



Sackville School Sociology Curriculum - Year 10 (from Sep 2024)



TERM	WHAT? (Is delivered?)	WHY? (Is this important?)	WHY NOW? (Why is this taught now?)	IMPACT? (What is the impact at the end of this half term?)	ASSESSMENT
Aut 1	<p>Sociological approach and Research Methods Learning Qs:</p> <ul style="list-style-type: none"> • What are social sciences and what is sociology? • What are culture, norms & values? • What is the nature v nurture debate? • How do different sociologists explain the world? • How do sociologists carry out their research? • What research methods do sociologists use; what are their strengths & limitations? • What practical and ethical issues do sociologists face when carrying out their research? 	<ul style="list-style-type: none"> • Introduces knowledge of core sociological concepts, perspectives & research methods 	<ul style="list-style-type: none"> • Lays the foundations for students' later study of all aspects of sociology including families, education, crime & deviance and social stratification 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe and explain core concepts such as culture, norms, values • Describe the main sociological perspectives • Describe research processes and methods used in sociology • Identify strengths and weaknesses of different research methods 	<ul style="list-style-type: none"> • Mini-assessments on the sociological approach & on research methods • Students' completion of their research methods booklet (HW) will also be assessed
Aut 2	<p>Paper 1: Sociology of Families Learning Qs:</p> <ul style="list-style-type: none"> • What is the family and what alternatives are there? • What are the roles and functions of the family according to different sociologists? • What is the Symmetrical family and how persuasive is this idea? • What are conjugal roles and how are they shared within families? 	<ul style="list-style-type: none"> • Develops understanding of core concepts & theories through application to the family • Introduces core skills assessed at GCSE (AO1, AO2, AO3) 	<ul style="list-style-type: none"> • An accessible topic for students (all have personal experience of living in a family/household structure) • Provides an early opportunity to critically examine a familiar social institution from a variety of sociological perspectives • Lays important foundations for students' later study of education, crime & deviance and social stratification • Students have prior knowledge of the main sociological perspectives of the family which they can apply 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply the recommended structures to 3, 4 and 12-mark exam Qs, with support/examples • Attempt 12-mark Qs with appropriate scaffolding • Apply knowledge of the 6 key studies of the family to 4-mark Item Qs • Apply knowledge of research methods to the study of the family • Explain and evaluate a range of sociological perspectives and 	<ul style="list-style-type: none"> • Completion of Families key studies booklet • Mid & end of unit assessments • Year 10 exam (June)

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Spr 1	<p>Paper 1: Sociology of Families (contd.) Learning Qs:</p> <ul style="list-style-type: none"> • Why is the idea of the nuclear family so powerful? • How have sociologists explained family diversity? • What are the trends in marriage, divorce and lone-parent families and how can we explain them? • How have sociologists researched the family? 	<ul style="list-style-type: none"> • Gives opportunities to apply knowledge of research methods and core concepts introduced in Y9 • Introduces students to more contentious debates in the sociology of the family 	<ul style="list-style-type: none"> • Students have prior knowledge of research methods which they can apply 	<p>studies, applied to a familiar social institution</p> <ul style="list-style-type: none"> • Analyse and evaluate sources of sociological data on the family 	
Spr 2	<p>Paper 1: Sociology of Education Learning Qs:</p> <ul style="list-style-type: none"> • How do sociologists explain the role and functions of education in society? • How have education policies changed since 1944 and what has their impact been? 	<ul style="list-style-type: none"> • Reinforces understanding of sociological perspectives through application to education • Introduces the concept of laws/government policy and their role in the education system • Further develops core skills assessed at GCSE (AO1, AO2, AO3) • Gives opportunities to apply knowledge of research methods and core concepts 	<ul style="list-style-type: none"> • An accessible topic for students (all have personal experience of the education system) • Provides a further opportunity to critically examine a familiar social institution from a variety of sociological perspectives • Students can now apply their prior knowledge of the main sociological perspectives of the family to the study of education • Students need an understanding of education policy (historical and contemporary) to explain: <ul style="list-style-type: none"> ○ the performance of different groups within the education system • laws/policies as a factor affecting achievement 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply the recommended structures to 3, 4 and 12-mark exam Qs, with some support • Attempt 12-mark Qs with some scaffolding • Apply knowledge of the 7 key studies of education to 4-mark Item Qs • Apply knowledge of research methods to the study of education • Explain and evaluate a range of sociological perspectives and studies applied to social institutions • Explain and evaluate the relative importance of internal & external factors affecting educational achievement for different social groups • Analyse and evaluate 	<ul style="list-style-type: none"> • Completion of Education Key Studies booklet • Mid-unit assessment
Sum 1	<p>Paper 1: Sociology of Education Learning Qs:</p> <ul style="list-style-type: none"> • How can we explain differences in educational achievement? 	<ul style="list-style-type: none"> • Develops understanding and application of core aspects of social identity: social class, gender & ethnicity 	<ul style="list-style-type: none"> • Students can make connections with prior learning on the family e.g. the role of the home environment in educational achievement and subject choices 	<ul style="list-style-type: none"> • Analyse and evaluate 	<ul style="list-style-type: none"> • 4 and 12-mark practice Qs in class • Year 10 exam (June)

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	<ul style="list-style-type: none"> How do sociologists research education? 	<ul style="list-style-type: none"> Gives further opportunities to apply knowledge of research methods and core concepts introduced in Y9 	<ul style="list-style-type: none"> Lays the foundations for students' later study of crime & deviance and social stratification e.g. the importance of education to life chances and links with social class, gender & ethnicity 	sources of sociological data on education	
Sum 2	<p>Paper 2: Sociology of crime & deviance</p> <p>Learning Qs:</p> <ul style="list-style-type: none"> How can we define crime & deviance? How do different sociologists explain crime? How do different sociologists explain crime? 	<ul style="list-style-type: none"> Introduces students to the darker side of human social behaviour; challenging preconceptions about what crime & deviance are and why they happen Reinforces understanding of sociological perspectives through their application to crime & deviance Introduces the social construction of crime and deviance Refines the core skills assessed at GCSE sociology (AO1, AO2, AO3) and scaffolds ability to tackle all formats of exam Qs, including 12-marks 	<ul style="list-style-type: none"> A more challenging topic, removed from everyday experience, that requires solid prior knowledge of a range of core concepts e.g. socialisation, social control Requires confident understanding of sociological perspectives (esp. interactionism) to apply to criminal and deviant behaviour Some of the examples and visual resources used in this topic are more appropriate for students age 15+ 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Apply the recommended structures to 3, 4 and 12-mark exam Qs, with less support Attempt 12-mark Qs with less scaffolding Apply their knowledge of the 5 key studies of crime to 4-mark Item Qs with less support Explain and evaluate a range of sociological perspectives and studies applied to a less familiar social phenomenon 	<ul style="list-style-type: none"> Summer work set & assessed early in Y11

Links to L4L Curriculum and Gatsby Benchmarks:

SMSC:

- Social: Understanding how communities and societies function
- Moral: Investigating moral values and ethical issues; Moral codes and models of moral virtue; recognising right and wrong and applying it

- Cultural: Exploring, understanding and respecting diversity; preparing for life in modern Britain
- Spiritual: Exploring the values and beliefs of others

SRE: families, respectful relationships & being safe

Citizenship:

- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems

British values:

- Individual liberty
- Mutual respect & tolerance
- The rule of law