

Share Multi Academy Trust

Curriculum Planning Template

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| Subject: AQA A Level Sociology |  | Year | 12 | Ability: Mixed |  |

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| Term / Date(s) | Half-term 1 | Half-term 2 | Half-term 3 | Half-term 4 |
| Topics | **Introduction to Sociology – 2 weeks**  **Families and Households - 5 weeks** | **Families and Households contd. -8 weeks** | **Research Methods 4/5 weeks**  **Education 2 weeks** | **Education contd. 6/7 weeks** |
| Topic overview  Pupils will learn… | A general introduction to the main concepts and theories of sociology  **Families and households**   * how different theories view the family and its links to the economy * changing gender roles and power structures * changing family patterns and trends | **Families and Households**  Changing patterns of family diversity  The changing nature of childhood  Demographic trends in the UK since 1900  Social policies and their impact upon the family | **Research methods** – the research process, factors affecting choice of method and topic and a range of research methods (primary and secondary)  **Education** – the role of education in society from the view of Functionalists, the New Right. Marxists and Feminists. | **Education** – impact of social class, gender and ethnicity upon educational achievement  Impact of schools and teacher/pupil relationship upon achievement  Impact of government policies on achievement and the education system |
| Components | **Students will learn the following knowledge ():**  **Introduction:**  The key terms and concepts relevant for sociology to help them gain an understanding of the subject  The main theories within sociology to provide an understanding of their key beliefs  **The following areas of Families and Households will be covered during this time:**  • the relationship of the family to the social structure and social change, with particular reference to the economy this will help the students understand how different theorists (such as functionalists, Marxist and feminists) view the role of the family differently  • gender roles, domestic labour and power relationships within the family in contemporary society – the students will be able to assess how equal roles are now in the modern family and what changes in society have impacted them  • changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course – the students will study different family structures in society and learn how changes in society have impacted family size and structure. | **Students will learn the following knowledge :**  • the sociology of personal life, and the diversity of contemporary family and household structures – this will help the students assess the level of diversity among family structures in our society  • the nature of childhood, and changes in the status of children in the family and society – this will help students assess the changing role of childhood and assess how child centred our society is.  • demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation. This helps students understand how and why our population has changed and the impact this has had on family size and structure and our society.  • the relationship of the family to state policies – this helps students understand the impact of government policy upon family size, structures and roles within the family. | **Students will learn the following knowledge**  **Research Methods** - The following areas will be covered during this time:  • the distinction between primary and secondary data, and between quantitative and qualitative data to help the students understand the differences between the various research methods • the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) to enable the students to assess the significance of these factors when selecting a method or topic and the conduct of research/research design so the students understand the whole research process.  • sources of data, including questionnaires, interviews, participant and non-participant observation,  experiments, documents and official statistics  The students will study each research method and develop an understanding of its strengths and weaknesses so they can assess its overall usefulness.  The students will develop their understanding of the relationship between positivism, interpretivism and sociological methods; the nature of ‘social facts’ – this will be developed in year 13 when theories are studied  **Education**  • the role and functions of the education system, including its relationship to the economy and to class structure – the students will be able to explain and assess the usefulness of the Functionalist, New Right and Marxist view of the role of education in our society. | **Education and Methods in Context** -  • differential educational achievement of social groups by social class, gender and ethnicity in contemporary society this will enable the students to assess the impact of a person’s social class, gender and ethnicity upon their chances of educational success • relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning – this will enable the students to assess the role of teachers in educational achievement and the impact of setting and streaming and educational subcultures upon educational success.  These 2 bullet points combined enable to students to have a broad understanding of the role of external and internal factors that can affect a pupil’s chances of educational success.  • the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy. This enables the students to assess the effectiveness of educational policy upon educational achievement. They will develop an understanding of compensatory education policies and marketisation education policies and the impact of these. They will also examine the increasing globalisation of the education system and assess the impact of this. |
| What pupils should already know  (prior learning components) | Students are new to this course so have no prior learning of Sociology. Some students, depending on their GCSEs have some awareness of family structures (often from RS) and legal changes in society (from History)  We do assume some life knowledge such as an understanding of different types of families but make no assumptions about the students own personal experiences.  Students generally have no knowledge of the sociological theories but those who have studied History often have a basic understanding of Marxism from their work on Communism. | Students will be aware of the range of family structures and understand how different theories view different family structures  Students will be aware of how roles in the family have changed and how the changing position of women has had a large impact up on family size and structure. | Students will have a brief understanding of macro and micro theories of sociology. This will then be built on by applying positivism and Interpretivism.  Students may have a basic understanding of research methods such as questionnaires and interviews, for example how Oakley and Young and Willmott used different methods in their studies on gender roles  Students should understand Functionalism and Marxism from their Introduction to Sociology and the work on families and Households and be able to apply this to the role of Education in society. | Students will have an understanding that a person’s social class, gender and ethnicity can affect their life chances (from childhood section of Families and households) – this will be developed to assess the impact within education. Students will have a brief understanding of micro theories and this will be developed as we explore the interactionist view and the impact of labelling within the education system. |
| Transferrable knowledge (skills) | Students will gain confidence in the use of sociological concepts and theories – this can be used later in the course. The work on theoretical views of families and family trends also has links to Education, Beliefs in society, Crime and Deviance and Theory and Methods. The students will later assess the impact of family structures upon a student’s education and then link these to crime in society. The work completed on the impact of secularisation on family structures helps prepare the students for the topic of secularisation in Beliefs in Society. Exam based skills are developed as student will learn how to assess studies when they plan and write ten-mark questions and a 20 mark essay on gender roles. | Students will be able to use their understanding of government policies to support their work in Education as they will have developed an understanding of right wing and more liberal, left wing policies.  The students will be developing their exam-based skills. Their knowledge of theories and studies will help boost their AO1 skills. They will be learning to apply studies to questions to boost their AO2 skills. AO3 evaluation and analysis skills are developed with exam practice as they students learn how to assess the strengths and weaknesses of different studies. | Students will learn how to evaluate the usefulness of different research methods – they can they use this when evaluating sociological studies from other areas of the specification.  The students understanding of Functionalist, New Right and Marxist theories should be developed by applying these to education and this should help them apply these theories to later topics in sociology such as Crime and Deviance.  The students will be developing their exam-based skills. Their knowledge of theories and studies will help boost their AO1 skills. They will be learning to apply studies to questions to boost their AO2 skills. AO3 evaluation and analysis skills are developed with exam practice as they students learn how to assess the strengths and weaknesses of different studies. | Students will learn how social class, ethnicity and gender can affect a person’s attainment in education. This will later be applied to crime and deviance when explaining why some groups are more likely to turn to crime. Students will learn the impact of anti-school subcultures upon attainment and why students may join these – this will be used again in the Crime and Deviance section of the specification.  The students will also be developing their exam-based skills. Their knowledge of theories and studies will help boost their AO1 skills. They will be learning to apply studies to questions to boost their AO2 skills. AO3 evaluation and analysis skills are developed with exam practice as they students learn how to assess the strengths and weaknesses of different studies. |
| Key vocabulary pupil will know and learn | Structural theories  Functionalism – value consensus  New Right  Marxism  Feminism – patriarchy (liberal, Marxist, radical and difference feminists)  Personal life perspective  Symmetrical families | Individualism – confluent love and pure relationships  Postmodernism – divorce extended families  Social construction of childhood  Child centred society  Toxic childhood  Ageing population  Migration | Positivism  Interpretivism  Validity  Reliability  Representativeness | Meritocracy  Correspondence principle  Cultural deprivation  Material deprivation  Self-fulfilling prophecy  Anti-school subculture  Marketisation |
| Assessment activities | ***Short*** *Timed assessment in third week based on work in the introduction unit.*  *just before the October half term*  **Timed exam piece of work on 6th week** – this will have a mix of short mark exam style questions and a ten mark exam style question | ***Timed exam assessments such as:***  Timed 10 mark exam question on diversity  Timed 20 mark exam question on childhood | Timed Research Methods assessment  Education assessment on the role of Education in society | Assessment on social class and education  End of year 12 exam to include Education, Methods in context and research methods |
| Resources available | Introduction to sociology workbook and Support hand-out outlining introductory theories and concepts in sociology in Student shared area/Social Science and Business /Sociology/introduction to sociology  Workbooks on theories on Families and Households, Gender roles and Family trends and PowerPoints are available in the student shared area/Social Science and Business /Sociology/year1/families and households  Textbook: AQA A level Sociology Book one – each student will receive a copy | Workbooks on Family Diversity, Childhood, Demography and Social Policy and PowerPoints are available in the student shared area/Social Science and Business /Sociology/year1/families and households  Textbook: AQA A level Sociology Book one – each student will receive a copy | Workbooks on Research Methods and PowerPoints available in the student shared area/Social Science and Business /Sociology/year1/research methods  Textbook: AQA A level Sociology Book one – each student will receive a copy | Workbooks and PowerPoints on Social class (external and internal factors), gender and ethnicity and education policy available in the student shared area/Social Science and Business /Sociology/year1/education  Textbook: AQA A level Sociology Book one – each student will receive a copy |
| Notes  Why this topic is important… | The introductory unit to this course is important as it allows students to become familiar with some of the key sociological terminology and gives them an understanding of the main theories in sociology and how they view society -this is important as the students will then apply these theories to the study of Families and Households – having a broader outline of the theories ensures this is an easier transition.  These sections of Families and Households are important as the students will learn how the family changed with industrialisation and how different theorists see the family providing different functions for society. They will gain an understanding of changing gender roles and changes in family size and structure in society. This will be useful when studying diversity, childhood, demography and social policy in the next half term. | In this section the students learn how different theories view the diversity of the Family. This enables them to compare and contrast theoretical views and assess their usefulness. When learning about the changing nature of childhood the students are able to assess how different theorists interpret the position of children very differently in our society and in other cultures – this enable them to develop stronger analytical skills and also enables them to have a broader view of childhood beyond their own experience. The social policy section helps develop the students political understanding and provides them with an understanding of the impact of government polices upon families and society. This is useful later in the course as we revisit government policies in Education and Crime and Deviance but also later in life as they are more aware of the impact of government polices as they prepare to vote for the first time. | In this section students will learn the strengths and weaknesses of primary and secondary research methods. This links to the Theory and Methods topic of the specification and this knowledge is also useful to evaluate the usefulness of sociological studies as the students will be able to offer methodological evaluations. The theories on education section is important as it helps recap theory knowledge from the Families and Households topic and a good understanding of the theories will also help the students later in year 13 as they study the theories in abstract. | In this section students will study the different factors that can affect a child’s educational attainment. They will gain an understanding of how family background, peer group, schools and teachers can all influence educational achievement. This knowledge can be applied during the crime and deviance topic. This has often made students think about their own education and how factors have affected themselves and friends. The students also gain a good understanding of education policy and assess its impact and this can help them develop their own political understanding. |

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| Subject: | Sociology | Year | 12 contd. | Ability: Mixed |  |

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| Term / Date(s) | Half term 5 | Half term 6 |
| Topic | **Methods in context 4 weeks** | **Crime and Deviance 6 weeks** |
| Topic overview  Pupils will learn… | Students will learn how to apply sociological research methods to the study of education. | Crime and Deviance  The types of crime statistics in society  Different theories of crime |
| Components | **Methods in Context**  Students must be able to apply sociological research methods to the study of education.  Research methods studied include questionnaires, interviews (a range of), participant and non-participant observation,  experiments, documents and official statistics  Students will be able to assess the usefulness of the research methods listed when used to study various issues in education. | Crime and Deviance  Students must be able to understand the following concepts:  • crime, deviance, social order and social control  Students must be able to assess the usefulness of the different methods on measuring crime including police recorded crime, victim surveys and self-report studies  Theories that seek to explain crime • theories of crime – Functionalism, subcultural theories, Interactionism and Marxism (including corporate crime - investigation over the summer) |
| What pupils should already know  (prior learning components) | **Methods in Context**  Students will already understand the various research methods and their strengths and weaknesses – this will be applied to the studying of topics within education. | The students will understand the general strengths and weaknesses of official statistics – this will then be applied to evaluate the usefulness of different crime statistics.  The students should understand the key points of functionalism, Marxism and Interactionism. They will be able to apply these to their study of crime. They will be able to use their knowledge on anti-school subcultures in Education to support their work on functionalist subcultural theories of crime. They will be able to apply their work on labelling and self-fulfilling prophecy in Education to the interactionist view on crime. |
| Transferrable knowledge (skills) | The reviewing of research methods and their usefulness when studying education will support students in the Theory and Methods topic to be reviewed in year 13. It also enables students to boost their skills of analysis and evaluation as they assess the usefulness of the different research methods. | The students will also be developing their exam-based skills as they evaluate the usefulness of the different theories. Their developing understanding of how Functionalists, Interactionists and Marxists view society will help them when they study Theory and Methods later in year 13. Their knowledge of theories and studies will help boost their AO1 skills. They will be learning to apply studies to questions to boost their AO2 skills. AO3 evaluation and analysis skills are developed with exam practice as they students learn how to assess the strengths and weaknesses of different studies. |
| Key vocabulary pupil will know and learn | Gate keeper  OFSTED/Teacher in disguise  Imposition problem  Hawthorne effect | Strain  Status frustration  Typifications  Selective law enforcement |
| Assessment activities | Assessment on Methods in Context  End of year 12 exam to include Education, Methods in context and research methods | Assessments on theories that explain crime – will include short mark questions and ten-mark questions |
| Resources available | PowerPoints on Methods in Context are available in the student shared area/Social Science and Business /Sociology/year1/methods in context  Textbook: AQA A level Sociology Book one – each student will receive a copy | Workbooks and PowerPoints on Crime statistics, Functionalism, Interactionism and Marxist theories on crime are available in the student shared area/Social science and Business /Sociology/year2/crime and deviance  Textbook: AQA A level Sociology Book two – each student will receive a copy |
| Notes  Why this topic is important… | The Methods in Context topic helps students develop their understanding of the usefulness of research methods as it offers a chance to review the area. It is also useful for developing skills of analysis and evaluation. | This topic helps the students understand the reasons for crime in our society. They will learn to evaluate the usefulness of the crime statistics they hear about on the news. The students will develop a broader view of the main theories on sociology and will learn that there are a range of theories seeking to explain crime. Students will learn that crime is a difficult concept to clarify and that early experiences in our families and education can influence that chances of an individual turning to crime. |