

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1				<p>Term one - The sociological approach – Introduction to sociological debates & perspectives and societal issues.</p> <p><u>STARTER ACTIVITY THEME THIS TERM – MULTIPLE CHOICE KNOWLEDGE STRENGTHENER QUIZZES ON PERSPECTIVES/KEY TERMS/SOCIAL ISSUES.</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Understand the key perspectives within sociology – within this, students will explore the contextual and historical origins of said perspectives and the societal conditions that encouraged them. Question the existing structures within society through a theoretical lens. Assess the difference between conflict and consensus approaches. Explore the interrelationship between the core areas of sociology. Assess key sociological terms and concepts concerned with social structures, social processes and social issues and the explanation of social phenomena including society, socialisation, norms, values, roles, labelling, discrimination, power and authority. <p>Why?</p> <p>We are taking the same approach in GCSE as we plan to in sixth form moving forward and arming our students with a strong base knowledge of theoretical knowledge as well as the history on context of said theory. In doing this we hope to allow students to build upon existing knowledge schemas when referencing perspectives in their AO3 exam skills throughout the remainder of the course. The starting point of this course will also aim to stimulate student’s curiosity and interest in the subject in general by exploring the more poignant and thought-provoking core elements of the subject such as societal norms and values etc.</p> <p>Assessment – End of topic assessment (light)</p>	<p>Term one – Crime and deviance (paper 2)</p> <p><u>RECAP STARTER FOCUS – PERSPECTIVES</u></p> <p>Students will:</p> <p>Identify, explain and be able to analyse and evaluate the following:</p> <ul style="list-style-type: none"> The social construction of crime and deviance Social control Criminal and deviant behaviour Data on crime <p>Theoretical perspectives, contemporary examples, and key theorists (3.2) will be referred to and imbedded within the learning and teaching throughout the module.</p> <p>Why?</p> <p>Students anticipate crime and deviance and are usually excited to start the module- beginning the year with this will hopefully start the year off with a good level of engagement and enthusiasm. In addition, crime and deviance needs to be taught in the second year of the course because the level of analysis and application of theory is somewhat more advanced than in prior modules.</p> <p>Assessment – end of topic assessment</p>	<p>Term one – Theory and methods (part one)</p> <p><u>STARTER FOCUS THIS TERM – SOCIOLOGICALLY RELEVANT CONTEMPORARY EVENTS, STRENGTHENING AND ENGAGING PASSION FOR SUBJECT.</u></p> <p>Students will:</p> <p>Understand and evaluate the key perspectives within sociology and their relevance within the context of the course.</p> <p>Assess the application of said perspectives within society.</p> <p>Understand and evaluate the position of research within sociology as a subject</p> <p>Identify and analyse research methods (the strengths, weaknesses and appropriate applications)</p> <p>Why?</p> <p>We believe beginning the course with emphasis on the theoretical discipline of sociology will allow students to understand and appreciate the rich academic nature of the subject. Not only this, engaging in such a rich understanding of the theory associated with the subject at this stage with encourage student’s development and success when it comes to their AO2 and AO3 skills (see at the bottom)</p>	<p>Term one – Crime and deviance (Mandatory unit 2)</p> <p><u>RECAP STARTER TASK FOCUS THIS TERM – CULTURE AND IDENTITY</u></p> <p>Students will: (all with reference to theoretical perspectives outlined prior within the year)</p> <p>Understand and assess societal examples of crime, deviance, social order, and social control.</p> <p>Analyse the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime.</p> <p>Understand and consider the impact of globalisation and crime in contemporary society; with additional considerations focusing on: the media and crime, green crime, human rights and state crimes.</p> <p>Understand and evaluate crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.</p> <p>Why?</p> <p>Crime is typically eagerly anticipated by students as they are under the impression it is exciting. It is also one of the largest, arguably heaviest, topics in the course so starting year 13 with this module allows us to set our expectations high from the beginning of the year and start the second year of the course with focus and drive. Placing it at the beginning of the year also allows us as teachers the opportunity of revisiting any necessary content later in the academic year. In addition, placing crime and deviance before our ‘media’ module is beneficial as there are synoptic links made between the two modules and an element of scaffolding knowledge to be present within this years’ teaching framework also.</p>
	Autumn 2				<p>Term two - Paper 1 – Education</p> <p><u>RECAP STARTER FOCUS– THEORETICAL PERSPECTIVES AND AO3 SCENARIOS.</u></p> <p>Students will:</p> <p>Identify, explain and be able to analyse and evaluate the following:</p> <ul style="list-style-type: none"> The roles and functions of education. The relationship between education and capitalism. 	<p>Term two – Crime and deviance (paper 2)</p> <p><u>RECAP STARTER FOCUS – METHODS</u></p> <p>Students will:</p> <p>Identify, explain and be able to analyse and evaluate the following:</p> <ul style="list-style-type: none"> The social construction of crime and deviance Social control Criminal and deviant behaviour Data on crime 	<p>Term two – Education (Mandatory unit)</p> <p><u>STARTER FOCUS THIS TERM – SOCIOLOGICALLY RELEVANT CONTEMPORARY EVENTS, STRENGTHENING AND ENGAGING PASSION FOR SUBJECT.</u></p> <p>Students will:</p> <p>Understand and evaluate the function of the education system within the United Kingdom.</p>

		<ul style="list-style-type: none"> Factors affecting and patterns associated with educational achievement. Processes within schools affecting educational achievement. Key theorists/studies based upon sociological research that is relevant to the study of education. <p>Theoretical perspectives, contemporary examples and key theorists (3.2) will be referred to and imbedded within the learning and teaching throughout the module.</p> <p>Why?</p> <p>Education will be the first mandatory topic studied as it allows students to explore something they are familiar with in finer detail and through a theoretical lens- starting the course with a more scaffolded approach should ease students in to the analytical thinking process necessary to succeed within the course.</p> <p>Assessment – End of mid-topic assessment</p>	<p>Theoretical perspectives, contemporary examples, and key theorists (3.2) will be referred to and imbedded within the learning and teaching throughout the module.</p> <p>Why?</p> <p>Students anticipate crime and deviance and are usually excited to start the module- beginning the year with this will hopefully start the year off with a good level of engagement and enthusiasm. In addition, crime and deviance needs to be taught in the second year of the course because the level of analysis and application of theory is somewhat more advanced than in prior modules.</p> <p>Assessment – end of module assessment</p>	<p>Identify and analyse differential patterns in educational achievement by social class, gender and ethnicity in contemporary society.</p> <p>Evaluate and critically analyse the significance of educational policies of selection, marketisation and privatisation.</p> <p>Evaluate and critically analyse the impact of and access to education as well as the impact of globalisation on educational policy.</p> <p>Why?</p> <p>Education within the specification is a mandatory unit, we have chosen to teach this after theory and methods as we believe the students ability to apply their theoretical and critical thinking is the key to higher grades within this module. Teaching education at the beginning of the course is also beneficial as it allows the students to apply theoretical thinking within the context of familiarity (reflective of ZPD for student learning)</p>	<p>Analyse the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime.</p> <p>Understand and consider the impact of globalisation and crime in contemporary society; with additional considerations focusing on: the media and crime, green crime, human rights and state crimes.</p> <p>Understand and evaluate crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.</p> <p>Why?</p> <p>Again, to teach this topic in the depth that is required, we shall take two terms. The focus on the second half of this term shall be on application, evaluation and synthesis of content learned.</p>
Spring 1		<p>Term three - Paper 1 – Education</p> <p>RECAP STARTER FOCUS– AUTUMN 2 EDUCATION CONTENT AND AO2 SCENARIOS.</p> <p>Students will:</p> <p>Identify, explain and be able to analyse and evaluate the following:</p> <ul style="list-style-type: none"> The roles and functions of education. The relationship between education and capitalism. Factors affecting and patterns associated with educational achievement. Processes within schools affecting educational achievement. Key theorists/studies based upon sociological research that is relevant to the study of education. <p>Theoretical perspectives, contemporary examples and key theorists (3.2) will be referred to and imbedded within the learning and teaching throughout the module.</p> <p>Why?</p> <p>Education will be the first mandatory topic studied as it allows students to explore something they are familiar with in finer detail and through a theoretical lens- starting the course with a more scaffolded approach should ease students in to the analytical thinking process necessary to succeed within the course. In order to teach this topic in the depth that is necessary it will take two terms.</p> <p>Assessment – End of topic assessment</p>	<p>Term three – Social stratification (paper 2)</p> <p>RECAP STARTER FOCUS – CRIME AND DEVIANCE</p> <p>Students will:</p> <p>Identify, explain and be able to analyse and evaluate the following:</p> <ul style="list-style-type: none"> Functionalist theory of stratification Socio-economic class Life chances Poverty as a social issue Power and authority Power relationships <p>Theoretical perspectives, contemporary examples, and key theorists (3.2) will be referred to and imbedded within the learning and teaching throughout the module.</p> <p>Why?</p> <p>This module, again, requires a depth of knowledge that requires students are comfortable with their theoretical knowledge and evaluative skills. Because of this, this module is best placed at this point in the students learning journey and this shall provide a good opportunity to stretch and challenge students and round off the course at the highest point of challenge.</p> <p>Assessment – end of topic assessment</p>	<p>Term three – Education (Mandatory unit)</p> <p>RECAP STARTER FOCUS THIS TERM – THEORY AND METHODS.</p> <p>Students will:</p> <p>Understand and evaluate the function of the education system within the United Kingdom.</p> <p>Identify and analyse differential patterns in educational achievement by social class, gender and ethnicity in contemporary society.</p> <p>Evaluate and critically analyse the significance of educational policies of selection, marketisation and privatisation.</p> <p>Evaluate and critically analyse the impact of and access to education as well as the impact of globalisation on educational policy.</p> <p>Why?</p> <p>Education within the specification is a mandatory unit, we have chosen to teach this after theory and methods as we believe the students ability to apply their theoretical and critical thinking is the key to higher grades within this module. Teaching education at the beginning of the course is also beneficial as it allows the students to apply theoretical thinking within the context of familiarity (reflective of ZPD for student learning)</p> <p>To teach this topic properly with enough time for effective assessment, student knowledge consolidation and feedback this unit will be taught over two terms.</p>	<p>Term three – The Media (optional unit 2)</p> <p>RECAP STARTER TASK FOCUS THIS TERM – CRIME AND DEVIANCE</p> <p>Students will: (all with reference to theoretical perspectives outlined prior within the year)</p> <p>Understand and analyse the role of the new media and their significance for an understanding of the role of the media in contemporary society.</p> <p>Assess and evaluate the relationship between ownership and control of the media.</p> <p>Consider the relevance of the media within the context of globalisation and popular culture.</p> <p>Understand and critically evaluate the processes of selection and presentation of the content of the news.</p> <p>Assess and evaluate media representations of age, social class, ethnicity, gender, sexuality and disability.</p> <p>Analyse the relationship between the media, their content and presentation, and audiences.</p> <p>Why?</p> <p>We have chosen media as our second optional topic as we believe it to be the most stimulating and thought provoking for our students. Equally, students existing knowledge generally compliments the teaching of the module, as well as the assessment of it. This module is at the end of our teaching framework because it involves perhaps the most critical and conceptual thinking, a lot of reference to postmodernism means that students must have the theoretical capabilities to</p>

						negotiate the critical analysis of contemporary issues and structures.
			<p>Term four - Paper 1 – Families and Households</p> <p><u>RECAP STARTER FOCUS – SPRING ONE EDUCATION CONTENT</u></p> <p>Students will:</p> <p>Identify, explain and be able to analyse and evaluate the following:</p> <ul style="list-style-type: none"> • Functions of families • Family forms • Conjugal role relationships • Changing relationships within families • Criticisms of families • Divorce <p>Theoretical perspectives, contemporary examples and key theorists (3.2) will be referred to and imbedded within the learning and teaching throughout the module.</p> <p>Why?</p> <p>Teaching both of the paper 1 modules within the first year makes sense both for students and in terms of teaching. Whilst the skills and assessment objectives within paper 1 are the same as paper 2, the modules themselves are easier for students to digest at this stage of their learning because of the elements of familiarity and reference to likely lived experiences/awareness of points of reference within the module. In addition, should Covid-19 restrictions disrupt learning in the future, conducting assessments from only one paper is easier.</p> <p>Assessment – end of topic assessment</p>	<p>Term three – Social stratification (paper 2)</p> <p><u>RECAP STARTER FOCUS – CRIME AND DEVIANCE</u></p> <p>Students will:</p> <p>Identify, explain and be able to analyse and evaluate the following:</p> <ul style="list-style-type: none"> - Functionalist theory of stratification - Socio-economic class - Life chances - Poverty as a social issue - Power and authority - Power relationships <p>Theoretical perspectives, contemporary examples, and key theorists (3.2) will be referred to and imbedded within the learning and teaching throughout the module.</p> <p>Why?</p> <p>This module, again, requires a depth of knowledge that requires students are comfortable with their theoretical knowledge and evaluative skills. Because of this, this module is best placed at this point in the students learning journey and this shall provide a good opportunity to stretch and challenge students and round off the course at the highest point of challenge.</p> <p>Assessment – end of module assessment</p>	<p>Term four – Theory and methods (part two)</p> <p><u>RECAP STARTER TASK FOCUS THIS TERM – EDUCATION</u></p> <p>Students will:</p> <p>Understand and evaluate research methods within the specific context of education.</p> <p>Critically analyse and evaluate key pieces of sociological research within the topic of education.</p> <p>Evaluate the significance of practical, ethical and theoretical factors in sociological research.</p> <p>Why?</p> <p>Theory and methods account for a significant number of marks within both Paper 1 and Paper 3 of the final exams. As such, we believe the emphasis on theory and methods understanding is just and will carry our students to the higher grade brackets- commonly, where students lose marks is on theory and methods AO2 & AO3 skills and we wish to directly confront this within our planning. By splitting the theory and methods topic up and sandwiching education in the middle, we are allowing students to apply critical skills to an existing schema of knowledge. Again, the intention is to scaffold their learning and encourage development in a manageable but challenging manner.</p>	<p>Term four – The Media (optional unit 2)</p> <p><u>RECAP STARTER TASK FOCUS THIS TERM – CRIME AND DEVIANCE</u></p> <p>Students will: (all with reference to theoretical perspectives outlined prior within the year)</p> <p>Understand and analyse the role of the new media and their significance for an understanding of the role of the media in contemporary society.</p> <p>Assess and evaluate the relationship between ownership and control of the media.</p> <p>Consider the relevance of the media within the context of globalisation and popular culture.</p> <p>Understand and critically evaluate the processes of selection and presentation of the content of the news.</p> <p>Assess and evaluate media representations of age, social class, ethnicity, gender, sexuality and disability.</p> <p>Analyse the relationship between the media, their content and presentation, and audiences.</p> <p>Why?</p> <p>Again, to teach this module effectively we shall aim to teach it over two terms. The focus of this term will be application, evaluation and emphasis on synoptic links with the prior content taught (of which there are MANY).</p>

Summer 1		<p>Term five - Paper 1 – Families and Households</p> <p><u>RECAP STARTER FOCUS – SPRING TWO FAMILIES CONTENT</u></p> <p>Students will:</p> <p>Identify, explain and be able to analyse and evaluate the following:</p> <ul style="list-style-type: none"> • Functions of families • Family forms • Conjugal role relationships • Changing relationships within families • Criticisms of families • Divorce <p>Theoretical perspectives, contemporary examples and key theorists (3.2) will be referred to and imbedded within the learning and teaching throughout the module.</p> <p>Why?</p> <p>Teaching both of the paper 1 modules within the first year makes sense both for students and in terms of teaching. Whilst the skills and assessment objectives within paper 1 are the same as paper 2, the modules themselves are easier for students to digest at this stage of their learning because of the elements of familiarity and reference to likely lived experiences/awareness of points of reference within the module. In addition, should Covid-19 restrictions disrupt learning in the future, conducting assessments from only one paper is easier.</p> <p>Assessment – end of topic assessment</p>	<p>Term four – Whole paper revision, exam refinement and knowledge solidification (Paper 1 & 2)</p> <p>Students will:</p> <ul style="list-style-type: none"> - Revisit key theorists and key terms associated with all modules covered so far. - Assess and understand the rationale behind model answers and mark schemes. - Refine exam skills and practice. <p>Why?</p> <p>Allowing an entire term for exam, revision and refinement will allow our students the best opportunity to synthesise their existing body of knowledge in a coherent and developed manner, with the assessment objectives in mind. This term the focus will be not just on knowledge, but how that knowledge should be constructed and ordered, with great emphasis on development of argument and writing skills.</p>	<p>Term five – Culture and Identity (Optional unit 1)</p> <p><u>RECAP STARTER TASK FOCUS THIS TERM – EDUCATION</u></p> <p>Students will: (all with reference to theoretical perspectives outlined prior within the year)</p> <p>Understand and evaluate the conception of culture is society including subculture, mass culture, folk culture, high and low culture, popular culture and global culture.</p> <p>Recognise the significance of the socialisation process and assess the role of the agencies of socialisation</p> <p>Assess and understand concepts of the self, identity and difference as both socially caused and socially constructed.</p> <p>Understand and evaluate the relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society.</p> <p>Critically evaluate the relationship of identity to production, consumption and globalisation.</p> <p>Why?</p> <p>We have chosen culture and identity as an optional module as we believe it to be the most engaging and relevant within the context of NIA. We are exceptionally lucky within NIA and see a huge amount of cultural diversity, by including this module we hope to be inclusive and celebrate the diversity afforded to us as a school via the discipline of sociology. In addition, the factors touched upon within this module raise important questions and issues within society that will provide synoptic links with other subjects (PSHE, geog, history) and contemporary political/societal issues.</p>	<p>Term five – Theory and methods revisit then refinement of knowledge and exam preparation</p> <p><u>RECAP STARTER FOCUS THIS TERM – MEDIA</u></p> <p>Students will: (all with reference to theoretical perspectives outlined prior within the year)</p> <p>Awareness of the following will be ensured:</p> <ul style="list-style-type: none"> • 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 • the relationship between positivism, interpretivism and sociological methods; the nature of ‘social facts’ • the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research • 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. • the relationship between Sociology and social policy. <p>Why?</p> <p>The opportunity to refine theoretical knowledge after all other modules have been completed will allow students a chance to reflect and apply. We hope this will strengthen their capability to make synoptic links within their writing- a must for grades B upwards. We also hope that allowing this entire term as a refinement and perfection term will create an opportunity to iron out any misconceptions whilst ensuring students are confident and secure in both their knowledge and exam skills.</p>
Summer 2		<p>Term six – Paper 1 & 2 – Research methods.</p> <p><u>RECAP STARTER FOCUS – SUMMER 1 FAMILIES CONTENT</u></p> <p>Students will:</p> <p>Identify, explain and be able to analyse and evaluate the following:</p> <ul style="list-style-type: none"> • Research design • Qualitative & quantitative data • Types of data • Primary & secondary sources • Interpretation of data • Practical issues • Ethical issues <p>Theoretical perspectives, contemporary examples and key theorists (3.2) will be referred to and imbedded within the learning and teaching throughout the module. For this</p>	<p>Exam leave??</p> <p>BOOKLETS REFLECTING EACH MODULE TAUGHT (EDUCATION, FAMILIES, C&D, SOCIAL STRAT) WILL BE GIVEN TO STUDENTS FOR THIS ASWELL AS ‘AO2’ BANKS, MODEL ANSWERS AND WRITING FRAMES THAT WE WILL HAVE USED AND REFERED TO THROUGHOUT THE YEAR.</p>	<p>Term six – Culture and Identity (Optional unit 1)</p> <p><u>RECAP STARTER FOCUS THIS TERM – THEORY AND METHODS</u></p> <p>Students will: (all with reference to theoretical perspectives outlined prior within the year)</p> <p>Understand and evaluate the conception of culture is society including subculture, mass culture, folk culture, high and low culture, popular culture and global culture.</p> <p>Recognise the significance of the socialisation process and assess the role of the agencies of socialisation</p> <p>Assess and understand concepts of the self, identity and difference as both socially caused and socially constructed.</p>	<p>STUDY LEAVE FOR SIXTH FORMERS:</p> <p>BOOKLETS REFLECTING EACH MODULE TAUGHT (EDUCATION, IDENTITY AND CULTURE, CRIME, THE MEDIA) WILL BE GIVEN TO STUDENTS FOR THIS ASWELL AS ‘AO2’ BANKS, MODEL ANSWERS AND WRITING FRAMES THAT WE WILL HAVE USED AND REFERED TO THROUGHOUT THE YEAR.</p>

		<p>module in particular this will involve analysing the research methods associated with the research of key theorists</p> <p><u>Why?</u></p> <p>By teaching this module before the holidays we plan to give students the opportunity to conduct a research project of their own over the summer holidays – we shall assess these when we return in year 11. Teaching this module here in more depth also presents an opportunity to reflect upon key research associated with both paper 1 modules (these must be referred to within higher band exam answers in detail). Furthermore, this module will touch upon elements taught within the first term of year 10 so this shall provide a scaffolded approach to learning and hopefully enhance understanding, engagement and knowledge retention.</p> <p>Assessment – end of topic assessment</p>		<p>Understand and evaluate the relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society.</p> <p>Critically evaluate the relationship of identity to production, consumption and globalisation.</p> <p>Why?</p> <p>As term five is a short term, teaching this unit over two terms will allow the depth it needs for students to apply the AO2 & AO3 skills necessary for those higher-grade brackets. Emphasis in this term will be more exam focused with a drive for application and analysis rather than just knowledge acquisition.</p>	
--	--	---	--	--	--

Every child deserves to be the best they can be