

Curriculum Intent

For students to develop the skills and knowledge they need to achieve their best in exams based on the AQA syllabi. The dept wishes to give students a broad understanding of the wider social and moral contexts of the subjects covered within Social Science.

Streamlining of the curriculum, necessitated by covid disruption, went well in 2020-21 and translated into strong assessment performance . Some streamlining will continue this year 13 as they are still feeling the effects of previous disruption. The department has sought to pay particular focus on cross curricular links which enable students to reduce the number of evaluative points they rote learn and instead see the holistic nature of the subjects within social science. This provides both a deeper understanding of areas of debate within the subject and minimises students perceiving examinations as purely a test of their ability to memorise content.

Sociology

Yr10 (KS4)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	<p>The Sociological Approach</p> <p>The Sociology of Families and Households</p>	<p>Introduction to Marxism, Functionalism, Feminism and Social Action Theories - Introduction to key concepts EG Social Norms, institutions EG The Family and processes EG Socialisation</p> <p>Family forms in the UK and alternatives to the family, such as communes, kibbutzim, etc.</p> <p>Learning to write 3 and 4 mark questions</p>	<p>Learning new terminology and Recall of keywords</p> <p>Understanding metaphors for society - ie organic analogy</p>	<p>Secure knowledge and understanding of 20+ concepts introduced in this first topic. Understand the difference between Structural and Social Action approaches and Consensus and Conflict Approaches. Be able to explain primary and secondary socialisation and the agencies of both.</p> <p>Be able to identify and describe</p>	<p>Materials shared via the Google Classroom</p> <p>Collins GCSE SOCIOLOGY FOR AQA</p> <p>Key Concepts and Key Texts from the AQA website</p> <p>Seneca</p>

				families and households of different forms	
Autumn 2	The Sociology of Families and Households	<p>Explaining sociological perspectives on the family, including functionalist, Marxist, feminist and postmodernist views. Referring to Key Texts such as Zaretsky, Parsons, Oakley and the Rapoport.</p> <p>Understanding conjugal role relationships, the conventional family and the symmetrical family. Power distribution in relationships.</p> <p>Learning to write 12 mark essays.</p>	<p>Revisit the concept of primary socialisation and the role of the family in carrying this out through a functionalist analysis.</p> <p>Use of mnemonics or other memory aids to remember key theories</p> <p>Interpreting graphs that show trends in family changes.</p>	<p>Students are able to use the right concepts, evidence, theory (and later methods) to answer exam style questions in a sophisticated way. Essay responses are well structured and reach a conclusion in response to the 'Discuss how far' prompt. Students can critique each theoretical approach from alternative theoretical approaches EG Marxists and Feminists would criticise Functionalists for being too positive about family life.</p>	<p>Materials shared via the Google Classroom</p> <p>Collins GCSE SOCIOLOGY FOR AQA</p> <p>Key Concepts and Key Texts from the AQA website</p> <p>Past exam questions from the AQA website</p>
Spring 1	<p>Families and Households</p> <p>Start of Research Methods</p>	<p>Finish F+H - Changing relationships within the family, marriage and divorce, fertility and birth rates.</p> <p>Understanding the process of sociological research: pilot studies, sampling.</p> <p>Quantitative research methods</p>	<p>Revisit themes from earlier in the family unit EG Feminist approaches when discussing conjugal roles and the Domestic Division of Labour debate.</p> <p>Application of theory to real life examples, reading news articles critically.</p> <p>Recall of key concepts learnt from the Families unit</p>	<p>Students are able to use the right concepts, evidence, theory (and later methods) to answer exam style questions in a sophisticated way. Essay responses are well structured and reach a conclusion in response to the 'Discuss how far' prompt. Students understand the complexity of debates such as that on conjugal roles and are able to use a range of evidence not solely focussed on the domestic division of labour but encompassing finances, decision making and power relationships in the home. Students refer to Key Texts such as Oakley and Willmott and Young in their exam</p>	<p>Materials shared via the Google Classroom</p> <p>Collins GCSE SOCIOLOGY FOR AQA</p> <p>Key Concepts and Key Texts from the AQA website</p> <p>Past exam questions from the AQA website</p> <p>Sociology Review Articles are used for stretch and enrichment.</p>

				responses.	Examples of quantitative research are referenced EG The British Crime Survey or British Social Attitudes Survey but it is made clear that this is a secondary source of data.
Spring 2	Research Methods 2 (Start Education?)	<p>The focus is now more on qualitative methods and validity. Including reference to ethnography. Secondary methods (both quantitative and qualitative) are also covered.</p> <p>Research Ethics is also covered here.</p> <p>Ideally students will start the lessons on The Role of Education before Easter.</p>	<p>Students are able to compare and contrast the strengths of qualitative and quantitative methods and answer the full range of exam questions for the Families and Households topic.</p> <p>Analyse statistics and identify the trends in them.</p> <p>Conduct own research</p> <p>Learning of new terminology and recall</p>	<p>Students are able to use the right concepts, evidence, theory methods to answer exam style questions in a sophisticated way. Essay responses are well structured and reach a conclusion in response to the 'How far' prompt. Students are able to understand and utilise the strengths and weaknesses especially of the full range of research methods and also show clear understanding of ethical considerations.</p>	<p>Materials shared via the Google Classroom</p> <p>Collins GCSE SOCIOLOGY FOR AQA</p> <p>Key Concepts and Key Texts from the AQA website</p> <p>Past exam questions from the AQA website</p>
Summer 1	The Sociology of Education	<p>The role of education in society - Functionalism and skills provision, role allocation and the economic role, Marxism on social control and the correspondence principle / hidden curriculum. The structure of the British Education System, Tripartite system, comprehensivisation and the 1988 Education Act, Vocational and Alternative Education</p>	<p>Revisit elements of research methods in relation to the key texts and exam style questions which incorporate a methods component.</p> <p>Research - participant observation</p>	<p>Students are able to use the right concepts, evidence, theory methods to answer exam style questions in a sophisticated way. Essay responses are well structured and reach a conclusion in response to the 'How far' prompt. Students are able to understand the key functions of the education system and</p>	<p>Materials shared via the Google Classroom</p> <p>Collins GCSE SOCIOLOGY FOR AQA</p> <p>Key Concepts and Key Texts from the AQA website</p>

				understand the structure and history of the British Education System.	Past exam questions from the AQA website Extension through Sociology Review Articles
Summer 2	The Sociology of Education	Class and educational achievement External vs Internal Factors including reference to key texts such as Paul Willis, Stephen Ball, Douglas etc Gender and educational attainment understanding why girls might outperform boys at all levels of the education system - Internal vs External factors again. Ethnicity and educational attainment to understand the statistical patterns by ethnic group in the UK, understanding how patterns of ethnicity and attainment are closely linked to explanations of class and attainment.	Revisit elements of research methods in relation to the key texts and exam style questions which incorporate a methods component.	Students are able to use the right concepts, evidence, theory methods to answer exam style questions in a sophisticated way. Essay responses are well structured and reach a conclusion in response to the 'How far' prompt. Students are able to understand the key components of patterns in achievement for class, gender and ethnicity. Students also demonstrate understanding of intersectionality and how class, gender and ethnicity are interrelated and cannot be viewed in isolation.	Materials shared via the Google Classroom Collins GCSE SOCIOLOGY FOR AQA Key Concepts and Key Texts from the AQA website Past exam questions from the AQA website Extension through Sociology Review Articles
Yr11 (KS4)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Finishing education (class, gender and ethnicity) Year 11s finishing Year 10 content due to COVID disruption in 2020-21	Gender and educational attainment understanding why girls might outperform boys at all levels of the education system - Internal vs External factors again. Ethnicity and educational attainment to understand the statistical patterns by ethnic group in the UK,	Recap on class and education, key thinkers Revisit elements of research methods in relation to the key texts and exam style questions which incorporate a methods component.	Students are able to use the right concepts, evidence, theory methods to answer exam style questions in a sophisticated way. Essay responses are well structured and reach a conclusion in response to the 'How far' prompt.	Materials shared via the Google Classroom Collins GCSE SOCIOLOGY FOR AQA Key Concepts and Key Texts from the AQA

	academic year. Crime and Deviance	<p>understanding how patterns of ethnicity and attainment are closely linked to explanations of class and attainment.</p> <p>What is Crime? / What is Deviance? The components of the Criminal Justice System in the UK - Legislature, Judiciary, Penal System</p>		<p>Students are able to understand the key components of the criminal justice system and different ways in which crime stats are measured and socially constructed.</p>	<p>website</p> <p>Past exam questions from the AQA website</p> <p>Extension through Sociology Review Articles</p>
Autumn 2	Crime and Deviance	<p>How is crime measured - Crime statistics as socially constructed - Official crime statistics vs Victim Surveys vs Self Report Studies, Functionalist, Marxist and Labelling theory and their role in explaining crime including key texts such as Becker, Merton etc</p> <p>Crime and Social Class - Understanding of how the law may be applied disproportionately to the certain groups in society</p> <p>Students are able to understand the relationship between media and crime and understand deviancy amplification and moral panics (Stan Cohen)</p>	<p>Revisit elements of research methods in relation to the key texts and exam style questions which incorporate a methods component.</p> <p>Constant recap of families key concepts and key thinkers, education key concepts and key thinkers, applying research methods questions in context of families, education and crime.</p>	<p>Students understand how crime may be regarded as 'functional', how marxists view crime as biased in favour of the ruling classes and how Merton's Strain Theory works.</p> <p>Students are able to demonstrate understanding of labelling theory in relation to crime and deviance through the sociology of Howard Becker and that 'deviance is in the eye of the beholder'.</p> <p>Students are able to use the right concepts, evidence, theory methods to answer exam style questions in a sophisticated way. Essay responses are well structured and reach a conclusion in response to the 'How far' prompt.</p> <p>Students are able to apply</p>	<p>Materials shared via the Google Classroom</p> <p>Collins GCSE SOCIOLOGY FOR AQA</p> <p>Key Concepts and Key Texts from the AQA website</p> <p>Past exam questions from the AQA website</p> <p>Extension through Sociology Review Articles</p>

				Feminist and Labelling Theory ideas to the material and can outline issues in relation to the unequal application of the law in contemporary UK Society. Students can relate the taught material to news and current affairs stories such as the Stop and Search of UK athlete Bianca Williams.	
Spring 1	Finishing crime Social Stratification	<p>Crime and Gender - Students understand control theory and the work of Heidensohn and the work of Carlen on The Class Deal and The Gender Deal</p> <p>Students also understand issues in relation to ethnicity and crime including The Stephen Lawrence Case and Institutional Racism and Stop and Search.</p> <p>Stratification systems EG Feudal/Estates system, Caste System, Class System - Open vs Closed systems, Ascribed vs achieved status, Measuring Social Class, Marx vs Weber on Social Class - Wealth and the Oligarchy and the inequality between rich and poor, Life chances and various ways of measuring these including health inequality (now link to COVID), How social class is measured Registrar General's Scale vs</p>	<p>Constant recap of families key concepts and key thinkers, education key concepts and key thinkers, applying research methods questions in context of families, education and crime.</p> <p>Practising exam style questions in class</p>	Students able to apply their knowledge to successfully answer 3, 4, and 12 mark questions in timed conditions.	<p>Materials shared via the Google Classroom</p> <p>Collins GCSE SOCIOLOGY FOR AQA</p> <p>Key Concepts and Key Texts from the AQA website</p> <p>Past exam questions from the AQA website</p> <p>Extension through Sociology Review Articles</p>

		NS-Sec - problems with measure of social class.			
Spring 2	Social Stratification	<p>Poverty Absolute vs Relative Poverty, How Relative Poverty is measured with reference to Townsend's work on Poverty in the UK, Gender inequality including the gender pay gap, maternity penalty and the work of Walby (Key Text). Ethnicity and inequality.</p> <p>The welfare state - Universal vs Means Tested Benefits. The New Right and the Underclass (Charles Murray). Groups that are more vulnerable to poverty.</p> <p>How power works in the UK our electoral system and how conflict approaches and pluralist approaches to power differ including reference to pressure groups</p>	<p>Constant recap of families key concepts and key thinkers, education key concepts and key thinkers, applying research methods questions in context of families, education, crime and social stratification.</p> <p>Practising exam style questions in class</p>	Students are able to apply their knowledge to successfully answer 3, 4, and 12 mark questions in timed conditions.	<p>Materials shared via the Google Classroom</p> <p>Collins GCSE SOCIOLOGY FOR AQA</p> <p>Key Concepts and Key Texts from the AQA website</p> <p>Past exam questions from the AQA website</p> <p>Extension through Sociology Review Articles</p>
Summer 1	Revision / Exam Prep	Exam preparation and revision	Revisiting all content and skills	Students are able to apply their knowledge to successfully answer 3, 4, and 12 mark questions in timed conditions.	
Summer 2	EXAMS				