



Year 12	Golden Threads: How do social theories impact our understanding of how society works?			Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum
	Topics & Substantive knowledge	Assessment	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
Term 1	Teacher 1 Paper 1 Topic 1: Education The role and functions of the education system, including its relationship to the economy and to class structure. <i>An exploration of Marxist/functionalist perspectives on education</i> Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society. <i>Why middle-class students do better than working-class students.</i> <i>Why girls do better than boys and why boys underachieve.</i> <i>Why do some ethnic groups do better than others?</i> <i>How do class, gender and ethnicity work together to impact some groups in different ways?</i>	4+ 6 mark questions to start with – check question bank Then introducing 10 mark questions e.g. Applying material from item A8, analyse two reasons for boys underachievement compare	- Key speakers and studies as listed in scheme of work. - Key vocabulary as outlined in scheme of work. - Knowledge of data outlining educational achievement by social group. - Clear understanding of a range of theoretical perspectives. - An ability to apply theoretical perspectives within the context of education. - Clear understanding of a range of educational policies and the implications of these. - Knowledge of key Functionalist views about how the education system benefits individuals, the society and the economy. - Knowledge of key Marxist views about how the education system benefits a capitalist society/economy.	Confusing Marxism as being pro-capitalist. P8, A8, FSM + PP When referring to ethnic groups we are usually talking about second, third etc wave migrants who were born in the UK and not just those born abroad. The reasons girls are outperforming boys overlap with but are not exactly the same as the reasons boys are underachieving. Class, gender and ethnicity intersectionality. Role allocation does not involve an actual allocation of jobs to each student.	See S.O.W for key vocabulary list	Class, gender and ethnicity are returned to in every topic. The core theories are introduced at the start of the course and returned to in every topic. The spec identifies core themes that are taught throughout the course: socialisation, culture and identity social differentiation, power and stratification.



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		d to girls. 10 marks Then later in the term 30 mark q's - see question bank		Knowing the difference between material and cultural factors		
	Teacher 2 Paper 2 Topic 1: Families & Households Introduction to course <i>What is a family?</i> <i>What is a household?</i> Theories (NOT postmodernism): Explore theoretical perspectives of the family and discuss how they tie in with ideas linked to the economy <i>What do the different theoretical perspectives think the role of the family is and how do they link it to the economy?</i>		- Key speakers and studies as listed in scheme of work. - Key vocabulary as outlined in scheme of work - Ability to clearly analyse Functionalist views of the family, using key speakers, studies and data. - Ability to clearly analyse Marxist views of the family, using key speakers, studies and data. - Ability to clearly analyse Feminist views of the family, using key speakers, studies and data. - Ability to clearly analyse Personal life perspective views of the family, using key speakers, studies and data.	Confusing Marxism as being pro-capitalist. Collective conscience versus false conscience. Murdock's four functions versus Parson's two.	See S.O.W for key vocabulary list	Class, gender and ethnicity are returned to in every topic. The core theories are introduced at the start of the course and returned to in every topic. The spec identifies core themes that are taught throughout the course: socialisation, culture and identity social differentiation, power and stratification.
Term 2	Teacher 1 Paper 1 Topic 1: Education Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning. <i>How and why are some students labelled and how do they react to those labels</i>		- Key speakers and studies as listed in scheme of work. - Key vocabulary as outlined in scheme of work. - Knowledge of data outlining educational achievement by social group. - Clear understanding of a range of theoretical perspectives.	Teachers are mostly NOT overtly labelling, allocation to sets and streams etc based on class, gender, ethnicity.	See S.O.W for key vocabulary list	



	- <i>Pro and anti-school sub-cultures</i> - <i>How does the organisation of resources, classrooms, teachers, subjects, set/bands/pathways etc shape identity and ultimately achievement</i>		• An ability to apply theoretical perspectives within the context of education. • Clear understanding of a range of educational policies and the implications of these. • Data regarding effects of setting/streaming/banding	Differences between setting and streaming. Knowing the difference between internal and external factors.		
	Teacher 2 Paper 2 Topic 1: Families & Households • Couples: gender roles, domestic labour and power relationships within the family in contemporary society. - <i>What are the different patterns of the domestic division of labour?</i> - <i>Are couples becoming more equal?</i> - <i>What is the impact of paid work on conjugal roles?</i> - <i>What are Feminist views on housework?</i> - <i>Explaining cultural and material explanations for the gender division of labour.</i> - <i>How are resources and decision making managed within households?</i> - <i>Domestic violence: what do the official statistics show and what are the different explanations of domestic violence?</i> • The nature of childhood, and changes in the status of children in the family and society. - <i>Childhood as a social construct</i> - <i>What is the modern western notion of childhood?</i> - <i>The future of childhood.</i> - <i>How is the position of children changing?</i>		• Key speakers and studies as listed in scheme of work. • Key vocabulary as outlined in scheme of work. • Ability to examine conjugal roles as segregated/joint and apply key studies to support. • Discussion of childhood as a social construction with focus on historical/cultural evidence. • Ability to discuss the future of childhood with reference to key studies and speakers. • Discussion as childhood as disappearing/toxic/simply changing. • Ability to compare modern western notion of childhood with more traditional ideologies.	Rappoport & Wilmott & Young getting confused.	See S.O.W for key vocabulary list	Class, gender and ethnicity are returned to in every topic. The core theories are introduced at the start of the course and returned to in every topic. The spec identifies core themes that are taught throughout the course: socialisation, culture and identity social differentiation, power and stratification.



Term 3	Teacher 1 Paper 1 Topic 1: Education - Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning. <i>How and why are some students labelled and how do they react to those labels</i> <i>Pro and anti-school sub-cultures</i> <i>How does the organisation of resources, classrooms, teachers, subjects, set/bands/pathways etc shape identity and ultimately achievement</i>		- Key speakers and studies as listed in scheme of work. - Key vocabulary as outlined in scheme of work. - Knowledge of data outlining educational achievement by social group. - Clear understanding of a range of theoretical perspectives. - An ability to apply theoretical perspectives within the context of education. - Clear understanding of a range of educational policies and the implications of these. - Data regarding effects of setting/streaming/banding	Teachers are mostly NOT overtly labelling, allocation to sets and streams etc based on class, gender, ethnicity. Differences between setting and streaming. Knowing the difference between internal and external factors.	See S.O.W for key vocabulary list	Class, gender and ethnicity are returned to in every topic. The core theories are introduced at the start of the course and returned to in every topic. The spec identifies core themes that are taught throughout the course: socialisation, culture and identity social differentiation, power and stratification.
	Teacher 2 Paper 2 Topic 1: Families & Households - Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures <i>What is family diversity?</i> <i>How has modernity impacted the nuclear family?</i> <i>What do postmodernists/ personal life perspective theorists say about family diversity?</i>		- Key speakers and studies as listed in scheme of work. - Key vocabulary as outlined in scheme of work. - Ability to clearly analyse Postmodernist views of the family, using key speakers, studies and data. - Ability to use data illustrating changing family patterns and trends. - Application of theoretical perspectives to the causes and meanings of these trends.	Postmodernity versus personal life perspective. What the word 'rate' means e.g. divorce rate	See S.O.W for key vocabulary list	Class, gender and ethnicity are returned to in every topic.



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	- What are the changing patterns of divorce/ how are they explained and what is their significance? - What are the changing patterns of partnership/ how are they explained and what is their significance? - What are the explanations for the changing patterns of relationship between parents & children/how are they explained and what is their significance? - What are the ethnic differences in family patterns/how are they explained and what is their significance?		• Clear discussion of the influence of the LEFTINS on each trend/patterns discussed.	Why the average number of children can be 1.8 and does not involve parts of children!?		The core theories are introduced at the start of the course and returned to in every topic. The spec identifies core themes that are taught throughout the course: socialisation, culture and identity social differentiation, power and stratification.
Term 4	Teacher 1 Paper 1 Topic 1: Education • The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy. - Pre 1988 education policies - What has the governments done since then? - Why and what has the impact has been? - How effective have modern policies been on reducing inequality within schools		• Key speakers and studies as listed in scheme of work. • Key vocabulary as outlined in scheme of work. • Knowledge of educational policies throughout history. • Ability to analyse the implications and effects of different policies. • Clear understanding of a range of theoretical perspectives and how they may influence policy. • An ability to apply theoretical perspectives within the context of education.	Educational vouchers suggested by Chubb and Moe were never used in the UK. Differences between privatisation and marketisation. Free schools have nothing to do with not being private/fee-paying schools.	See S.O.W for key vocabulary list	Class, gender and ethnicity are returned to in every topic. The core theories are introduced at the start of the course and returned to in every topic. The spec identifies core themes that are taught throughout the course:



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						social differentiation, power and stratification.
	Teacher 2 Paper 2 Topic 1: Families & Households Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation. What are the trends in the birth rates and how can these be explained? <i>What are the trends in death rate and how can these be explained?</i> <i>What are the causes and effects of an ageing population?</i> <i>What are the causes and effects of migration?</i> The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies. <i>A comparative view of family policy</i> <i>Functionalist perspectives on families and social policy</i> <i>New Right perspectives on families and social policy</i> <i>Feminist perspectives on families and social policy</i>		- Key speakers and studies as listed in scheme of work. - Key vocabulary as outlined in scheme of work. - Knowledge of data displaying trends in death rate/ birth rate/migration and ageing. - Ability to use data illustrating changing family patterns and trends. - Application of theoretical perspectives to the causes and meanings of these trends. - Clear discussion of the influence of the LEFTINS on each trend/patterns discussed. - Ability to discuss comparisons of family policies between cultures/time periods (Nazi Germany/Communist Romania) - Ability to clearly apply theoretical perspectives to creation of policies. - Ability to analyse policies through evaluation of differing theoretical perspectives.	Communist family policy Relationship of theory to policy. What the word 'rate' means e.g. divorce rate Why the average number of children can be 1.8 and does not involve parts of children!?	See S.O.W for key vocabulary list	Class, gender and ethnicity are returned to in every topic. The core theories are introduced at the start of the course and returned to in every topic. The spec identifies core themes that are taught throughout the course: socialisation, culture and identity social differentiation, power and stratification.
Term 5	Teacher 1 Paper 1 Topic 2: Methods in context Quantitative and qualitative methods of research; research design. <i>What the different types of data and methods do sociologist use</i> <i>How sociologist choose / design research methods</i> <i>How sociologists choose a topic</i> <i>What is the process of doing research?</i>		- Key speakers and studies as listed in scheme of work. - Key vocabulary as outlined in scheme of work. - Clear understanding of qualitative/quantitative methods. - Ability to outline process of carrying out research. - Comprehension of strengths and weaknesses of a range of methodologies. - Ability to discuss the type of data produced by different methodologies.		See S.O.W for key vocabulary list	Class, gender and ethnicity are returned to in every topic. The core theories are introduced at



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	• Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics - <i>Advantages and disadvantage of different types of method: experiments</i> - <i>Advantages and disadvantage of different types of method: questionnaires</i> - <i>Advantages and disadvantage of different types of method: interviews</i> - <i>Advantages and disadvantage of different types of method: observations</i>		• Ability to evaluate appropriate methodologies based on context of research.			the start of the course and returned to in every topic. The spec identifies core themes that are taught throughout the course: socialisation, culture and identity social differentiation, power and stratification.
	Teacher 2 Paper 1 Topic 2: Methods in context • The distinction between primary and secondary data, and between quantitative and qualitative data. - <i>Advantages and disadvantages of different types of data</i> • The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts.' - <i>How do Positivists and Interpretivists view the world and how does this impact how they approach research</i>		• Key speakers and studies as listed in scheme of work. • Key vocabulary as outlined in scheme of work. • Ability to discuss the type of data produced by different methodologies. • Ability to evaluate appropriate methodologies based on context of research. • Ability to analyse positivist versus interpretivist approaches.	Confusion between validity and reliability. The comparative method. How to link method to context – research considerations.	See S.O.W for key vocabulary list	Class, gender and ethnicity are returned to in every topic. The core theories are introduced at the start of the course and returned to in every topic. The spec identifies core themes that are taught throughout the course: socialisation, culture and identity social differentiation, power and stratification.



Term 6	Teacher 1 Paper 1 Topic 2: Methods in context - Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics - Advantages and disadvantage of different types of method: official statistics (secondary quantitative) - Advantages and disadvantage of different types of method: documents (secondary quantitative) - The theoretical, practical and ethical How sociologists choose / design research methods Practical issues: Time and money considerations influencing choice of topic, choice of method(s) and the conduct of research. - How sociologists choose / design research methods		- Key speakers and studies as listed in scheme of work. - Key vocabulary as outlined in scheme of work. - Clear understanding of qualitative/quantitative methods. - Ability to outline process of carrying out research. - Comprehension of strengths and weaknesses of a range of methodologies. - Ability to discuss the type of data produced by different methodologies. - Ability to evaluate appropriate methodologies based on context of research.		See S.O.W for key vocabulary list	
	Teacher 2 Paper 1 Topic 2: Methods in context - Methods in context: Students must be able to apply sociological research methods to the study of education. - What are the particular PET issues and research considerations applied to researching? - Students - Teachers - Parents - Classrooms/schools - Particular educational issues		- Key speakers and studies as listed in scheme of work. - Key vocabulary as outlined in scheme of work. - Knowledge of research projects carried out in the context of education. - Ability to write a clear research proposal, justifying the use of data sources and methodologies.	As above	See S.O.W for key vocabulary list	Class, gender and ethnicity are returned to in every topic. The core theories are introduced at the start of the course and returned to in every topic. The spec identifies core themes that are taught throughout the course: socialisation, culture and identity social differentiation, power and stratification.



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