

|         | <u>Intent</u>   |   | <u>Implementation</u>   |  | <u>Impact</u>  |                   |
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|         | Students will be able to apply a ‘sociological imagination’ understanding the various perspectives of sociology that underline social theories on various topics. Students will understand the distinction between Positivist and Interpretivist research and be able to apply the adequate underlining methodology. Pupils should be able to critically evaluate and form opinions of various topics and theorist (e.g. Crime and Deviance, Education, Social Inequality). Leading to an understanding of the specification’s skills needed in the AQA exams questions. Through this student will develop their cultural capital and begin to understand how Sociology can provide skills for various professions. This will be achieved through regularly checked formative and summative assessment as well as scaffolded learning.  |   | In KS3 students will tackle a range of sociological topics through other humanities subjects- History, Geography, Religious Studies, CPE. Encouraging students to think about core elements of the ‘Sociological Imagination’, such as the connection between the Social, Political and Economic, as well as the distinction between macro and micro influence. Furthermore, ideas discussed in the Research Methods module will indirectly be explored in Maths (e.g. Mean, Median, Mode) lessons as well as key terminology in Science (e.g Sample, Validity, Reliability)<br><br>The GCSE will be implements over two years in KS4, embedding Social Research skills and core Sociological Perspectives through a range of learning approaches. Students will apply metacognitive techniques through consistent DO NOW tasks at the begging of every lesson as well as annual Dual Coding recall lessons or home works. Students will also be encouraged to apply Reflective Practices through their learning. Local and international case studies of sociological topics will be used to apply the core skills learnt in lessons. Students will be set regular flipped learning to help reflect on what has already been learnt outside of the lesson (whilst in the lesson). Finally, students will have annual assessment modelling and exam question work through lessons, to reflect on the application of the learning. |  | Students will begin to apply a Sociological Imagination, distinguishing between macro and micro interactions within societies. Furthermore, pupils will be inquisitive and critical about how to go about researching sociological topics in a valid and reliable way. The GCSE will not only act as a spring board for potential KS5 Sociology but also aid current GCSE’s on option, such as History, Geography or Science. This will be reflected through verbal class discussions, formative/summative assessments, homework and marking of books. |                   |
| Year 11 | <b><u>The Sociology of Crime and Deviance (Continued)</u></b><br><br>1. How do sociologists explain differences in criminal behaviour between social classes?<br>2. How do sociologists explain differences in criminal behaviour between men and women?<br>3. <a href="#">Recall &amp; exam skills</a><br>4. How do sociologists explain differences in criminal behaviour between different ethnic groups?<br>5. How do sociologists explain differences in criminal behaviour between different age groups?<br>6. <a href="#">Recall &amp; exam skills</a><br>7. What is informal social control?<br>8. What is formal social control?<br>9. <a href="#">Recall &amp; exam skills</a><br>10. How should society respond to criminal behaviour by young people?<br>11. What is the prison system designed to achieve?<br>12. <a href="#">Recall &amp; exam skills</a><br>13. How should society respond to violent crime?<br>14. How accurate is the reporting of crime by the media?<br>15. <a href="#">Recall &amp; exam skills</a><br>16. What are functionalist ideas about crime and deviance?<br>17. What are the alternative theories about crime and deviance?<br><br><b>18. End of unit assessment</b> | <b><u>Social Stratification</u></b><br><br>18. What is social stratification?<br>19. What is the functionalist view of social stratification?<br>20. <a href="#">Recall &amp; exam skills</a><br>21. What is socio economic class stratification?<br>22. What is the Marxist view of class?<br>23. <a href="#">Recall &amp; exam skills</a><br>24. What is the Weberian view of class?<br>25. What are life chances?<br>26. <a href="#">Recall &amp; exam skills</a><br>27. What is the affluent worker?<br>28. What is social mobility?<br>29. <a href="#">Recall &amp; exam skills</a><br>30. What is poverty?<br>31. What is relative deprivation?<br>32. <a href="#">Recall &amp; exam skills</a><br>33. <b>Recall of sociological theories.</b><br>34. <b>Half term assessment</b><br>35. <b>Modelling and review of theory questions.</b> | 36. What is the underclass?<br>37. What is globalisation?<br>38. <a href="#">Recall &amp; exam skills</a><br>39. What is the welfare state?<br>40. How did Weber define power?<br>41. <a href="#">Recall &amp; exam skills</a><br>42. What is political power? pt1<br>43. What is political power? Pt 2<br>44. <a href="#">Recall &amp; exam skills</a><br>45. What are power relationships?<br>46. What is patriarchy?<br>47. <a href="#">Recall &amp; exam skills</a><br>48. <b>Recall of sociological theories.</b><br>49. <b>Half term assessment</b><br>50. <b>Modelling and review of theory questions</b><br><br>51. Application of Sociological Imagination in Thurrock<br><br>52. Application of Sociological Imagination in Thurrock.<br><br>53. Application of Sociological Imagination in Thurrock.   | <b><u>Exam Revision Sessions</u></b><br><br><ul style="list-style-type: none"><li><b>Research Methods</b></li><li><b>The Sociology of Families</b></li><li><b>The Sociology of Education</b></li><li><b>The Sociology of Crime and Deviance</b></li><li><b>Social Stratification</b></li></ul> | <b><u>Exam Booster Sessions</u></b>  | <b><u>N/A</u></b> |

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|  | <p><b>Unit description</b></p> <p>The module will then explore the different theories that underline and attempt to explain why certain groups of people resort to criminality. Consensus approaches that explain a break down of social cohesion and values and Conflict approaches that state criminality is a response to various inequalities. This will be reinforced by looking at the different experiences of social stratifications (race, age, class, gender) with crime. Whether certain groups are more likely to be criminals or victims within society. Students will then apply the knowledge they have learnt this year to a local sociological study of Thurrock.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Knowledge</li><li>• Investigation</li><li>• Interpretation</li><li>• Evaluation</li><li>• Empathy</li><li>• Synthesis</li><li>• Blended and flipped learning independence</li></ul> <p><b>Assessment opportunities</b></p> <ul style="list-style-type: none"><li>• Baseline assessment</li><li>• Open ended questions</li><li>• Stretch and challenge in all tasks</li><li>• Differentiated outcome and scaffolding in all task</li><li>• Self-reflection in lesson plenaries</li><li>• Regular all class debates</li><li>• Pre-release styled activities.</li><li>• End of unit assessment</li></ul> <p><b>Cultural Capital &amp; School Intent:</b></p> <p>Students will explore through the application of a ‘sociological imagination’ how cultures and social structures are constantly changing within modern society. Students will explore how different education systems work and the various crimes that occur with the UK. Furthermore, students will directly learn what is meant by cultural capital by exploring Bourdieu’s Capitals.</p> <p>The course will consider the schools mission plan. ‘Achieving’ a strong comprehension of the belief systems within the local community. Furthermore, throughout the course the ‘believe’ will be expressed through encouraging students to consider how Sociology can be used in a GCSE and Post 16 education setting. Finally, the course will encourage British Value’s such as liberty, democracy and multiculturalism.</p> | <p><b>Unit description</b></p> <p>This unit will explore how Sociologists categorise individuals based on various identity stratifications (for example, class, gender, ethnicity). It will then explore why these social identifies are important and how they can be used to demonstrate how society influences groups of people. The module will also explore how various cultural, political and economic factors within the 21<sup>st</sup> century have influenced social identities. Whether it be looking at the impact of government reform or looking at geopolitical phenomena, such as globalisation. This will give students an idea not only of how sociology can be used to measure societal progress but also how to connect the local ‘sociological imagination’ to the global.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Knowledge</li><li>• Investigation</li><li>• Interpretation</li><li>• Evaluation</li><li>• Empathy</li><li>• Synthesis</li><li>• Blended and flipped learning independence</li></ul> <p><b>Assessment opportunities</b></p> <ul style="list-style-type: none"><li>• Baseline assessment</li><li>• Open ended questions</li><li>• Stretch and challenge in all tasks</li><li>• Differentiated outcome and scaffolding in all task</li><li>• Self-reflection in lesson plenaries</li><li>• Regular all class debates</li><li>• Pre-release styled activities.</li><li>• End of unit assessment</li></ul> <p><b>Cultural Capital &amp; School Intent:</b></p> <p>Students will explore through the application of a ‘sociological imagination’ how cultures and social structures are constantly changing within modern society. 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Modelling of exam answers will help structure information in a P.E.E format.</p> <p><b>Career and Professional Development:</b></p> <p>Students will explore a range of topics that will demonstrate how belief systems can influence a professional working capacity. Real life example from public and charity sector will be used regularly in lessons, explaining how social sciences can be applied in a career capacity. 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| Year 10 | <p><b><u>Introduction to Sociology</u></b></p> <p>54. What is sociology?</p> <p>55. What is the sociological legacy of Emile Durkheim?</p> <p>56. What is the sociological legacy of Karl Marx?</p> <p>57. What is the sociological legacy of Max Weber?</p> <p>58. What is the Functionalist Theory?</p> <p>59. What is the Marxist Theory?</p> <p>60. What is the Interactionist Theory?</p> <p>61. What is the Feminist Theory?</p> <p>62. What is the New Right Theory?</p> <p><b>63. Recall of sociological theories.</b></p> <p><b>64. Half term assessment</b></p> <p><b>65. Modelling and review of theory questions.</b></p> <p>66. Why are social structures important?</p> <p>67. What are social processes?</p> <p>68. What is a social issue?</p> <p>69. What is the difference between a Consensus and Conflict perspectives?</p> <p>70. What is the difference between Quantitative and Qualitative research?</p> <p>71. What is the nature vs nurture debate?</p> | <p>72. What is the difference between sex and gender?</p> <p>73. What is the difference between race and ethnicity?</p> <p>74. What are sociological facts and values?</p> <p><b>75. End of unit assessment.</b></p> <p><b><u>Research Methods</u></b></p> <p>76. What are the key decisions to make before beginning a research project?</p> <p>77. What is the scientific methodology?</p> <p>78. How do we assess the success or failure of sociological research?</p> <p>79. What is the British Sociological Association Ethical Code?</p> <p>80. What are primary sources?</p> <p>81. What are secondary sources?</p> <p>82. What are surveys?</p> <p>83. What is a sample frame?</p> <p>84. What is a questionnaire?</p> <p>85. What is an interview?</p> <p>86. What is an observation?</p> <p><b>87. Recall of theory and Methodologies.</b></p> <p><b>88. Half term assessment</b></p> <p><b>89. Modelling and review of theory/methodology questions.</b></p> | <p>90. What is quantitative data?</p> <p>91. What is a case study?</p> <p>92. What is a longitudinal study?</p> <p>93. What is an ethnography?</p> <p>94. What is a sociological experiment?</p> <p><b>95. End of unit assessment.</b></p> <p><b><u>The Sociology of families</u></b></p> <p>96. How do Sociologists define a family?</p> <p>97. What are the different types of family found in the UK?</p> <p>98. How have families changed in the UK over the last 50 years?</p> <p>99. What is the nuclear family?</p> <p>100. What are the alternatives to traditional families?</p> <p>101. How do families differ in different cultures?</p> <p>102. What is the Functionalist perspective on the role of the family?</p> <p>103. What are the Marxist and Feminist perspectives on the role of the family?</p> <p><b>104. Recall of family theories and methodology</b></p> <p><b>105. Half term assessment</b></p> <p><b>106. Modelling and review of methodology and family questions</b></p> <p>107. How have relationships within families changed over time?</p> <p>108. Is marriage in decline?</p> | <p>109. Why has the pattern of divorce changed in the UK since 1945?</p> <p>110. What are the consequences of divorce?</p> <p>111. What are the different Sociologists theories viewpoints about divorce?</p> <p>112. What are conjugal roles?</p> <p>113. What is the symmetrical family?</p> <p>114. How have relationships within families changed over time?</p> <p>115. What are functionalist sociologists’ thoughts on conjugal roles?</p> <p>116. What are Marxist and Feminist theorists’ thoughts on conjugal roles?</p> <p>117. How can we conduct research into the family?</p> <p><b>118. End of unit assessment</b></p> <p><b><u>The Sociology of Education</u></b></p> <p>119. Why do we have schools?</p> <p>120. How do schools act as an agency of socialisation?</p> <p>121. What is the relationship between education and capitalism?</p> <p>122. What are the different Sociological perspectives of education?</p> <p>123. What are the different types of schooling in the UK?</p> <p>124. What is alternative education?</p> <p>125. How different is state and private schooling?</p> | <p>126. How do we measure educational success?</p> <p>127. What external factors influence educational success?</p> <p>128. What internal factors inside a school influence educational success?</p> <p><b>129. Recall of education and theory.</b></p> <p><b>130. Half term assessment.</b></p> <p><b>131. Modelling and review of education and theory questions.</b></p> <p>132. What is the link between social class and educational achievement? (Part 1)</p> <p>133. What is the link between social class and educational achievement? (Part 2)</p> <p>134. What is the gender-based patter of educational achievement? (Part 1)</p> <p>135. What is the gender-based patter of educational achievement? (Part 2)</p> <p>136. How can we conduct research into education?</p> <p>137. What is the link between ethnicity and educational achievement?</p> <p>138. How have educational policies impacted patterns of educational achievement?</p> <p><b>139. End of unit assessment</b></p> <p><b><u>The Sociology of Crime and Deviance</u></b></p> <p>140. What is the difference between crime and deviance?</p> <p>141. How is crime measured?</p> <p>142. What are victim surveys?</p> <p>143. What do sociologists mean by crime and deviance being social constructed?</p> | <p>144. How has criminal and deviant behaviour been explained?</p> <p>145. How do sociologists explain differences in criminal behaviour between social classes?</p> <p>146. How do sociologists explain differences in criminal behaviour between men and women?</p> <p>147. How do sociologists explain differences in criminal behaviour between different ethnic groups?</p> <p>148. How do sociologists explain differences in criminal behaviour between different age groups?</p> <p>149. What is informal social control?</p> <p>150. What is formal social control?</p> <p>151. How should society respond to criminal behaviour by young people?</p> <p>152. What is the prison system designed to achieve?</p> <p>153. How should society respond to violent crime?</p> <p>154. How accurate is the reporting of crime by the media?</p> <p>155. What are functionalist ideas about crime and deviance?</p> <p>156. What are the alternative theories about crime and deviance?</p> <p><b>157. Recall Crime &amp; Deviance topics.</b></p> <p><b>158. End of unit assessment</b></p> <p><b>159. Modelling of Crime and Deviance Questions.</b></p> <p>160. Application of Sociological Imagination in Thurrock</p> <p>161. Application of Sociological Imagination in Thurrock</p> |
|         | <p><b><u>Unit description</u></b></p> <p>This unit will explore the key ideas and concepts associated with Sociology. Students will be aware of how Sociology became to be a discipline through the French Revolution and how the founding fathers (Durkheim, Max &amp; Weber) formed a subject basis. Pupils will be introduced to the key theories (Functionalism, Marxism, Interactionism, Feminisms) as well as the ontology that underpins them. The unit will also explore the basic ways of researching the world through qualitative and quantitative methodologies, as well as conceptualising various stratifications (Gender, Race, Class, Age).</p> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Knowledge</li><li>• Investigation</li><li>• Interpretation</li><li>• Evaluation</li><li>• Empathy</li><li>• Synthesis</li></ul>  | <p><b><u>Unit description</u></b></p> <p>Once students have explored the key theories of Sociology, they will then move on to how they support their ideas. This half term will concentrate on quantitative analysis and understand which approaches and situations are best suited for this ontology. Pupils will then understand the research process, understanding why research needs conceptualised and standardised questioning as well as how to have the most representative sampling frame for certain research projects. Students will also explore how sociologists should conduct themselves during the collection of data to avoid ethical issues or researcher bias/imposition.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Knowledge</li><li>• Investigation</li><li>• Interpretation</li><li>• Evaluation</li><li>• Empathy</li><li>• Synthesis</li></ul>   | <p><b><u>Unit description</u></b></p> <p>This will continue on with the Research Methods units. This half term will concentrate on the qualitative research methods used in the discipline. Students will understand why sociologists may value data rich in validity instead of reliability. Learning the various interpretivist research techniques: ethnography, observations, interviews, ect.</p> <p>Students will explore the different perspectives of the families function in society. This will explore consensus approaches, such as Functionalism, that promote traditional family types. Whilst looking at alternative conflict approaches, such as Feminism and Marxism, that promote diverse family types.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Knowledge</li><li>• Investigation</li><li>• Interpretation</li><li>• Evaluation</li><li>• Empathy</li><li>• Synthesis</li></ul>  | <p><b><u>Unit description</u></b></p> <p>Once the theories associated with the function of the family are learnt. Students will understand the various family demographics within the UK showing how the family has changed over the last 50 years and what it may look like in the future. The unit will then explore</p> <p>The sociology of education will explore the different theories of Educations function in society. This will explore consensus approaches, such as Functionalism, that suggest education is used to better society. Equally, exploring conflict approaches, such as Feminism and Marxism, that suggest current education systems reinforce power conflicts within society.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Knowledge</li><li>• Investigation</li></ul>  | <p><b><u>Unit description</u></b></p> <p>The second part od the Education unit will explore how social stratifications (gender, class, race) can have different experiences within the education, leading to various social inequalities. These inequalities will then be explored further by reviewing how consecutive government policies have tried to promote educational equity through various policy initiatives.</p> <p>The beginning of the Crime and Deviance module will explore how to research criminality as well as question how we should conceptualise crime. Questioning whether crime and deviance is actually a social construct.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Knowledge</li><li>• Investigation</li><li>• Interpretation</li><li>• Evaluation</li><li>• Empathy</li><li>• Synthesis</li><li>• Blended and flipped learning independence</li></ul>  | <p><b><u>Unit description</u></b></p> <p>The module will then explore the different theories that underline and attempt to explain why certain groups of people resort to criminality. Consensus approaches that explain a break down of social cohesion and values and Conflict approaches that state criminality is a response to various inequalities. This will be reinforced by looking at the different experiences of social stratifications (race, age, class, gender) with crime. Whether certain groups are more likely to be criminals or victims within society. Students will then apply the knowledge they have learnt this year to a local sociological study of Thurrock.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Knowledge</li><li>• Investigation</li><li>• Interpretation</li><li>• Evaluation</li><li>• Empathy</li><li>• Synthesis</li><li>• Blended and flipped learning independence</li></ul> <p><b>Assessment opportunities</b></p> <ul style="list-style-type: none"><li>• Baseline assessment</li></ul>   |



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Furthermore, students will directly learn what is meant by cultural capital by exploring Bourdieu’s Capitals.</p> <p>The course will consider the schools mission plan. ‘Achieving’ a strong comprehension of the belief systems within the local community. Furthermore, throughout the course the ‘believe’ will be expressed through encouraging students to consider how Sociology can be used in a GCSE and Post 16 education setting. Finally, the course will encourage British Value’s such as liberty, democracy and multiculturalism.</p> <p><b><u>Literacy and Numeracy:</u></b></p> <p>Students will build on numeracy skills, exploring various demographic statistics for each religion. English writing skills will be developed through written debates and persuasion tasks. 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