




Year:		10	Subject:	Sociology	Spring 2	Summer 1	Summer 2		
Intent	<b>Subject Concepts (Substantive knowledge)</b>  	Inequality				Inequality based on roles within the family and inequality within marriage and divorce. Teaching cultural capital examples in depth in lessons.	Prior Learning: <ul style="list-style-type: none"> <li>Inequality in gender and class in education,</li> <li>Theories of the family,</li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li>Examples of male's and female's roles in the family,</li> <li>Reasons for marriage and divorce</li> <li>Application of Young and Wilmott and Ann Oakley studies.</li> </ul>	Inequality based on roles within the family and inequality within marriage and divorce. Teaching cultural capital examples in depth in lessons.	Prior Learning: <ul style="list-style-type: none"> <li>Inequality in gender and class in education,</li> <li>Theories of the family,</li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li>Examples of male's and female's roles in the family,</li> <li>Reasons for marriage and divorce</li> <li>Application of Young and Wilmott and Ann Oakley studies.</li> </ul>
		Relationships	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>Advantages and disadvantages of Quantitative research methods,</li> <li>Advantages and disadvantages of qualitative research methods.</li> </ul>	Relationships between different family members, who has the power within the family and do all cultures have the same family structure. Functionalism, Marxism and feminism theory	Prior Learning: <ul style="list-style-type: none"> <li>Theories of the family,</li> <li>Different family types.</li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li>Differences in marriage types across cultures,</li> <li>Differences in family types between ethnicities,</li> <li>Application of functionalism, Marxism and feminism to roles in the family.</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	
		Social Constructions	How families change in different cultures – childhood, family types and roles within the family.	Prior Learning: <ul style="list-style-type: none"> <li>What is a social construct?</li> <li>Family types</li> <li>Roles within the family</li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li>Family types in Asian families in the UK</li> <li>Black people's family types in the UK</li> <li>How culture affects roles in the family.</li> </ul>	How families change in different cultures – childhood, family types and roles within the family.	Prior Learning: <ul style="list-style-type: none"> <li>Marriage types in different cultures</li> <li>Family types in different ethnicities.</li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li>Examples of childhood in different cultures,</li> <li>Application of functionalism, Marxism and feminism to roles in the family.</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	
		Social Class	Different types of families depending on your social class.	Prior Learning: <ul style="list-style-type: none"> <li>Different types of families,</li> <li>What is social class?</li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li>Lower class and lone parent families,</li> <li>Middle class and nuclear families,</li> <li>Upper class and extended and nuclear families.</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	
		Gender		<ul style="list-style-type: none"> <li></li> </ul>	Gender differences within the roles of the family and roles in the family. Feminism theory	Prior Learning: <ul style="list-style-type: none"> <li>Feminist theory of education and society</li> <li>Examples of roles within the family</li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li>Examples of male's and female's roles in the family,</li> <li>Application of Parsons instrumental and expressive roles in the family.</li> <li>Application of Young and Wilmott and Ann Oakley studies.</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	
		Ethnicity		<ul style="list-style-type: none"> <li></li> </ul>				Ethnic differences within family types and how families are organised. – Reasons.	Prior Learning: <ul style="list-style-type: none"> <li>Types of family,</li> <li>Theories of the family.</li> </ul>

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	<b>Disciplinary Knowledge</b>		<ul style="list-style-type: none"> <li>Identify social constructions and the impact they have on our understanding of society.</li> <li>Be able to identify how social class impacts the experience of 'family'</li> </ul>	<ul style="list-style-type: none"> <li>Be able to understand how gender roles/feminism and social construction of childhood impact families</li> <li>Analyse and evaluate different sociologists views of family.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how differences within the family impacts the experiences of family members</li> <li>Analyse and evaluate different sociologists views of family.</li> </ul>														
<b>Implementation</b>	<b>Common Misconceptions</b>		<ul style="list-style-type: none"> <li>Sampling Techniques and when using each on is the most appropriate.</li> <li>Definition of and examples of social constructions</li> </ul>	<ul style="list-style-type: none"> <li>Different theoretical views of power within families</li> <li>Cultural capital</li> </ul>	<ul style="list-style-type: none"> <li>Different theoretical views of power within families</li> <li>Cultural capital</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>														
		<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>														
		<b>More Able Students</b>	<ul style="list-style-type: none"> <li>Use newspaper articles/further case studies to extend knowledge</li> <li>Encourage students to do own research into topics to find further examples and case studies</li> </ul>	<ul style="list-style-type: none"> <li>Use newspaper articles/further case studies to extend knowledge</li> <li>Encourage students to do own research into topics to find further examples and case studies</li> </ul>	<ul style="list-style-type: none"> <li>Use newspaper articles/further case studies to extend knowledge</li> <li>Encourage students to do own research into topics to find further examples and case studies</li> </ul>														
	<b>Literacy/Numeracy Skills</b> 	<b>Vocabulary:</b>	<ul style="list-style-type: none"> <li>Quantitative</li> <li>Qualitative</li> <li>Bourgeoisie</li> <li>Proletariat</li> </ul>	<ul style="list-style-type: none"> <li>Annulment</li> <li>Conjugal Roles</li> <li>Symmetrical Family</li> </ul>	<ul style="list-style-type: none"> <li>Matrifocal</li> <li>Beanpole families</li> <li>Extended families</li> </ul>														
		<b>Reading:</b>	<ul style="list-style-type: none"> <li>Newspaper Articles</li> <li>Academic Reading</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper Articles</li> <li>Academic Reading</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper Articles</li> <li>Academic Reading</li> </ul>														
		<b>Writing:</b>	<ul style="list-style-type: none"> <li>Extended writing/Essay writing</li> </ul>	<ul style="list-style-type: none"> <li>Extended writing/Essay writing</li> </ul>	<ul style="list-style-type: none"> <li>Extended writing/Essay writing</li> </ul>														
		<b>Oracy:</b>	<ul style="list-style-type: none"> <li>Encouraging student to use connectives to build on their verbal answers</li> </ul>	<ul style="list-style-type: none"> <li>Encouraging student to use connectives to build on their verbal answers</li> </ul>	<ul style="list-style-type: none"> <li>Encouraging student to use connectives to build on their verbal answers</li> </ul>														
		<b>NUMERACY</b>	<ul style="list-style-type: none"> <li>Interpreting graphs and tables</li> <li>Turning data in percentages</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting graphs and tables</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting graphs and tables</li> </ul>														
	<b>Digital Strategy</b> 	<ul style="list-style-type: none"> <li>Creating digital key word glossaries</li> <li>Using internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Creating digital key word glossaries</li> <li>Using internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Students making revision power points to share with class</li> <li>Creating revision videos</li> </ul>															
<b>Home Learning</b>	<ul style="list-style-type: none"> <li>Exam Style Questions</li> <li>Reading- Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>Revision Questions</li> </ul>	<ul style="list-style-type: none"> <li>Crime Key Words</li> <li>Reading- Introduction to Crime</li> </ul>																
<b>Impact</b>	<b>Composite Assessment</b>		Date: End of RM Unit Content: End of unit Test Research Methods Family	Date: Content:	Date: June/July Mocks Content: End of Year Mock Families Education Research Methods														