



Year 12 Sociology long-term sequencing

<p>Intent The sociology curriculum intends to develop curiosity and motivate the learning about key sociological ideas and values within British society. Sociologists studies the social influence on human life and their behaviour in social relationships. Therefore, there is an emphasis on how people live together in society as a whole and how they interact with each whether in small groups, communities and large organisations. Sociology endeavours to engage students to understand not only the ways in which society’s structures influences our daily lives, but also the ways in which we help in shaping the structure of society. Students will be taught to think like sociologists and acquire an understanding and awareness of contemporary debates and issues without ignoring their classical basis. The study of sociological perspectives and research, families, education, crime and deviance and media will ensure that students gain a renowned breath of knowledge and understanding of differences and inequalities that exist in society. Our intentions for our students are that they will finish the course with an undeniably confident understanding of the relationship between sociology; the ethical, moral, social, political and economic changes that affect individuals and different social groups in society as well as considering the global impact.</p>		
<p>TERM 1: Families and Households (Teacher 1) STUDENTS MUST KNOW</p> <ul style="list-style-type: none"> • Theories of the family: Functionalism, Marxism, Feminism, New Right and Personal Life Perspective • Gender roles, domestic labour and power relationships within the family in contemporary society <p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill based questions.</p>	<p>TERM 2: Families and Households (Teacher 1) STUDENTS MUST KNOW</p> <ul style="list-style-type: none"> • Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation. • 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 <p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill based questions.</p>	<p>TERM 3: Families and Households (Teacher 1) STUDENTS MUST KNOW</p> <ul style="list-style-type: none"> • The nature of childhood, and changes in the status of children in the family and society • The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies <p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill based questions.</p>
<p>Term 4: Education (Teacher 1) STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • The role and functions of the education system, including its relationship to the economy and to class structure • Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society 	<p>TERM 5 Education (Teacher 1) STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • 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 	<p>Term 6 Methods in context (Teacher 1) STUDENTS MUST KNOW: Students must be able to apply sociological research methods to the study of education including:</p> <ul style="list-style-type: none"> • Research characteristics of educational settings and individuals involved (schools, classrooms, teachers, pupils, parents) • Application of research methods to education – experiments, observations, questionnaires,

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	<ul style="list-style-type: none"> 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. 	<p>interviews and secondary data e.g. official statistics, documents</p>
<p>TERM 1: Research methods (Teacher 2)</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> The relationship between positivism, interpretivism and sociological methods; the nature of ‘social facts’ Quantitative and qualitative methods of research; research design Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics The distinction between primary and secondary data, and between quantitative and qualitative data Application of research methods to education – experiments, observations, questionnaires, interviews and secondary data e.g. official statistics, documents The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research <p>How will this be assessed?</p> <p>Low stake quizzing, retrieval practice, questioning, variety of skill- based questions.</p>	<p>TERM 2: Media (Teacher 2)</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> The new media and their significance for an understanding of the role of the media in contemporary society The relationship between ownership and control of the media <p>How will this be assessed?</p> <p>Low stake quizzing, retrieval practice, questioning, variety of skill - based questions.</p>	<p>TERM 3: Media (Teacher 2)</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> The processes of selection and presentation of the content of the news The media, globalisation and popular culture <p>How will this be assessed?</p> <p>Low stake quizzing, retrieval practice, questioning, variety of skill - based questions.</p>
<p>Hone learning set will consist of a combination of:</p> <p>Exam questions based on a variety of skills (AO1/AO2/AO3) from 4-30 marks, retrieval, reading and research.</p>		



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<p>TERM 1: Theory and methods (A-level content) (Teacher 1)</p> <p>STUDENTS MUST KNOW</p> <ul style="list-style-type: none">● Consensus, conflict, structural and social action theories● The concepts of modernity and post-modernity in relation to sociological theory● The nature of science and the extent to which Sociology can be regarded as scientific● The relationship between theory and methods● Debates about subjectivity, objectivity and value freedom	<p>TERM 2: Crime and deviance (Teacher 1)</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none">● Crime, deviance, social order and social control● The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime● Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes● Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.	<p>HALF TERM 3: Exam skills (Teacher 1)</p> <p>Both teachers will focus on revision of content and skills leading up to exams. This revision will be focused on a range of topics guided by :</p> <ul style="list-style-type: none">● Areas of misconception highlighted by QLAs following mock assessments● Post-assessment teacher intervention sheets● Data from end of topic assessments● Exam homework questions using exam proforma
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<ul style="list-style-type: none"> The relationship between Sociology and social policy. <p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill -based questions.</p>	<p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill- based questions.</p>	<ul style="list-style-type: none"> Teacher knowledge of students areas of development (phased stages) <p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill- based questions.</p>
<p>TERM 1: Media (Teacher 2) STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> Media representations of age, social class, ethnicity, gender, sexuality and disability The relationship between the media, their content and presentation, and audiences. <p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill - based questions.</p>	<p>Term 2: Exam skills (Teacher 2)</p> <p>CONSOLIDATION OF LEARNING</p> <ul style="list-style-type: none"> Methods in Context, The Media and Theory and Methods. Areas of misconception highlighted by QLAs following mock assessments Areas of misconception- pupil voice <p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill- based questions.</p>	<p>HALF TERM 3: Exam skills (Teacher 2)</p> <p>Both teachers will focus on revision of content and skills leading up to exams. This revision will be focused on a range of topics guided by :</p> <ul style="list-style-type: none"> Areas of misconception highlighted by QLAs following mock assessments Post-assessment teacher intervention sheets Data from end of topic assessments Exam homework questions using exam proforma Teacher knowledge of students areas of development (phased stages)
<p>Home learning set will consist of a combination of: Exam questions based on a variety of skills (AO1/AO2/AO3) from 4-30 marks, retrieval, reading and research.</p>		