

Term	<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>
	<p><b>Substantive Knowledge</b> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p><b>Disciplinary Knowledge (Skills)</b> This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p><b>Assessment opportunities</b> What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p><b>Autumn Term 1A</b></p>	<p><u>Intent</u> Why is this taught now?</p> <p><b>5. Social differentiation and stratification</b></p> <p>5.1 Sociological theories of stratification</p> <p>5.2 Different forms and sources of power and authority</p> <p>5.3 Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality</p>	<p>Key concepts:</p> <ul style="list-style-type: none"> <li>● Conflict versus consensus debate on stratification</li> <li>● Consensus view of Functionalism</li> <li>● Functionalist theory of stratification</li> <li>● Conflict view of Marxism</li> <li>● Marxist theory of social stratification</li> <li>● Conflict view of Weber</li> <li>● Weberian theory of stratification</li> <li>● Conflict view of Feminism</li>   <li>● formal and informal sources of power and agencies of social control</li> <li>● Weberian theory of authority: <ul style="list-style-type: none"> <li>○ traditional</li> <li>○ charismatic</li> <li>○ rational-legal</li> </ul> </li> </ul> <p>Evidence and examples should be used to demonstrate equality/inequality in contemporary UK drawn from the following areas:</p> <p>Education, crime, income and wealth, health, family, work, media</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>● Draw on information and evidence from different sources and demonstrate the ability to synthesise them</li> <li>● Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use</li> </ul>	<ul style="list-style-type: none"> <li>● Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.</li> <li>● Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.</li> <li>● 1x Assessment out of 42 marks (45 minutes) based upon Q1-4 from Paper 2: Understanding Social Structures.</li> </ul>

		<ul style="list-style-type: none"> <li>Analyse and evaluate information and evidence presented in different written, visual and numerical forms</li> <li>Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas</li> <li>Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions</li> <li>Draw connections between the different topic areas studied.</li> <li>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.</li> </ul>	
<p><b>Autumn Term 1B</b></p>	<p><u>Intent</u> Why is this taught now?</p> <p><b>5. Social differentiation and stratification</b></p> <ul style="list-style-type: none"> <li>5.4 Factors which may influence access to life chances and power</li> <li>5.5 Poverty as a social issue</li> </ul> <p><b>6. Crime and deviance</b></p> <ul style="list-style-type: none"> <li>6.1 Social construction of concepts of crime and deviance</li> </ul>	<p>Key concepts: Factors which may influence class, gender, ethnicity, age, disability and sexuality such as:</p> <ul style="list-style-type: none"> <li>social construction of identity/roles, status</li> <li>prejudice, discrimination</li> <li>stereotyping, labelling</li> <li>scapegoating</li> <li>media representation</li> <li>legislation</li> <li>moral panics</li> <li>sub-cultures</li> <li>absolute and relative poverty, including the work of Townsend on relative deprivation</li> <li>material deprivation</li> <li>groups prone to poverty</li> <li>culture of poverty, including the work of Murray on the underclass</li> <li>cycle of deprivation</li> <li>social exclusion and inclusion</li> <li>impact of globalisation</li> <li>what is crime?</li> <li>what is deviance?</li> <li>historical and cultural variations</li> <li>social construction of crime and deviance</li> </ul>	<ul style="list-style-type: none"> <li>Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.</li> <li>Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge</li> <li>Students will undertake their Yr11 mocks during this term which will be a 100-mark (105 minute) paper that follows the structure of Paper 1: Understanding Social Processes.</li> <li>Exam practice for specific questions as part of each lesson peer marked by students and checked by the teacher.</li> </ul>

		<p>Skills:</p> <ul style="list-style-type: none"> <li>• Draw on information and evidence from different sources and demonstrate the ability to synthesise them</li> <li>• Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use</li> <li>• Analyse and evaluate information and evidence presented in different written, visual and numerical forms</li> <li>• Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas</li> <li>• Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions</li> <li>• Draw connections between the different topic areas studied.</li> <li>• 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.</li> </ul>	
<p><b>Spring Term 2A</b></p>	<p><b>Intent</b> Why is this taught now?</p> <p><b>6. Crime and deviance</b></p> <ul style="list-style-type: none"> <li>• 6.2 Social control</li> <li>• 6.3 Patterns of criminal and deviant behaviour</li> <li>• 6.4 Sociological theories and explanations of deviance and criminal behaviour (structural, subcultural)</li> </ul>	<p>Key concepts: Informal and formal social control and unwritten rules</p> <ul style="list-style-type: none"> <li>• agencies of informal social control <ul style="list-style-type: none"> <li>○ family</li> <li>○ peer group</li> <li>○ education</li> <li>○ religion</li> <li>○ media</li> </ul> </li> <li>• sanctions</li> <li>• formal social control <ul style="list-style-type: none"> <li>○ role of the police and courts</li> </ul> </li> <li>• Patterns of criminal behaviour by: <ul style="list-style-type: none"> <li>○ social class</li> <li>○ ethnicity</li> <li>○ age</li> <li>○ gender</li> </ul> </li> <li>• conflict versus consensus debate</li> <li>• consensus view of Functionalism</li> <li>• Subcultural theory</li> </ul>	<ul style="list-style-type: none"> <li>• Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.</li> <li>• Students will undertake their Yr11 mocks during this term which will be a 70-mark (75 minute) paper that follows the structure Q1 –5 and Q7 of Paper 2: Understanding Social Processes, Q6 will not appear due to time constraints.</li> <li>• Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.</li> </ul>

		<ul style="list-style-type: none"> <li>● conflict view of Marxism</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>● Draw on information and evidence from different sources and demonstrate the ability to synthesise them</li> <li>● Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use</li> <li>● Analyse and evaluate information and evidence presented in different written, visual and numerical forms</li> <li>● Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas</li> <li>● Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions</li> <li>● Draw connections between the different topic areas studied.</li> <li>● 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.</li> </ul>	
<p><b>Spring Term 2B</b></p>	<p><u>Intent</u> Why is this taught now?</p> <p><b>6. Crime and deviance</b></p> <ul style="list-style-type: none"> <li>● 6.4 Sociological theories and explanations of deviance and criminal behaviour (interactionist and feminist)</li> <li>● 6.5 Sources of data on crime.</li> </ul>	<p>Key concepts:</p> <ul style="list-style-type: none"> <li>● Interactionism</li> <li>● conflict view of Feminism</li> <li>● ethnicity and crime</li> <li>● patterns and trends of criminal behaviour</li> <li>● official statistics</li> <li>● victim and self-report studies</li> <li>● usefulness of sources of data on crime including: <ul style="list-style-type: none"> <li>○ dark figure of crime</li> <li>○ unreported and unrecorded crime</li> <li>○ police bias and labelling</li> <li>○ moral panics</li> <li>○ invisible crime</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.</li> <li>● 1x Assessment out of 30 marks (35 minutes) based upon Q6 from Paper 2: Understanding Social Structures.</li> <li>● Detailed feedback given then improvement of weakest question submitted and marked.</li> <li>● Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.</li> </ul>

	<p><b>7 Applied methods of sociological enquiry</b></p> <ul style="list-style-type: none"> <li>7.1 The process of research design</li> </ul>	<ul style="list-style-type: none"> <li>choosing a research area</li> <li>establishing an aim and/or hypothesis</li> <li>choosing a method ☑ use of pilot study</li> <li>selection of sampling techniques</li> <li>analysis of data</li> <li>usefulness of mixed methods approach</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Draw on information and evidence from different sources and demonstrate the ability to synthesise them</li> <li>Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use</li> <li>Analyse and evaluate information and evidence presented in different written, visual and numerical forms</li> <li>Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas</li> <li>Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions</li> <li>Draw connections between the different topic areas studied.</li> <li>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.</li> </ul>	
<p><b>Summer Term 3A</b></p>	<p><u>Intent</u> Why is this taught now?</p> <p><b>7 Applied methods of sociological enquiry</b></p> <ul style="list-style-type: none"> <li>7.2 Interpreting data</li> </ul> <p>Summative revision</p>	<p>Key concepts:</p> <ul style="list-style-type: none"> <li>how to interpret graphs, diagrams, charts and tables in order to discern patterns and trends</li> </ul> <p>Skills:</p>	<ul style="list-style-type: none"> <li>Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.</li> <li>Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.</li> <li>All potential revision questions planned and submitted by</li> </ul>

	<ul style="list-style-type: none"><li>• <b>A review of all topics and exam technique</b></li></ul>	<ul style="list-style-type: none"><li>• Draw on information and evidence from different sources and demonstrate the ability to synthesise them</li><li>• Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use</li><li>• Analyse and evaluate information and evidence presented in different written, visual and numerical forms</li><li>• Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas</li><li>• Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions</li><li>• Draw connections between the different topic areas studied.</li><li>• 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.</li></ul>	students reviewed by the teacher.
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