

KS4 Long Term Curriculum Plan: **Sociology - Year 11**

Curriculum Aim:

In Sociology GCSE, we aim to inspire and engage students through a challenging, broad, coherent and rigorous introduction to Sociology. The course allows students to develop a critical understanding and explore / debate contemporary social issues so that they are able to challenge everyday understandings of social phenomena from a sociological perspective. Students will learn how to think sociologically in relation to their experience of the social world around them, so that they are better able to play a positive, active and informed role in society. The knowledge, understanding and skills developed through the GCSE will provide a basis for further study and career choices.

Link to prior learning: In year 11, learning builds on the three units taught within year 10 GCSE (Research Methods, Families and Households and Education). Students build on their analytical and evaluative skills learnt within Humanities at KS3 and the knowledge of research methods used within the Sciences.

Rationale of sequencing:

In the GCSE, students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of contemporary social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions. For each topic area students are asked to **critically evaluate, compare and contrast theories, explanations, concepts and perspectives** whilst demonstrating an understanding of relevant **methods and methodological issues**, including their strengths and weaknesses. Underpinning all units will be the core themes of **social structures, social processes and social issues**. Students will build skills of **interpretation, application, analysis and evaluation**.

After testing students on year 10 content, students start year 11 studying the Crime and Deviance unit where they will consider whether family structure / life and educational attainment affect criminal and deviant behaviour andl recap Research Methods when considering the usefulness of different sources of data on crime. Students will then complete the course with the Social Stratification unit where they will draw together information from all units studied over the two years, considering the impact of CAGEDS on an individual's life chances. Within both units students will develop their understanding of sociological perspectives, adding depth to their knowledge and allowing them to make links across the course. Retrieval and exam practice are regularly used in lesson and homework tasks focus on building depth of knowledge and revision to secure learning in long term memory due to this being a two year linear course.

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn 1	Crime and Deviance	In Crime and Deviance, students will gain knowledge of a range of issues in relation to crime and deviance including: <ul style="list-style-type: none"> • Definitions of crime and deviance • Data on crime - official statistics, victim surveys, self report studies • Functionalist perspective on crime and its criticisms - Merton, Cohen, Durkheim • Interactionist perspective on crime and its criticisms - Becker, Cicourel • Feminist perspective on crime and its criticisms - Heidensohn • Marxist perspective on crime and its criticisms • Methods of social control (formal and informal) - Heidensohn 	Year 10 knowledge check
Autumn 2	Crime and Deviance	In Crime and Deviance, students will analyse and evaluate different theories when studying: <ul style="list-style-type: none"> • Sociological explanations for class differences in crime • Sociological explanations for gender differences in crime - Heidensohn, Carlen • Sociological explanations for ethnic differences in crime - Macpherson report • Sociological explanations for age differences in crime - Cohen, Matza • Anti-social behaviour 	Year 11 December PPE's: Combination of paper 1 and 2 - 2 hour paper (Education, Research Methods and Crime)
Spring 1	Crime and Deviance Social Stratification	In Crime and Deviance, students will analyse and evaluate different theories when studying: <ul style="list-style-type: none"> • Debates on crime - treatment of young offenders • Debates on crime - prison system, rehabilitation and punishment • Debates on crime - violent crime and sentencing • Debates on crime - the media In the Social Stratification unit, students will analyse factors affecting life chances such as CAGEDS when bringing together learning from the Families, Education and Crime unit alongside contemporary examples and social issues. The impact of power and poverty will be analysed when learning about: <ul style="list-style-type: none"> • Definition and types of stratification • The Functionalist perspective on stratification and its criticisms - Davis and Moore 	

Spring 2	Social Stratification	<p>In the Social Stratification unit, students learn about:</p> <ul style="list-style-type: none"> • Class and the Marxist perspective on stratification and its criticisms - Marx, Weber • Factors affecting life chances, class, gender, ethnicity, sexuality, age, disability, religion • Perspectives on life chances • Devine - the affluent worker • Explanations for poverty and deprivation - Townsend, Murray, Rowntree, the welfare state 	<p>Year 11 February Assessment week -</p> <p>Combination of section A and B from paper 2 (Crime, Research Methods and Social Stratification)</p>
Summer 1	Social Stratification Revision	<p>In the Social Stratification unit, students learn about:</p> <ul style="list-style-type: none"> • Different forms of power and authority - Weber, power relationships, patriarchy, Walby <p>Retrieval and exam practice will be completed with students after the course content has been taught. This will focus on building depth of knowledge and secure learning in long term memory due to this being a two year linear course. Students will complete a range of exam questions and activities testing their knowledge of key terms.</p>	<p>Summer Public Exams - 2 papers:</p> <ul style="list-style-type: none"> • Paper 1 (Families and Households, Education and Research Methods) • Paper 2 (Crime and Deviance, Social Stratification and Research Methods)
Summer 2		Public exams (students on study leave)	

Further Information

The Course Specification:

<https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF>

A Range of revision resources and exam questions can be found at:

<https://www.tutor2u.net/sociology>

<https://www.bbc.co.uk/bitesize/subjects/zbbw2hv>

<https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources>

DFE Subject content:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/504013/Sociology_GCSE_content.pdf

Final exams consist of two 1 hour 45 minute papers of all content covered in years 10 and 11 (at the end of Yr11 - Summer public exams).