase in lone parent families and secularisation. Students will also know what the nuclear family is and its role in wider society.</p> <p>Students will know that there are alternative family types and be able to compare families in a global context.</p> <p>Students will also know what perspectives functionalism, Marxism and feminism on the family.</p> <p>Students should know the following key studies;</p> <p>Rapoport R and Rapoport R N, 'British families in transition' in Rapoport et al. (eds), Families in Britain, London, Routledge and Kegan Paul, 1982</p> <p>Parsons T, 'The social structure of the family' in Anshen R N (ed.), The Family: its Functions and Destiny, New York, Harper and Row, 1959</p> <p>Delphy C and Leonard D, Familiar Exploitation, Cambridge, Polity Press, 1992</p> <p>Zaretsky E, Capitalism, the Family and Personal Life, London, Pluto Press, 1976</p> | <p>How relationships with the family have changed over time from pre-industrialised families to contemporary ones.</p> <p>That the rates of marriage and divorce are changing and why.</p> <p>The wider social consequences of divorce for parents and family members.</p> <p>The different sociological perspectives on divorce.</p> <p>What conjugal role relationships are and the ideas of the traditional family vs a symmetrical family.</p> <p>How relationships are changing within families including a change of the status of women.</p> <p>Theories of conjugal roles.</p> <p>Students should know the following key studies;</p> <p>Oakley A, 'Conventional families' in Rapoport et al. (eds), Families in Britain, London, Routledge and Kegan Paul, 1982</p> <p>Willmott P and Young M, The Symmetrical Family, Harmondsworth, Penguin, 1973</p> | <p>Research design, establishing appropriate aims and hypothesis.</p> <p>How scientific methods can be used to study sociology.</p> <p>Practical problems when attempting to study a sociological issue such as bias and keeping costs under control.</p> <p>Ethical Problems the Nuremberg code and the data protection act.</p> <p>What primary and secondary sources are and have they can be used.</p> <p>What surveys, questionnaires and interviews are and how they are useful for studying sociology.</p> | <p>Sampling, including different methods of doing so.</p> <p>Observations, longitudinal studies and case studies, the differences and evaluations of each when studying sociology.</p> <p>What experiments are and ethical problems of them.</p> <p>What ethnography is and its appropriateness for research.</p> | <p>The functions of education including, why do we have schools, social cohesion, skills for employment and the functionalist perspective (Durkheim and Parsons).</p> <p>How schools act as an agency of socialisation, including core values and meritocracy.</p> <p>The relationship between education and capitalism knowing specifically about the Marxist perspective of education.</p> <p>The different perspectives of education (Marxism, functionalism and feminism).</p> <p>The different types of state schools that are in the UK including secondary and academies.</p> <p>Alternative education such are home schooling and democratic schools.</p> <p>The difference between state and private schools and the arguments for and again each,</p> <p>Students should know the following key studies;</p> <p>Parsons T, 'The school class as a social system' in Halsey et al., Education, Economy and Society, New York, The Free Press, 1961</p> <p>Willis P, Learning to Labour, Farnborough, Saxon House, 1977</p> <p>Durkheim E, Moral Education, Glencoe, Free Press, 1925 (republished 1973)</p> |

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| | | | | | | | Bowles S and Gintis H, <i>Schooling in Capitalist America</i>, London, Routledge and Kegan Paul, 1976 |
| <i>Pupils should be able to do... (Skills being developed)</i> | <p>Explain, compare and contrast the different perspectives and founders of sociology,</p> <p>Define, compare and contrast functionalism, Marxism, interactionism, feminism and the New Right's perspective of sociology.</p> <p>Understand what social processes, debates and issues are and relate them to the world in which we live.</p> <p>Define and explain the differences between the following sociological concepts Quality/Quantitative Culture/Nature Sex/Gender Race and Ethnicity Facts and Values</p> <p>This will be done throughout the unit using exam style questions in order for students to practice exam writing skills.</p> | <p>Identify, describe and explain the functions of families (sexual, reproductive, economic and educational)</p> <p>Describe, compare and contrast a variety of sociological perspectives on the functions of families (functionalist, feminist and Marxist)</p> <p>Students should be able to identify, describe and explain various family forms (nuclear, extended, reconstituted, lone parent, single sex).</p> <p>Identify, describe and explain different criticisms of families</p> <p>Describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist)</p> <p>Describe the key ideas of Zaretsky on families</p> <p>Describe the key ideas of Delphy and Leonard on families</p> | <p>Identify, describe and explain joint and segregated conjugal roles</p> <p>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.</p> <p>Describe, compare and contrast a variety of sociological perspectives on conjugal role relationships (functionalist, feminist and Marxist).</p> <p>Identify, describe and explain how relationships within families have changed over time (preindustrial, industrial and contemporary/modern)</p> <p>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</p> <p>Describe, compare and contrast a variety of sociological perspectives on changing relationships within families (functionalist, feminist and Marxist)</p> <p>Describe the key ideas of Willmott and Young</p> <p>Identify, describe and explain the pattern of divorce in Britain since 1945 using relevant statistical data</p> | <p>Draw on information and evidence from different sources and demonstrate the ability to synthesise them</p> <p>Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use</p> <p>Analyse and evaluate information and evidence presented in different written, visual and numerical forms</p> | <p>Draw on information and evidence from different sources and demonstrate the ability to synthesise them</p> <p>Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use</p> <p>Analyse and evaluate information and evidence presented in different written, visual and numerical forms</p> | <p>Identify, describe and explain the functions of education including serving the needs of the economy, facilitating social mobility and fostering social cohesion</p> <p>Identify and describe a variety of different types of school including primary and secondary, state and private</p> <p>Describe alternative forms of educational provision including home schooling and de-schooling</p> <p>Describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist)</p> <p>Describe the key ideas of Durkheim on education</p> <p>Describe the key ideas of Parsons on education</p> <p>Evaluate and compare theories and perspectives.</p> | |

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| | | | | <p>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</p> <p>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</p> <p>Describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist).</p> | | | |
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| | Topic Title | Education | Crime and Deviance | Crime and Deviance | Social Stratification | Revision | |
| Year 11 | <i>Pupils should know... (Core knowledge and concepts to be learned)</i> | <p>How we measure educational achievement including examinations and league tables.</p> <p>External factors that affect educational achievement including gender, material deprivation, social class.</p> <p>Internal factors affecting educational achievement such as the hidden curriculum and streaming.</p> <p>How different social classes have different attainment within schools and why including cultural and material deprivation, subcultures and teacher/pupil interactions.</p> <p>Gender and educational achievement and the patterns of performance of girls and boys over time.</p> <p>Students should also know how sociologists explain gender and achievement.</p> <p>The links between ethnicity and educational achievement,</p> | <p>What the difference is between crime and deviance.</p> <p>How crime is measured (official statistics, victim surveys etc)</p> <p>The social construction of crime and deviance (the changing nature of crime)</p> <p>The factors affecting criminal behaviour (biological and psychological explanations)</p> <p>The relationship between the following;</p> <p>Social class and crime.</p> <p>Gender and crime</p> <p>Ethnicity and crime</p> <p>Age and crime.</p> <p>Students should also know the following key studies;</p> <p>Cohen A, Delinquent Boys, Glencoe, The Free Press, 1955</p> | <p>The difference between informal and formal social control.</p> <p>The treatment of young offenders and the different sociological explanations of how society should respond to young offenders.</p> <p>The effectiveness of the prison system.</p> <p>The issue of violent crime.</p> <p>The accuracy of the media reporting crime.</p> <p>The different theories of crime (functionalist, feminist and Marxist)</p> <p>Students should also know the key texts.</p> <p>Becker H S, Outsiders, New York, The Free Press, 1963</p> <p>Merton R K , Social Theory and Social Structure, New York, The Free Press, 1938 (republished in an enlarged edition in 1968)</p> | <p>What social stratification is with examples of slavery, caste and class.</p> <p>Functionalist perspective of social stratification.</p> <p>Socio-economic class and describe why sociologists are interested in this.</p> <p>Marxist view of the class system.</p> <p>Max Weber's view of the socio-economic system.</p> <p>What is meant by life chances and link this to meritocracy.</p> <p>The changes in the class system including terms such as embourgeoisement.</p> <p>know what social mobility.</p> <p>What absolute and relative poverty means.</p> <p>Relative deprivation and how its measured including criticisms of Townsend.</p> | <p>This unit is important to review the learning gains made over the course of the year and to ensure students are aware of the key concepts and core knowledge in each unit.</p> <p>This review will be closely linked to assessment outcomes as teachers determine where there are gaps in learning.</p> | |

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| | | <p>including high achievement amongst some ethnic groups to the exclusion and underachievement of others.</p> <p>Educational policies and their possible impact on patterns of achievement for all groups.</p> <p>Students should also know the following key studies;</p> <p>Willis P, Learning to Labour, Farnborough, Saxon House, 1977</p> <p>Ball S J, Bowe R and Gerwitz S, 'Market forces and parental choice' in Tomlinson S (ed.), Educational Reform and its Consequences, London, IPPR/Rivers Oram Press, 1994</p> <p>Ball S J, Beachside Comprehensive. A Case Study of Secondary Schooling, Cambridge, Cambridge University Press, 1981</p> <p>Halsey A H, Heath A and Ridge J M, Origins and Destinations, Oxford, Clarendon Press, 1980</p> | <p>Carlen P, Women, Crime and Poverty, Milton Keynes, Open University Press, 1988</p> | <p>Heidensohn F, Women and Crime, London, Macmillan, 1985</p> | <p>Charles Murray and his view of the underclass.</p> <p>The impact of globalisation on the UK.</p> <p>What the welfare state is and the New Right's perspective of this.</p> <p>The ideas of Weber on power.</p> <p>The political power set up in the UK.</p> <p>Power relationships and the various factors affecting them.</p> <p>Patriarchy and the ideas of Walby.</p> <p>Students will also know the following key studies;</p> <p>Weber M, The Theory of Economic and Social Organizations, New York, Free Press, 1947 (republished 2012)</p> <p>Walby S, Theorizing Patriarchy, Oxford, Blackwell, 1990</p> <p>Townsend P, Poverty in the United Kingdom, Harmondsworth, Penguin, 1979</p> <p>Murray C, Losing Ground, New York, Basic Books, 1984</p> <p>Marx K, (selected writings 1857–1867) in McLellan D, Karl Marx Selected Writings, 2nd edition, Oxford, Oxford University Press, 2000</p> <p>Devine F, Affluent Workers Revisited, Edinburgh, Edinburgh University Press, 1992</p> <p>Davis K and Moore W E, 'Some principles of stratification' in Bendix R and Lipset S M (eds), Class, Status and Power, 2nd edition, Routledge and Kegan Paul, 1945 (republished 1967)</p> | | |
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| | <p><i>Pupils should be able to do... (Skills being developed)</i></p> | <p>Identify, describe and explain various factors affecting educational achievement including class, gender and ethnicity</p> <p>Describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist)</p> <p>Describe the key ideas of Halsey on class-based inequalities</p> <p>Describe the key ideas of Ball on parental choice and competition between schools.</p> <p>Identify, describe and explain various processes within schools affecting educational achievement including, streaming, setting, mixed ability teaching, labelling and the self-fulfilling prophecy</p> <p>Describe, compare and contrast a variety of sociological perspectives on these issues (interactionist, functionalist, feminist and Marxist)</p> <p>Describe the key ideas of Ball on teacher expectations</p> <p>Describe the key ideas of Willis on the creation of counter school cultures.</p> | <p>Identify, describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age</p> <p>identify and describe the main sources of data on crime</p> <p>Describe the pattern and trends in crime figures using relevant statistical data</p> <p>Explain the 'dark figure' of crime (unreported and unrecorded crime)</p> <p>Describe, compare and contrast a variety of sociological perspectives on the use of data on crime (functionalist, feminist and Marxist).</p> <p>Describe the key ideas of Albert Cohen on delinquent subcultures</p> <p>Describe the key ideas of Carlen on women, crime and poverty.</p> | <p>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</p> <p>Describe, compare and contrast a variety of sociological perspectives on factors affecting criminal and deviant behaviour (interactionist, functionalist, feminist and Marxist)</p> <p>Identify, describe and explain formal and informal methods of social control including unwritten rules and sanctions</p> <p>Describe, compare and contrast a variety of sociological perspectives on social control (interactionist, functionalist, feminist and Marxist)</p> <p>Identify, describe and explain various sociological explanations of crime and deviance including anomie, labelling, structural theories, subcultural theories and interactionist theory</p> <p>Explain the social construction of concepts of crime and deviance</p> <p>Describe the key ideas of Merton on the causes of crime</p> <p>Describe the key ideas of Becker on the causes of crime.</p> <p>Describe the key ideas of Heidensohn on female conformity.</p> | <p>Describe and explain the functionalist theory of stratification (effective role allocation and performance linked to the promise of rewards)</p> <p>Describe the key ideas of Davis and Moore</p> <p>Describe, compare and contrast alternative perspectives on functionalist theory (feminist and Marxist).</p> <p>Identify, describe and explain socio-economic class divisions in society</p> <p>Describe, compare and contrast a variety of sociological perspectives on socio-economic class (functionalist, feminist and Marxist)</p> <p>Describe the key ideas of Marx on socio-economic class</p> <p>Describe the key ideas of Weber on socio-economic class.</p> <p>Identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, disability, religion and belief</p> <p>Describe, compare and contrast a variety of sociological perspectives on life chances (functionalist, feminist and Marxist)</p> <p>Describe the key ideas of Devine on the idea of the affluent worker. 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</p> | <p>Students will be assessed on their knowledge and understanding of the content covered over the year</p> <p>This is an opportunity to ensure all students have made the progress expected across the year, and consolidate learning where this has not been the case.</p> | |
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| | | | | | <p>Describe, compare and contrast a variety of sociological perspectives on poverty (functionalist, feminist and Marxist)</p> <p>Describe the key ideas of Townsend on relative deprivation</p> <p>Describe the key ideas of Murray on the underclass including links to New Right theories.</p> <p>Identify, describe and explain different forms of power and authority including traditional, charismatic, rational-legal, formal and informal sources of power</p> <p>Describe, compare and contrast a variety of sociological perspectives on power and authority (functionalist, feminist and Marxist)</p> <p>Describe the key ideas of Weber on power and authority.</p> | | |
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