




		Year:	10	Subject:	Sociology	Autumn 1	Autumn 2	Spring 1
Intent	<b>Subject Concepts (Substantive knowledge)</b>  	<b>• Inequality</b>	Introduction to sociological theory, Functionalism, Marxism and feminism basics.	Prior Learning: <ul style="list-style-type: none"> <li>• Examples of class inequality,</li> <li>• Examples of gender inequality</li> <li>• Feminism/Women's right movements</li> <li>• Black rights movements</li> <li>• Communism/Socialism</li> <li>• Inequality across different communities/countries</li> </ul>	Reasons Educational achievement and inequality of these based on social class, gender and ethnicity. Teaching cultural capital examples in depth in lessons.	Prior Learning: <ul style="list-style-type: none"> <li>• Marxist, feminist perspective on society</li> <li>• Classifications of social class and genders</li> </ul>	Reasons Educational achievement and inequality of these based on social class, gender and ethnicity. Teaching cultural capital examples in depth in lessons.	Prior Learning: <ul style="list-style-type: none"> <li>• Lower class underachieves</li> <li>• Girls achieve higher than boys</li> <li>• Chinese and Indian achieve more than gypsy/roma</li> </ul>
				Takeaway Learning: <ul style="list-style-type: none"> <li>• Social Norms, Social values, social roles</li> <li>• Functionalism –</li> <li>• Social Solidarity,</li> <li>• Application of Durkheim,</li> <li>• Consensus theory</li> <li>• Marxism</li> <li>• Proletariat,</li> <li>• Bourgeoisie,</li> <li>• Application of Marx</li> <li>• Conflict theory</li> <li>• Feminism</li> <li>• Patriarchy,</li> <li>• Application of Oakley,</li> <li>• Conflict theory</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li>• Out of school factors for difference in social class and gender achievements</li> <li>• inside school factors for difference in social class and gender achievements</li> <li>• Application of Paul Willis and application of feminism and Marxism to educational underachievement.</li> </ul>		
			<b>• Relationships</b>		<ul style="list-style-type: none"> <li>• Relationships between teachers and students and how this impacts achievement.</li> </ul>	Prior Learning: <ul style="list-style-type: none"> <li>• Examples of teachers treating students differently,</li> <li>• Research on Rosenthal and Jacobson's research - reading</li> </ul>	Relationships between Researcher and participants	Prior Learning: <ul style="list-style-type: none"> <li>• Sampling Techniques,</li> <li>• Introduction to types of data, types of research methods.</li> </ul>
						Takeaway Learning: <ul style="list-style-type: none"> <li>• Effects of labelling</li> <li>• Effects of self-fulfilling prophecy,</li> <li>• Link to interactionism theory.</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li>• Advantages and disadvantages of Quantitative research methods,</li> <li>• Advantages and disadvantages of qualitative research methods.</li> </ul>
			<b>• Social Construction</b>	How cultures differ compared to the UK?	Prior Learning: <ul style="list-style-type: none"> <li>• UK examples of education</li> <li>• UK examples of family,</li> <li>• UK examples of crimes.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>		
		Takeaway Learning: <ul style="list-style-type: none"> <li>• Marriage in different cultures,</li> <li>• Crimes in different cultures</li> <li>• Punishments in different cultures</li> <li>• Racism</li> </ul>						
<b>• Social Class</b>	What is Social Class and how is it organised in the UK?	Prior Learning: <ul style="list-style-type: none"> <li>• Examples of inequality between social classes,</li> </ul>	Achievement differences based around social class – reasons. Marxism theory	Prior Learning: <ul style="list-style-type: none"> <li>• Marxist perspective on society</li> <li>• Examples of social class inequality</li> <li>• Social class classifications.</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>		
		Takeaway Learning: <ul style="list-style-type: none"> <li>• Definitions of social class,</li> <li>• Social class classifications,</li> <li>• What is your social class?</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li>• Out of school factors for social class underachievement.</li> <li>• In school factors for social class underachievement.</li> <li>• Application of Paul Willis to class inequality.</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>		
<b>• Gender</b>	What is the difference between sex and gender concepts?	Prior Learning: <ul style="list-style-type: none"> <li>• Examples of gender inequality</li> </ul>	Achievement differences based around gender – reasons. Feminism theory	Prior Learning: <ul style="list-style-type: none"> <li>• Feminist perspective of society,</li> <li>• Examples of gender inequality,</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>		

			<ul style="list-style-type: none"> <li>Takeaway Learning: <ul style="list-style-type: none"> <li>Definitions of sex and gender</li> <li>Contemporary discussions about gender classifications</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Takeaway Learning: <ul style="list-style-type: none"> <li>Reasons why boys underachieve,</li> <li>Reasons for girls' achievement</li> <li>Difference between genders and subject choice.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Ethnicity</li> </ul>	What is the difference between race and ethnicity – concepts?	Prior Learning: Examples of racism in society.			Ethnic differences within educational achievement – reasons. Functionalism	<ul style="list-style-type: none"> <li>Prior Learning: <ul style="list-style-type: none"> <li>Chinese and Indian achieve more than gypsy/roma</li> <li>Functionalist role of education</li> <li>Institutional Racism</li> </ul> </li> </ul>
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>Be able to discuss how different parts of a person's identity may impact their experience of society</li> </ul>	<ul style="list-style-type: none"> <li>Be able to analyse different factors that impact student's educational success</li> </ul>	<ul style="list-style-type: none"> <li>Be able to analyse different factors that impact student's educational success</li> </ul>			
<b>Implementation</b>	<b>Common Misconceptions</b>	<ul style="list-style-type: none"> <li>Marxism <ul style="list-style-type: none"> <li>Definitions of social class</li> </ul> </li> </ul>					
	<b>Enabling or Adapting the Curriculum</b>	<b>SEND Students</b>	<ul style="list-style-type: none"> <li>Scaffolding note taking/chunking knowledge.</li> <li>Breaking down instructions/clear guidelines</li> <li>Adapted reading</li> </ul>	<ul style="list-style-type: none"> <li>Scaffolding note taking/chunking knowledge.</li> <li>Breaking down instructions/clear guidelines</li> <li>Adapted reading</li> </ul>	<ul style="list-style-type: none"> <li>Scaffolding note taking/chunking knowledge.</li> <li>Breaking down instructions/clear guidelines</li> <li>Adapted reading</li> </ul>	<ul style="list-style-type: none"> <li>Scaffolding note taking/chunking knowledge.</li> <li>Breaking down instructions/clear guidelines</li> <li>Adapted reading</li> </ul>	
		<b>Disadvantaged Students</b>	<ul style="list-style-type: none"> <li>Use examples to demonstrate cultural capital.</li> <li>Model good organisation skills</li> <li>Use classroom routines to keep learning environment calm and structured</li> </ul>	<ul style="list-style-type: none"> <li>Use examples to demonstrate cultural capital.</li> <li>Model good organisation skills</li> <li>Use classroom routines to keep learning environment calm and structured</li> </ul>	<ul style="list-style-type: none"> <li>Use examples to demonstrate cultural capital.</li> <li>Model good organisation skills</li> <li>Use classroom routines to keep learning environment calm and structured</li> </ul>	<ul style="list-style-type: none"> <li>Use examples to demonstrate cultural capital.</li> <li>Model good organisation skills</li> <li>Use classroom routines to keep learning environment calm and structured</li> </ul>	
		<b>More Able Students</b>	<ul style="list-style-type: none"> <li>Encourage students to use own knowledge of examples and current affairs to build on concepts</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to use own knowledge of examples and current affairs to build on concepts</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to use own knowledge of examples and current affairs to build on concepts</li> </ul>	<ul style="list-style-type: none"> <li>Students to use higher order thinking to create own evaluation points/further analysis</li> </ul>	
	<b>Literacy/Numeracy Skills</b> 	<b>Vocabulary:</b>	<ul style="list-style-type: none"> <li>Social Class</li> <li>Norms</li> <li>Values</li> <li>Socialisation</li> <li>Bourgeoisie</li> <li>Proletariat</li> </ul>	<ul style="list-style-type: none"> <li>Patriarchy</li> <li>Labelling</li> <li>Self-Fulfilling Prophecy</li> </ul>	<ul style="list-style-type: none"> <li>Ethnicity</li> <li>Ethnocentric curriculum</li> </ul>		
		<b>Reading:</b>	<ul style="list-style-type: none"> <li>Reading article about Genie/Feral Child</li> <li>Reading model answers and peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>Reading about Marxist theory</li> <li>Articles about school success</li> </ul>	<ul style="list-style-type: none"> <li>Read articles about the educational success of different ethnic groups</li> <li>Read model answer discussing ethnicity and education achievement</li> </ul>		
		<b>Writing:</b>	<ul style="list-style-type: none"> <li>Writing PEEL paragraphs around the nature/nurture debate and socialisation</li> </ul>	<ul style="list-style-type: none"> <li>Writing PEEL paragraphs around the factors that impact educational success</li> </ul>	<ul style="list-style-type: none"> <li>Writing PEEL paragraphs and essay answers around the factors that impact educational success</li> </ul>		
		<b>Oracy:</b>	<ul style="list-style-type: none"> <li>Paired conversations about socialisation and the nature of learnt behaviour</li> <li>Debate around the nature/nurture debate</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion around capitalism</li> <li>Small group discussion around the impact of material deprivation on educational success</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/debate around the factors that impact achievement and success</li> <li>"Interviewing" or "hot seating" students acting as different sociologists and their views on the education system</li> </ul>		
		<b>Numeracy:</b>	<ul style="list-style-type: none"> <li>Interpreting graphs and tables <ul style="list-style-type: none"> <li>Turning data in percentages</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Interpreting graphs and tables <ul style="list-style-type: none"> <li>Turning data in percentages</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Interpreting graphs and tables <ul style="list-style-type: none"> <li>Turning data in percentages</li> </ul> </li> </ul>		
	<b>Digital Strategy</b> 	<ul style="list-style-type: none"> <li>Using ipads for making notes</li> <li>Creating a virtual glossary</li> <li>Researching further examples to support understanding</li> </ul>	<ul style="list-style-type: none"> <li>Using ipads for making notes <ul style="list-style-type: none"> <li>Creating a virtual glossary</li> <li>Researching further examples to support understanding</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Using ipads for making notes <ul style="list-style-type: none"> <li>Creating a virtual glossary</li> <li>Researching further examples to support understanding</li> </ul> </li> </ul>			

	<b>Home Learning</b>	• Social Issues Research				• Education Questions • Reading- Early Influences on Educational Success				• Key Terminology Sheets			
<b>Impact</b>	<b>Composite Assessment</b>	Date:		Content:		Date:	End of Autumn 2	Content:	End of term assessment: Sociology basics Education	Date:		Content:	