

<u>Year 10 Sociology Plan</u>			<u>Rationale</u>	<u>Skills</u>
1	02.0 9.19	<ul style="list-style-type: none"> • Introduction to Sociology – Socialisation • Nature and Nurture 	<ul style="list-style-type: none"> • We begin with an introduction to Sociology as our students may have very little understanding of what the subject entails as it is completely new to them. We must start with the basics, what it is, key terms and sociologists points of view. 	<ul style="list-style-type: none"> • Analyse and evaluate information and evidence presented in different forms. • Construct reasoned arguments • Make judgements. • Draw conclusions • Draw connections • Compare and contrast theories. • Apply understanding of theories to debates • Sociological terminology • Develop literacy skills • Evaluate sociological methodology and a range of research methods
2	09.0 9.19	<ul style="list-style-type: none"> • Emile Durkheim • Karl Marx/ Max Weber • 		
3	16.0 9.19	<ul style="list-style-type: none"> • An introduction to Marxism/ Interactionism • An introduction to Feminism/ New Right/ Functionalism 		
4	23.0 9.19	<ul style="list-style-type: none"> • Social structures/ Sex and gender/ Race and ethnicity • Assessment lesson • 		
5	30.0 9.19	<ul style="list-style-type: none"> • Introduction to families – the Functionalist perspective • Marxist and Feminist perspectives 	<ul style="list-style-type: none"> • From here we are able to build on the knowledge of sociologists viewpoints by applying them to the Family. • We begin with the Family topic as it is the one that students will have the most contextual knowledge of. In one way or another they will be able to relate to some aspect and apply their newly acquired sociological terminology. 	
6	07.1 0.19	<ul style="list-style-type: none"> • Family forms • Nuclear family – is this still the dominant family type? 		
7	14.1 0.19	<ul style="list-style-type: none"> • Alternatives to families • Snagging 		
8	21.1 0.19	Half Term		
9	28.1 0.19	<ul style="list-style-type: none"> • Conjugal roles • Conjugal roles – Functionalist and Marxist 		
10	4.11. 19	<ul style="list-style-type: none"> • 12 marker assessment • Conjugal roles - Feminist 		
11	11.1 1.19	<ul style="list-style-type: none"> • Changing relationships in families • The symmetrical family 		

12	18.1 1.19	<ul style="list-style-type: none"> • Reasons for changing relationships in families • Criticisms of families 		
13	25.1 1.19	<ul style="list-style-type: none"> • Divorce • Theories of divorce 		
14	2.12. 19	<ul style="list-style-type: none"> • Revision • Assessment 		
15	9.12. 19	<ul style="list-style-type: none"> • Pilot studies • Sampling 	<ul style="list-style-type: none"> • We have decided to introduce research methods throughout the two year course as when taught as a standalone topic it can lose the interest sparked from our topic on the family. • It also makes it easier for pupils to understand the advantages and disadvantages of certain research methods if they can apply it to a topic. • This means we can keep coming back to reinforce some of the key terms in research methods, so when we look at a research project they are familiar. 	
16	16.1 2.19	<ul style="list-style-type: none"> • Snagging • Snagging 		
17	23.1 2.19	Christmas		
18	30.1 2.19	Christmas		
19	6.1.2 0	<ul style="list-style-type: none"> • Primary and secondary sources • Qualitative and quantitative research 		
20	13.1. 20	<ul style="list-style-type: none"> • Ethical issues • Recap of family 		
21	20.1. 20	<ul style="list-style-type: none"> • Snagging • Snagging 		•
22	27.1. 20	<ul style="list-style-type: none"> • Introduction to Education • Functionalist view of education 	<ul style="list-style-type: none"> • Students need to have an understanding of the Family before Education as family background has an impact on the educational success. • We are also reinforcing terms and sociological theories throughout this topic. 	
23	3.2.2 0	<ul style="list-style-type: none"> • Marxist view of education • Feminism and theory summary 		
24	10.2. 20	<ul style="list-style-type: none"> • Types of school • Private vs State school 		
25	17.2. 20	Half Term		
26	24.2. 20	<ul style="list-style-type: none"> • Alternatives to education • Recap of family 		

27	2.3.2 0	<ul style="list-style-type: none"> • How do we measure educational success? • External factors 		
28	10.3. 20	<ul style="list-style-type: none"> • Internal factors • History of Education 		
29	16.3. 20	<ul style="list-style-type: none"> • Social class and education • Social class and education 		
	23.3. 20	<ul style="list-style-type: none"> • Social class and education • Social class and education 		
	30.3. 20	<ul style="list-style-type: none"> • Gender and education • Gender and education 		
	6.4.2 0	<ul style="list-style-type: none"> • 12 mark question (setting and streaming) • Feedback 		
	13.4. 20	Easter		
	20.4. 20	Easter		
	27.4. 20	<ul style="list-style-type: none"> • Ethnicity and education • Ethnicity and education 		
	4.5.2 0	<ul style="list-style-type: none"> • Snagging • Snagging 		
	11.5. 20	<ul style="list-style-type: none"> • Revision • Assessment 		
	18.5. 20	<ul style="list-style-type: none"> • Research methods • Research methods 		
	25.5. 20	Half Term		
	1.6.2 0	<ul style="list-style-type: none"> • Research Project • Research Project 	•	
	8.6.2 0	<ul style="list-style-type: none"> • Research Project 		
	15.6. 20	<ul style="list-style-type: none"> • Consolidation of family 		
	22.6. 20	<ul style="list-style-type: none"> • Consolidation of education 		
	29.6. 20	<ul style="list-style-type: none"> • Practice assessment 		
	6.7.2 0	<ul style="list-style-type: none"> • Snagging 		
	13.7. 20	<ul style="list-style-type: none"> • snagging 		

<u>Year 11 Sociology Plan</u>			<u>Rationale</u>	<u>Skills</u>
1	02.0 9.19	<ul style="list-style-type: none"> An introduction to Crime and Deviance 	<ul style="list-style-type: none"> Both family life and the education system can have a significant impact on criminal behaviour, therefore we cover the Crime and Deviance topic at the start of Year 11. 	<ul style="list-style-type: none">
2	09.0 9.19	<ul style="list-style-type: none"> Data on crime and official statistics Data on crime an victim report surveys 		
3	16.0 9.19	<ul style="list-style-type: none"> The social construction of crime Sociological explanations for crime and deviance (Merton) 		
4	23.0 9.19	<ul style="list-style-type: none"> Sociological explanations for crime and deviance (Merton) (4 marker question) Functionalists and crime 		
5	30.0 9.19	<ul style="list-style-type: none"> Marxists and crime 	<ul style="list-style-type: none"> 	
6	07.1 0.19	<ul style="list-style-type: none"> Interactionists and Feminists with crime (12 marker question) 		
7	14.1 0.19	<ul style="list-style-type: none"> Feedback Formal social control 		
8	21.1 0.19	Half Term		
9	28.1 0.19	<ul style="list-style-type: none"> Informal social control 		
10	4.11. 19	<ul style="list-style-type: none"> Recap on education 		
11	11.1 1.19	<ul style="list-style-type: none"> Social class and crime 		
12	18.1 1.19	<ul style="list-style-type: none"> Gender and crime 		
13	25.1 1.19	<ul style="list-style-type: none"> Ethnicity and crime 		
14	2.12. 19	<ul style="list-style-type: none"> Age and crime 		
15	9.12. 19	<ul style="list-style-type: none"> Debates on crime (young offenders) 		

16	16.1 2.19	<ul style="list-style-type: none"> Debates on crime (prison system and rehabilitation) Debates on crime (violent crimes and sentencing) 		
17	23.1 2.19	Christmas		
18	30.1 2.19	Christmas		
19	6.1.2 0	<ul style="list-style-type: none"> Debates on crime (the media) Test 		
20	13.1. 20	<ul style="list-style-type: none"> Social stratification- what is it? Functionalist/Marxist/ Feminist perspective 		
21	20.1. 20	<ul style="list-style-type: none"> Socio economic class/Marx on class Weber on class 	•	
22	27.1. 20	<ul style="list-style-type: none"> Life chances The affluent worker 	<ul style="list-style-type: none"> A persons position in society is influence by a number of factors, such as their family background, their education, their socialisation and their norms and values. We feel that in order to fully understand the topic of Social Stratification students need to have a secure knowledge from all other topics. Additionally, students often find Paper 2 much more difficult than Paper 1 and the marks nationally support this, therefore it makes sense to leave the topics to when pupils understanding has developed. 	
23	3.2.2 0	<ul style="list-style-type: none"> Poverty Relative deprivation 		
24	10.2. 20	<ul style="list-style-type: none"> The underclass 		
25	17.2. 20	Half Term		
26	24.2. 20	<ul style="list-style-type: none"> Globalisation and poverty 		
27	2.3.2 0	<ul style="list-style-type: none"> Welfare state Weber on power 		
28	10.3. 20	<ul style="list-style-type: none"> Political power Power relationships 		
29	16.3. 20	<ul style="list-style-type: none"> Patriarchy End of unit exam 		
	23.3. 20	<ul style="list-style-type: none"> Research methods Research methods 		
	30.3. 20	<ul style="list-style-type: none"> Revision Revision Revision 		
	6.4.2 0	<ul style="list-style-type: none"> Revision Revision Revision 		
	13.4. 20	Easter		
	20.4. 20	Easter		

	27.4. 20	<ul style="list-style-type: none">• Revision• Revision• Revision		
	4.5.2 0	<ul style="list-style-type: none">• Revision• Revision• Revision		
	11.5. 20	<ul style="list-style-type: none">• Revision• Revision• Revision		
	18.5. 20	<ul style="list-style-type: none">• Exam week		