

Sociology GCSE SoW

Years 9-11

Lessons in red to potentially be cut pending two year KS4 announcement

Term 1a

<i>Week</i>	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Assessment</i>
1	Introduction to Sociology	Culture	
2	Norms and values	Socialisation	
3	Social control	The family	
4	Education	Education	Key terms test L1
5	Peer groups	Media	
6	Essay planning	Sex and Gender	
7	Essay writing	Gender identities	12 marker L1

Term 1b

<i>Week</i>	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Assessment</i>
1	Introduction to theory	Functionalism	
2	Functionalism	Marxism	
3	Marxism	Feminism	
4	Feminism	Essay Planning	
5	Essay writing + intro to RM	Quantitative data	20 mark assessment L1
6	Qualitative data	Practical & Ethical Issues	
7	Validity & reliability	Sampling	

Year 9

Term 1 Links to BEST, SMSC and Transferable Skills

- Bravery: **questioning** the society around them e.g. norms and values and Marxism lessons; **understanding** differences between groups e.g. sex and gender
- Excellence: **curiosity** regarding different viewpoints and their theories of society e.g. Feminism; Functionalism
- Self-discipline: **organisation** and **planning** through introducing and practicing essay writing
- Team BA: developing **flexibility** through looking at social issues using multiple perspectives

SMSC:

- Spiritual development: understanding and questioning religion as an agent of social control
- Moral development: ethics within sociological research

Transferable Skills:

- Evaluative skills
- Organisation

Term 2a

<i>Week</i>	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Assessment</i>
1	Recap + Stages of the research process	Positivism vs interpretivism	
2	Questionnaires	Interviews	Key terms test L1
3	Interviews	Observations	
4	Observations	Research Design	
5	Intro. to families	Functionalism & the family	
6	Marxism & the family	Marxism & the family + Feminism & the family	

Term 2b

<i>Week</i>	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Assessment</i>
1	Feminism & the family	New Right & the Family	MiC question L1
2	Essay Planning	Essay Writing	20 mark assessment L2
3	History of the family	Feedback + recap	
4	Cross-cultural family life	Cross-cultural family life	
5	Exam style questions practice + modelling	Family diversity (Rapoports')	
6	Family diversity life course	Marriage & cohabitation	4 mark question

Year 9

Term 2 Links to BEST, SMSC and Transferable Skills

- Bravery: **independence** is built through designing their own research; **understanding** for different lifestyles is provided e.g. cross-cultural family life
- Excellence: **imagining** putting themselves in the shoes of a sociologist e.g. research design; **hard work** in preparing for mini-assessments
- Self-discipline: **revising** for mini-assessments
- Team BA: developing **open mindedness** through looking studying different ways of life e.g. marriage and cohabitation and cross-cultural family life

SMSC:

- Cultural development: through studying and appreciating family life that differs to their own
- Social development: is developed through group work and debates

Transferable Skills:

- Creativity
- Communication

Term 3a

<i>Week</i>	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Assessment</i>
1	Divorce – Trends & Explanations	Divorce – Explanations & Consequences	
2	Divorce – theories & Essay Planning	Essay writing	20 mark assessment L2
3	Conjugal roles	Conjugal roles evaluation – evaluation and theory	
4	Conjugal roles date + essay planning	Research Design	
5	Dark side of the family	Dark side of the family	Key terms test L1
6	Changing relationships – children and parents	Disappearance of Childhood	

Term 3b

<i>Week</i>	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Assessment</i>
1	Disappearance of Childhood	Key studies and terms recap	
2	Blind assessment	Introduction to Education	20 mark assessment L1
3	School Diversity	Functionalist Theory of education	
4	Marxist theory of education	Marxist theory of education	MiC L2
5	Essay Planning	Essay writing	20 mark assessment L2
6	Essay feedback + looking forward		

Year 9

Term 2 Links to BEST, SMSC and Transferable Skills

- Bravery: **empathy** is developed through looking at darker sides of the family e.g. domestic violence; **questioning** the purpose and functions of school e.g. Marxism and education
 - Excellence: **noticing** the links between sociological theories of education and their own experiences e.g. functionalist theories of education
 - Self-discipline: **reflectiveness** and **planning** for the year ahead (Y10) – targets and areas of strength;
 - Team BA: developing a sense of **justice** through looking at inequalities within the family e.g. age patriarchy and Marxist theories of education
- SMSC:
- Moral development: studying various social inequalities in different institutions
 - Social development: understanding different experiences within the education system
- Transferable Skills:
- Maintaining a positive mind frame
 - Analysis

Term 1a**Term 1b****Year 10**

<i>Week</i>	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Assessment</i>
1	Y10 expectations + Edu. recap	Education recap	
2	Social Class – External	Social Class – External	
3	Social Class – Internal	Gender – External	4 marker MiC L2
4	Gender – Internal	Gender & subject choice	Key terms test L1
5	Essay Planning + Writing	Ethnicity - External	20 mark assessment L1
6	Ethnicity – Internal	Finish ethnicity + 12 planning	
7	Educational policy – pre-1988	Educational policy – 1988	

<i>Week</i>	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Assessment</i>
1	Educational policy – 1997	Educational policy – 2010+	
2	Key Studies Recap	Gender Recap	
3	Ethnicity recap	Education assessment	20 mark assessment L2
4	Introduction to Crime & Deviance	Feedback + Social Construction of C&D	
5	Social Construction of C&D	Essay Planning	
6	Essay Writing	Biological & Psychological Explanations	20 mark assessment L1
7	Functionalist theories	Subculture & Strain	

Term 2a

<i>Week</i>	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Assessment</i>
1	Marxist theories	Marxist theories	Key terms test L2
2	Feminist theories	Social Control	
3	Social Control	Measuring crime	
4	Measuring crime	Essay Planning	
5	Essay writing + factors affecting crim.	Factors affecting criminality	20 mark assessment L1
6	Social class	Social class	

Term 2b

<i>Week</i>	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Assessment</i>
1	Gender	Gender	
2	Ethnicity	Ethnicity	
3	Mock revision	Mock revision	
4	Mock revision	Mock revision	
5	Mock exams	Mock exams	
6	Mock exams	Mock exams	

Year 10

Year 10

Term 3a

<i>Week</i>	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Assessment</i>
1	Mock feedback	Age and crime	
2	Treatment of young offenders	Violent sentencing	
3	Violent sentencing	Media representations	
4	Media representations	Prisons	
5	Prisons	Prisons + essay planning	
6	Essay writing	Introduction to Social Stratification	20 mark assessment L1

Term 3b

<i>Week</i>	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Assessment</i>
1	Different types of Social stratification	Slavery	
2	Functionalist theories	Functionalist theories	
3	Marxist theories	Weber	
4	Introduction to life chances	Life chances & health	
5	Social class & life chances	Social mobility	Key terms test L1
6	12 mark planning and practice	Documentary	

Term 1a

<i>Week</i>	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Assessment</i>
1	Recap Social Strat	Gender & life chances	
2	Gender & life chances	Ethnicity & life chances	
3	Ethnicity & life chances	Age & life chances	
4	Age & life chances	Age & life chances	
5	Essay planning	Essay writing + defining poverty	20 mark assessment L2
6	Measuring poverty	Explaining poverty	
7	Perspectives on poverty	Welfare state	

Term 1b

<i>Week</i>	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Assessment</i>
1	Essay planning	Essay writing + introduction - Weber	20 mark assessment L2
2	Political power	Power relationships	
3	Power relationships	Documentary	
4	Key studies recap	Mock revision	
5	Mock revision	Mock revision	
6	Mock Exams	Mock Exams	
7	Mock Exams	Mock Exams	

Year 11

Term 2a			
<i>Week</i>	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Assessment</i>
1	Mock feedback	<i>Families – theories/ functions</i>	
2	<i>Families – conjugal roles</i>	<i>Families – SAQ + essay practice</i>	
3	<i>Families – changes in family life</i>	<i>Families – marriage + divorce</i>	
4	<i>Families – essay practice</i>	<i>Families – key studies</i>	
5	<i>4 mark study/ item questions</i>	<i>Research methods – observations/ interviews/ questionnaires</i>	
6	<i>Research methods - PERVV</i>	<i>Education – school diversity</i>	

Term 2b			
<i>Week</i>	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Assessment</i>
1	<i>Education – functionalism</i>	<i>Education – Marxism</i>	
2	<i>Education – social class (external)</i>	<i>Education – social class (internal)</i>	
3	<i>Gender – girls</i>	<i>Gender – boys/ subject</i>	
4	<i>Ethnicity – external</i>	<i>Ethnicity - internal</i>	
5	<i>Policy</i>	<i>Key studies</i>	
6	<i>Education MiC</i>	<i>Social Strat – types + functionalism</i>	

Year 11

Term 3a

<i>Week</i>	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Assessment</i>
1	<i>Social Strat – Marxism & social class</i>	<i>Social Strat – Weber & social class</i>	
2	<i>Social Strat – life chances & health</i>	<i>Social Strat – life chances & class + mobility</i>	
3	<i>Social Strat – life chances & age, gender, ethnicity</i>	<i>Social Strat – poverty defining & explaining</i>	
4	<i>Social Strat – underclass + welfare</i>	<i>Social Strat – Weber & political power</i>	
5	<i>Social Strat – power relationships</i>	<i>Key researchers</i>	
6	<i>Practice questions</i>		

YEAR 11 SOCIOLOGY

SMSC, BEST Habits, Transferable skills

SMSC

The focus of sociology this term is thinking about various aspects of human society and the social institutions that make up society. Students are encouraged to debate the various aspects of contemporary society, considering all viewpoints. Spiritual beliefs are considered when looking at ethnicity and how this can shape identity. Moral development is considered through the ethical concerns surrounding researching issues such as modern day slavery and power inequalities within society. Social development is nurtured this term through encouraging appreciation of different viewpoints/opinions and working together in groups in order to solve problems. Cultural development will be developed through considering the way that culture can shape and impact life chances of various social groups.

BEST Habits

Empathy when researching issues such as slavery, questioning statistics surrounding poverty, revising/organising and managing distractions in preparation for exams, open-mindedness when discussing issues surrounding poverty and life chances, to consider British values such as tolerance, respect and justice when looking at gender inequality within society such as the gender pay gap.

Transferable skills

Problem solving - social inequality and its impact on life chances
Aiming High (being proactive) - revision/preparation for exams
Creativity - diary entries, storyboards
Leadership - group work/presentations
Presenting/Communicating
Staying positive/resilience - this is a very concept/theory heavy unit

GCSE Sociology Assessment Map

Y9

Term 1b:

- How far do sociologists agree that gender is the main source of conflict in society [12 marks]

Term 1a:

Essay:

- Discuss how far sociologists would agree that primary socialisation is more effective than secondary socialisation (12)

Key terms test:

Feral children; socialisation; primary socialisation; secondary socialisation; social control; positive sanctions; informal social control; formal social control; imitation; agents of socialisation

Term 2a:

Key terms test:

Primary data; qualitative data; quantitative data; secondary data; informed consent; reliability; validity; socially desirable answers; exaggeration; sampling frame

	Key Term		Definition
	Consensus approach	1	Large scale agreement on societal norms and values
	Conflict approach	2	A term used by Marx to describe the working class; the people who own nothing but their ability to work as wage slaves.
	Patriarchy	3	A sense of community
	Value consensus	4	The people who own the means of production and private property. They have the economic power.
	Communism	5	Theorists who claim that the way society is structured gives power to some groups over others.
	Proletariat	6	Male power, authority and domination over women
	Social solidarity	7	A society where the means of production are owned communally rather than by a few powerful people.
	Bourgeoisie	8	Believe people in society have an agreed set of norms and values to ensure society functions positively and effectively

Term 2b:

Essay:

- 'Discuss how far sociologists would agree that the economic function of the family is the most important function' (12)

	Key Term		Definition
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Y9

Term 3a:

Essay: Discuss how far sociologists agree that changes in the law are responsible for the increase in the divorce rate since the 1960s (12)

	Key Term		Definition
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Term 3a:

Key terms test:

Triple shift; symmetrical family; new man; lagged adaptation; commercialisation of housework; dual burden; Anne Oakley; conjugal roles; principle of stratified diffusion; conjugal roles

Term 3b:

Essay:

Y9

Term 3b:

Essay:

Discuss how far sociologists would agree that the education system prepares students for a capitalist society (12)

	Key Term		Definition
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	Key Term		Definition
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Y10

Term 1a:

Key terms test:

Material deprivation; cultural deprivation; cultural capital; elaborated speech code; restricted speech code; setting; streaming; anti-school subculture; labelling; self-fulfilling prophecy

Essay:

- Discuss how far sociologists agree that school based factors are the main cause of gender differences in achievement (12)

	Key Term		Definition
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Term 1b:

- Discuss how far sociologists would agree that the education system enables upward social mobility. (12)

	Key Term		Definition
	Compulsory state education	1	Working class students are not given the same opportunities to succeed as middle class students.
	Social mobility	2	They set their own curriculum and admissions policies; they are funded by the fees paid by parents and investors.
	Myth of meritocracy	3	A set of values, attitudes and principles transmitted to pupils but not as part of the formal curriculum of timetabled subjects.
	Universal standards	4	Used by middle classes and often includes complex sentences, wider vocabulary and correct grammar. This gives middle class children an advantage at school because it is used in education.
	Independent/private schools	5	In Britain, state education was first made compulsory for children up to 10 years old in the late 19th century, this was later extended to include children of secondary school age.
	Pupil premium	6	The movement of an individual up or down the social class ladder.
	Elaborated speech code	7	Judgements applied equally to all members of society, regardless of who they are.
	Hidden curriculum	8	Additional funding given to state schools to raise the achievement of disadvantaged pupils.

Term 1b:

Essay:

- Discuss how far sociologists would agree that deviant behaviour may have an important function in society. (12)

Y10

Term 2a:

Key terms test:

Delinquent subculture; safety valve; strain theory; lack of legitimate opportunities; rebellion; anomie; social cohesion; innovation; status frustration; alternative status hierarchy

Term 2a:

Essay: Discuss how far sociologists would agree that official crime statistics give an accurate representation of crime in society (12)

Key term		Definition
Changing values	1.	1. Accepting society's goals and continue to strive to achieve them legitimately.
Social cohesion	2.	2. A state of 'normlessness' or moral confusion
Strain theory	3.	3. Deviant acts may be functional as a form of pressure release - releasing stresses in society.
Anomie	4.	4. Failing to achieve status legitimately causes frustration.
Provides a safety valve	5.	5. Accepting the goal of money success but using 'new' illegitimate means such as theft or fraud to achieve it.
Ritualism	6.	6. When particularly horrific crimes have been committed, the entire community draws together in shared outrage, and the sense of belonging to a community's thereby strengthened
Conformity	7.	7. Lacking the legitimate means to achieve society's goals of money and success. This strain may lead to deviance.
Innovation	8.	8. Public outcry around certain crimes signals a change in values and, in time, this can lead to a change in law to reflect the changing values.
Status frustration	9.	9. Subcultures who normalise criminal and deviant behaviour.
Delinquent subculture	10.	10. Giving up on trying to achieve goals but follow society's rules for their own sake.

Key Term	Definition
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Term 3a:

Y10

Term 3b:

Essay:

- Discuss how far sociologists agree that prison is an effective solution to crime (12)

Key Term		Definition
Community service	1	Paying back the price of a crime; some argue criminals need to be named and shamed so taking away someone's freedom is an effective way of doing this.
Incapacitation	2	Prison can be used to change or reform offenders so that they are more likely to get a job when released and less likely to re-offend. Examples include educational qualifications and anger management classes.
Re-offending rates	3	Offenders work in the community to pay back the price of their crime e.g. clearing graffiti.
Rehabilitation	4	A practical way of making crime less attractive; if prison is a punishment for crime then the costs (loss of freedom, contact with family/criminal record) will outweigh the benefits of committing it (status, financial gain, revenge).
Deterrent	5	2/3's of adults and 3/4 of young offenders come out of jail and are sent back to prison within two years.
Rational choice theory	6	When a person has spent a long time in prison the structured routines of prison life prevent prisoners from being able to think for themselves as an adult. This means when released they might not be able to make independent decisions.
Retribution	7	Removing the offender's physical ability to commit another crime because their freedom has been taken away by being sent to prison.
Institutionalisation	8	Being sent to prison and its consequences can discourage and put people off from offending in the future.

Key terms test:

Universal necessity; alienation; class conflict; petty bourgeoisie; false class consciousness; market situation; life chances; life style; status; party

Term 1a:

Y11

Term 1b:

Essay:

Essay:

- Discuss how far sociologists agree that social class rather than gender or ethnicity is the most important division in British society (12)

- Discuss how far sociologists agree that the underclass is responsible for their own position in society today (12)

	Key Term		Definition
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	Key Term		Definition
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