

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre Year 9						
This course is not studied in primary or lower school. PRE/PSHE/Citizenship and SMSC will lay a foundation of knowledge and skills that will support learning at GCSE.			Interventions/support in place: This is a challenging GCSE. Only students with good academic skills and achievement will be allowed to take the course. It is a course aimed to stretch higher achieving pupils.			
Year 10						
Qualification	AQA GCSE (9-1) Sociology (8192)					
Topic/Focus	The Sociological Approach	The sociology of families	Sociology research methods	Sociology research methods/ The sociology of families	Sociology of crime and deviance	Sociology of crime and deviance
Sequencing	<p>This is our introductory unit. This introduces students to what the study of sociology is and the approaches of sociologists. It introduces the founders Durkhiem, Marx and Weber and the important sociological perspectives of Functionalism, Marxism, Feminism, Interactionism and New right. These perspectives under pin the way the topics are approached in the course and this knowledge is imperative to understand the following exam topics. It also introduces social processes and structures such as socialisation and class. These concepts are referred to across all topics. Finally, it introduces some of the issues that will be raised in the course e.g. nature/nurture, poverty, crime, race and ethnicity.</p>	<p>We skip the second "unit" of Research methods at this stage. The reasoning is that the Families topic allows access to the first in depth social issues of the subject and is the most relatable to year 10 experience. This is aimed at engaging students as it highlights the relevance of the course to their lives. It also allows the opportunity for quick reinforcement and application of the knowledge of key perspectives learned in Approaches. We study Functionalist, Marxist and feminist theory on the function of family, conjugal roles and divorce. In addition, we learn about sociological theory on family forms, family diversity, alternatives to family, global differences and changing relationships in the family. The skills are developed in the assessments which focus on the AQA skills criteria.</p>	<p>Students now return to the Research Methods unit/topic. We place it here because students have developed their mathematical knowledge sufficiently and it also contains a great deal of new content and ideas. This may have been overwhelming for students in the second half-term of year 10 after Approaches. Students study research design, sampling, Experiments, Surveys, Questionnaires, Interviews, Observation, Ethnography, Case studies, Longitudinal studies, Qualitative and quantitative research, Primary and secondary sources and triangulation. The students must know what these methods are in order to know the advantages and disadvantages associated with the different types of research so they will be able to interpret and analyse the strengths and weaknesses of sociological research and data on the course and in exams.</p>	<p>The students now return to and finish the Families topic and are now able to apply knowledge of research methods to their learning. They must know what these methods are in order to know the advantages and disadvantages associated with the different types of research so they will be able to interpret and analyse the strengths and weaknesses of sociological research and data in the course and exams. Assessment focusses on the exam style of data questions not yet covered and offers a review of some key content of Families. Research methods is placed here in the course so that the knowledge can be applied and reinforced by the three remaining topics.</p>	<p>Students study Crime and deviance at the end of year 10 as they are developing the maturity and political and social understanding to discuss ideas which may be out of their personal experience. It is the first time they can combine knowledge of key perspectives with research methods with the issues from the outset. This is building on the previous topic and module and the assessment is developing in accordance with these skills and knowledge. It also reintroduces and develops the understanding of interactionist and New right perspective introduced in the Approaches module from the start of year 10. Furthermore, students will continue to develop their understanding of connections and patterns in the key perspectives from Families. We study Functionalist, Marxist, feminist and Interactionist theory on crime statistics, explanations of crime and deviance, Informal and formal social control and factors affecting criminal and deviant behaviour such as gender, ethnicity and age. In addition, we learn about the sociological debate surrounding the treatment of young offenders, prison, rehabilitation and punishment, violent crime and sentencing and the effect of the media. This debating structure means there is less course content and knowledge than other topics and creates time to teach other content earlier in the year.</p>	

			Assessment focusses on the exam style of data questions not yet covered and offers a review of some key content of Families. Research methods is placed here in the course so that the knowledge can be applied and reinforced by the three remaining topics.			
Extended Learning	Use proforma to plan from notes the content, knowledge and ideas to answer mini essay question below. Assessment leads to comparison and consolidation of main sociological perspectives. Collins AQA Resource book: Activity 5: The sociological approach revision. Withdrawn Sociological text books-Read BBC article and answer questions for class discussion	Collins AQA Resource book: Activity 7: Functionalism: Parsons and criticisms Gender Bias article-Read BBC article and feedback answers from questions Collins AQA Resource book: Activity 9: Symmetrical Family Use proforma to plan from notes the content, knowledge and ideas to answer mini essay question below.	Research methods homework booklet to be completed over the half term. Reinforces and recalls the advantages and disadvantages of different methods to be applied to exam. Homework booklet includes: Research key terms Questionnaires, Interviews and Observations Evaluation of research	Sociology research task and write up-Group activity. Opportunity to complete own research and consolidate sociological knowledge of methods	Use proforma to plan from notes the content, knowledge and ideas to answer mini-essay question below.	Collins AQA Resource book: Crime Activity 5: Statistical data on crime Research Activity 4: Research methods revision definitions and quiz
Formal Assessment	Mini-essay "Discuss how far sociologists agree that modern British society runs on a consensus." (12 marks) (AO1,AO2,AO3)	Mini-essay question: "Discuss how far sociologists would agree that marriage is still important in Britain today." (12 marks)-2019 (AO1,AO2,AO3)	Family Exam 2019 questions 1 to 4 (Short answer questions) (AO1 and AO2)	Short exam style questions on Research methods and family. Taken from AQA 2019 paper Q5-9 (AO1, AO2,AO3)	"Discuss how far sociologist would agree that inadequate socialisation is the main cause of criminal and deviant behaviour." (12 marks) (AO1,AO2,AO3)	Short exam style questions on Crime and research. Taken from AQA 2019 paper Q1-9 (AO1,AO2,AO3)
Year 11						
Qualification	AQA GCSE (9-1) Sociology (8192)					
Topic	The sociology of education	The sociology of education	Social stratification	Social stratification	Revision of the sociology of Families, Education, Social stratification and Crime and deviance	
Sequencing	The reasoning behind Education being the first topic of the year is that it allows access to issues that are most relatable to year 11 experience. This is aimed at engaging students as it highlights the relevance of the course to their lives. It allows once again the opportunity for reinforcement and application of the knowledge of key perspectives learned in Approaches and Families. Furthermore, students will continue to develop their		Students study Social stratification last as they are now developing the maturity and political and social understanding to discuss ideas which may be out of their personal experience. Their world view is at its most developed and their political concepts and vocabulary will have been developed by the Families, Education and Crime topics. In many ways the final topic draws upon the ideas and knowledge the course has covered to this point and		Review topics studied in year 10 and year 11. This is to highlight the importance of success and knowledge in both exams (50%/50%) The exam draws on wide knowledge from the whole of the course. This review will not only revise ideas from earlier in their studies, but students will also be able to place them into context with other issues and topics. It will bring together the patterns and connections in the ideas	

	<p>understanding of connections and patterns in the key perspectives from the first year of study.</p> <p>We study Functionalist, Marxist and feminist theory on the function of education, educational achievement (internal and external influences) and the impact of social class, gender and ethnicity on educational achievement.</p> <p>In addition, we learn about sociological theory on private and state education, alternative education, policy and marketization of education and the relationship of capitalism and education.</p>		<p>places it explicitly into the context of political and social structures. As the final topic of the course it revises and consolidates many of the key ideas taught as well as extending learning of sociological knowledge.</p> <p>We study Functionalist, New right, Marxist and feminist theory on stratification, class, life chances, poverty, the welfare state and power. It also develops the understanding of Max Weber's ideas introduced in the Approaches module from year 10.</p>		<p>and perspectives as well as in their analysis of views, research and data. The review will also benefit the students by building on prior knowledge and them having a more mature and developed social and political world view from studying the course.</p>
Extended Learning	<p>Collins AQA Resource book: Activity 10 Family based support/Educational achievement</p> <p>Use proforma to plan from notes the content, knowledge and ideas to answer mini essay question below.</p>	<p>Collins AQA Resource book: Activity 2: The hidden Curriculum</p> <p>Activity 7-Should education be like a business?</p>	<p>Collins AQA Resource book: Activity 6-Explaining poverty</p> <p>Use proforma to plan from notes the content, knowledge and ideas to answer mini-essay question below.</p>	<p>Collins AQA Resource book: Activity 7-Perspectives on social stratification</p> <p>Activity 10-Stratification revision exercise</p>	<p>Families, Education, Crime and deviance and social stratification key studies</p> <p>revision material assignment: Develop materials and learn key studies from specification.</p>
Formal Assessment	<p>"Discuss how far sociologists agree that a student's socialisation experience in the home is the main reason for the differences in their educational achievement." (12 marks)-Specimen paper (AO1,AO2,AO3)</p>	<p>Short exam style questions on Education. Taken from AQA Specimen paper Q12-15 (AO1 and AO2)</p> <p>Short exam style questions on Research and Education. Taken from AQA 2019 paper Q16-20 (AO1,AO2,AO3)</p>	<p>"Discuss how far sociologists would agree that the welfare state has helped to create a culture of dependency amongst some groups in Britain." [12 marks] (AO1,AO2,AO3)</p>	<p>Short exam style questions on Crime and research. Taken from AQA 2019 paper Q12-20 (AO1,AO2,AO3)</p>	<p>Mock Papers/Exam Preparation for the Papers 1 and 2</p>
Post Year 11					
<p>Further Education/training in:</p> <p>A level-Sociology</p> <p>Degree level-Sociology</p>				<p>Employment in:</p> <ul style="list-style-type: none"> • Resources (HR) Representative <ul style="list-style-type: none"> • Lawyer • Management Consultant • Market Research Analyst <ul style="list-style-type: none"> • Media Planner • Policy Analyst • Public Relations (PR) Specialist. <ul style="list-style-type: none"> • Guidance Counsellor <ul style="list-style-type: none"> • Doctor • Social worker • Teacher 	

	<ul style="list-style-type: none">• Politician• Journalist
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Notes:

- Use this document to map out the long-term plan in your department area. If your subject area is not broken up into neat half term blocks, please feel free to adapt the structure of this to best-fit your subject area.
- In the sequencing box, please detail briefly the rationale for the order of the teaching.
- In the formal assessment box, please identify the assessment that is carried out with the students as well as what will happen to that assessment once it has been completed.
- In the box, which relates to pre year 7, please outline what support is in place if students arrive at the academy behind their peers.
- In the box, which relates to post year 11, please outline what areas students tend to go into after they finish in year 11. We will populate this as much as we can but you and your department will be experts in the area and may wish to add to this.