

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term 1A</p>	<p><u>Intent</u> Why is this taught now?</p> <p>1. Key concepts and processes of cultural transmission</p> <ul style="list-style-type: none"> • 1.1 Key sociological concepts • 1.2 Debates over the acquisition of identity • 1.3 The process of socialisation 	<p>Key concepts:</p> <ul style="list-style-type: none"> • culture, norms, values, roles, status, identity, sanctions, cultural diversity • nature/nurture including examples of feral children and cultural diversity • agents of socialisation: family, education, media, peer group <p>Skills:</p> <ul style="list-style-type: none"> • Draw on information and evidence from different sources and demonstrate the ability to synthesise them • Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use • Analyse and evaluate information and evidence presented in different written, visual and numerical forms • Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas • Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions • Draw connections between the different topic areas studied. • Demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists regarding the topics which have been studied. 	<ul style="list-style-type: none"> • 23 mark timed assessment (25 minutes). Combination of 1, 2 and 4 mark questions based upon the first module of the course (Studying Society) • Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts. • Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.
<p>Autumn Term</p>	<p><u>Intent</u> Why is this taught now?</p>	<p>Key concepts:</p>	<ul style="list-style-type: none"> • Regular knowledge tests and low-stakes quizzes to assess

<p>1B</p>	<p>1. Key concepts and processes of cultural transmission Crime, deviance, social order and social control.</p> <ul style="list-style-type: none"> 1.3 The process of socialisation <p>2. Families</p> <ul style="list-style-type: none"> 2.1 Family diversity and different family forms in the UK and within a global context 2.2 Social changes and family structures 	<ul style="list-style-type: none"> how agents of socialisation pass on culture and identity, for example: gender, class and ethnic identity informal and formal social control nuclear family, extended family, reconstituted family, lone parent family, single sex family, cohabiting family, beanpole family ethnic minority family forms global family forms including polygamy, arranged marriages one-child family policy in China changes in social norms, secularisation, values and laws, feminism, economic factors, technology and immigration <p>Skills:</p> <ul style="list-style-type: none"> Draw on information and evidence from different sources and demonstrate the ability to synthesise them Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use Analyse and evaluate information and evidence presented in different written, visual and numerical forms Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions Draw connections between the different topic areas studied. Demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists regarding the topics which have been studied. 	<p>understanding of key terms and concepts.</p> <ul style="list-style-type: none"> Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge. Exam practice for specific questions as part of each lesson peer marked by students and checked by the teacher.
<p>Spring Term 2A</p>	<p>Intent Why is this taught now?</p>	<p>Key concepts:</p> <p>economic factors, technology and their impact on:</p>	<ul style="list-style-type: none"> Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.

	<p>2. Families</p> <ul style="list-style-type: none"> • 2.3 Social changes and family relationships • 2.4 Sociological theories of the role of the family • 2.5 Criticisms of family 	<ul style="list-style-type: none"> • segregated and joint conjugal roles, symmetrical families, domestic division of labour • New Man • decision making / money management • dual career families • leisure activities • theory of symmetrical family and principle of stratified diffusion, developed from the functionalist perspective of Willmott and Young • Functionalist theory of the role and functions of family, such as Parsons and primary socialisation and stabilisation of adult personalities • conflict view of Marxism • Marxist theory of families serving the interests of capitalism, including the work of Zaretsky • conflict view of Feminism • Feminist critique of family as a patriarchal institution, including the work of Delphy and Leonard and Oakley and the conventional family • New Right views of family • loss of traditional functions • lack of contact with wider kinship network • dysfunctional families • status and role of women • isolation and unrealistic expectations • marital breakdown and divorce • the dark side of family life including domestic violence • decline of the traditional family <p>Skills:</p> <ul style="list-style-type: none"> • Draw on information and evidence from different sources and demonstrate the ability to synthesise them • Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use • Analyse and evaluate information and evidence presented in different written, visual and numerical forms • Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas 	<ul style="list-style-type: none"> • 1x Assessment out of 52 marks (1 hour) based upon Q1-4 from Paper 1: Understanding Social Processes • Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.
--	--	--	--

		<ul style="list-style-type: none"> • Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions • Draw connections between the different topic areas studied. • Demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists regarding the topics which have been studied. 	
Spring Term 2B	<u>Intent</u> Why is this taught now?	Key concepts: <ul style="list-style-type: none"> • conflict versus consensus debate on the role of education • consensus view of Functionalism • conflict view of Marxism • Marxist theory of education serving the needs of capitalism • conflict view of Feminism • Feminist theory of education perpetuating patriarchy, including the work of Becky Francis on the patriarchal nature of schools • labelling, including the work of Hargreaves • hidden curriculum • streaming, banding • anti-school sub-cultures including the work of Willis • teacher expectations, including the work of Ball • self-fulfilling prophecy Patterns of attainment by <ul style="list-style-type: none"> • gender • social class • ethnicity Skills: <ul style="list-style-type: none"> • Draw on information and evidence from different sources and demonstrate the ability to synthesise them 	<ul style="list-style-type: none"> • Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts. • 1x Assessment out of 30 marks (35 minutes) based upon Q5 from Paper 1: Understanding Social Processes • Detailed feedback given then improvement of weakest question submitted and marked. • Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.
	3. Education <ul style="list-style-type: none"> • 3.1 Sociological theories of the role of education • 3.2 Processes inside schools. • 3.3 Patterns of educational achievement 		

		<ul style="list-style-type: none"> Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use Analyse and evaluate information and evidence presented in different written, visual and numerical forms Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions Draw connections between the different topic areas studied. Demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists regarding the topics which have been studied. 	
Summer Term 3A	<p><u>Intent</u> Why is this taught now?</p> <p>3. Education</p> <ul style="list-style-type: none"> 3.4 + 3.5 Factors affecting educational achievement 	<p>Key concepts:</p> <p>Social class</p> <ul style="list-style-type: none"> contribution of material factors, including the work of Halsey on class based inequalities cultural factors labelling catchment areas types of school, including the work of Ball on streaming, choice and competition between schools counter school cultures, including the work of Willis <p>Ethnicity</p> <ul style="list-style-type: none"> contribution of material and cultural factors curriculum Labelling <p>Gender</p> <ul style="list-style-type: none"> contribution of more employment opportunities for females feminism feminisation of schools crisis of masculinity 	<ul style="list-style-type: none"> Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts. Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge. Students will undertake their Yr10 mocks during this term which will be a 82-mark (90 minute) paper that follows the structure of the actual exam except Q6 (Research methods) which will not be included due to time constraints.
	<p>4. Sociological research methods</p> <ul style="list-style-type: none"> 4.1 Usefulness of different types of data 		

		<ul style="list-style-type: none"> • peer pressure and sub cultures • primary and secondary data • qualitative and quantitative data • sources of secondary data, including diaries, journals, official and non-official statistics • usefulness of these types of data to sociologists <p>Skills:</p> <ul style="list-style-type: none"> • Draw on information and evidence from different sources and demonstrate the ability to synthesise them • Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use • Analyse and evaluate information and evidence presented in different written, visual and numerical forms • Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas • Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions • Draw connections between the different topic areas studied. • Demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists regarding the topics which have been studied. 	
<p>Summer Term 3B</p>	<p><u>Intent</u> Why is this taught now?</p> <p>4. Sociological research methods</p> <ul style="list-style-type: none"> • 4.2 Usefulness of different types of data 	<p>Key concepts:</p> <p>Qualitative and quantitative methods including:</p> <ul style="list-style-type: none"> • questionnaires • structured and unstructured interviews • different types of observations <p>The value, practical application and strengths and weaknesses of different methods in terms of:</p> <ul style="list-style-type: none"> • Validity • Reliability 	<ul style="list-style-type: none"> • Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts. • Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge. • 1x Assessment out of 18 marks (20 minutes) based upon Q6

	<ul style="list-style-type: none"> • 4.3 Sampling processes • 4.4 Practical issues affecting research • 4.5 Ethical issues affecting research 	<ul style="list-style-type: none"> • Ethics • Representativeness • representative and non-representative sampling techniques • access to subjects of research • gatekeeper to allow access • time and cost of research • informed consent • confidentiality • harm to participants • deception • strategies used by sociologists to address issues <p>Skills:</p> <ul style="list-style-type: none"> • Draw on information and evidence from different sources and demonstrate the ability to synthesise them • Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use • Analyse and evaluate information and evidence presented in different written, visual and numerical forms • Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas • Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions • Draw connections between the different topic areas studied. • Demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists regarding the topics which have been studied. 	<p>from Paper 1: Understanding Social Processes</p>
--	--	--	---