

	Autumn Term – Teacher 1 NB	Autumn Term – Teacher 2 LJ	Autumn Term – Teacher 3 RO	Spring Term – Teacher 1 NB	Spring Term – Teacher 2 LJ	Spring Term Teacher 3	Summer Term – Teacher 1 RO	Summer 1- Teacher 2 LJ	Summer 1 – Teacher 3
Content- WHAT will be learned? What previous learning can be linked?	<p>Introducing research methods. Being able to understand the difference between the two major approaches to Sociological research. Being able to understand how to use the PERVERT structure to evaluate the usefulness of them.</p> <p>If year 12 students have studied at GCSE this will be fundamentally reinforcing previous learning.</p> <p>Understanding how to write a MIC (Methods in Context) Question 20 marks</p> <p>Building on knowledge from fundamental principles of methodology from term 1 but applying it to contexts of education for Paper 1</p>	<p>Education</p> <p>Class , gender and ethnicity differences in achievement</p> <p>Internal and external factors</p>	<p><b>If there is an additional teacher – Methods will be split and MIC will be shared accordingly.</b></p>	<p>The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies</p> <p>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> <p>gender roles, domestic labour and power relationships within the family in contemporary society</p> <p>The nature of childhood, and changes in the status of children in the family and society</p> <p>demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation</p> <p>*SOW may change topic order but this module will be</p>	<p>Finish Gender and ethnicity if needed from Term 1.</p> <p>The role and functions of the education system, including its relationship to the economy and to class</p>	<p>Split families and households topics accordingly</p>	<p>Understanding sociological theory</p> <p>The basic introduction of the fundamental principles underpinning major theoretical perspectives with deeper analysis having covered the basics throughout the year with teacher 2 and 3</p> <p>Largely split into debates and theories – one teacher leads on debates the other on theories depending on hour ration of teacher time</p>	<p>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> <p>Start Crime and Deviance</p> <p>Early as possible.</p>	<p>Start Theory</p> <p>The distinction between primary and secondary data, and between quantitative and qualitative data</p> <p>The relationship between positivism, interpretivism and sociological methods; the nature of science and the extent to which Sociology can be regarded as scientific</p> <p>debates about subjectivity, objectivity and value freedom</p> <p>the concepts of modernity and post-modernity in relation to sociological theory of 'social facts'</p>

				taught at this point in the academic year.					
Skills- What will be developed?	<p>Students will be able to <i>understand</i> PERVERT paragraphing.</p> <p>Describe and evaluate a range of research methods. Quantitative and Qualitative differences and theoretical understanding of Positivism vs Interpretivism to use in evaluate.</p> <p>10 Marker and 20 marker extended writing practise</p> <p>Understanding how MIC questions are marked and how to reach Band 5 which is the top band. Being able to apply evaluation of the usefulness of a method to an education context</p>	<p>Reinforcement of the content covered in GCSE</p> <p>Describe, evaluate using PEEL paragraph structure the significant causes of underachievement both internally and externally to the school environment.</p> <p>How to answer 4/6 mark questions using the PEE structure</p>	<p>Understanding how MIC questions are marked and how to reach Band 5 which is the top band. Being able to apply evaluation of the usefulness of a method to an education context</p>	<p><b>Students are expected to know about trends.</b></p> <p><b>As a result of the trends there is a debate about diversity of structures so there is a need to discuss the relationship between the two, eg how do changes in childbearing (including numbers, timing, attitudes towards) have an impact on family/household structures? Couples and Domestic violence</b></p> <p><b>Different sociological explanations for the reasons and significance of these changes could allow students to access AO2 and AO3 marks, eg a feminist vs New Right debate.</b></p> <p><b>The sociology of personal life explores the role of choice and the expansion of relationships beyond traditional structures.</b></p>	<p>Understanding theoretical perspectives Marxism, Functionalism, New Right , Feminism and Postmodernism in relation to the role of education</p> <p>Apply that knowledge to essay questions and shorter questions using the PEELE/PEEL and PEE structure</p>	<p>An understanding of the DIs</p> <p>Major comparative slant when investigating these topics</p> <p>Development of vocabulary</p>	<p>Understanding of consensus, conflict, structural and social action theories the relationship between Sociology and social policy</p>	<p>How has the government changed the landscape of education from 1944 to the present day</p> <p>Analysing language for effect</p> <p>Essay writing</p> <p>Effect on audience</p> <p>Recognising key policies and evaluating their effectiveness of their aims</p>	<p>With teacher 1 reinforcing methodological differences this section covers the major debates and perspectives in sociological research</p> <p>Reinforces and brings together theory from year 1 and builds once more on GCSE methods</p>

<p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p>	<p>Positivism Interpretivism PERVERT Positivism Interpretivism Validity Reliability</p>	<p>Understanding of material and cultural deprivation and policies aimed to combat . Discussion of poverty and differences in life chances  Ethnicity and the impacts on achievement  Labelling, streaming and self fulfilling prophecy will be debated  Cultural capital and its impact on achievement</p>	<p>Understanding the context of each potential research characteristic – How to research parents? Students? Schools? Teachers? The strengths and weaknesses of using quantitative or qualitative methods in those contexts. Understanding key terms like gate keepers, impression management . Understanding the context of each potential research characteristic – How to research parents? Students? Schools? Teachers? The strengths and weaknesses of using quantitative or qualitative methods in those contexts. Understanding key terms like gate keepers, impression management .</p>	<p>This covers the 'pure theory' in this topic. How different perspectives view the role of the family both in general terms and more specifically its link to the economy.  Also mentions state policies – this has been a key focus in recent years.  When revising polices relating to the family it is important to go beyond description to be more analytical, eg discuss intention of the policies, impact they may have had, locate discussion within a theoretical context. Trends in marriage and other forms of relationships and the theoretical perspectives thereof.</p>	<p>Who benefits from education? Is Education a meritocracy? CAGE applied critically when analysing the benefits of education learned in term 1</p>	<p>Why and how do people experience childhood differently  What is the impact of demographic changes on social life?</p>	<p>What is the difference between structural and action approaches and how does this impact choice of method? Difference between conflict and consensus approaches previously learned at GCSE but now revisiting in more depth by bringing in neo Marxism  Should Sociologists get involved in social policy making?</p>	<p>Have the issues of class, gender and ethnicity and achievement been combated by the education reform? What is Marketisation and compensatory education?  What is the impact of globalisation on education?</p>	<p>Is Sociology a sciecn and can it be? What is the best way to study social behaviour micro or macro? What kind of society do we live in? Modernist versus postmodernis</p>
<p>SEND- how will support be seen? Seating plans? Simplified questions?</p>	<p>Key vocabulary books Studies glossary in books Essay help sheets Use of modelling and annotation under the visualiser Use of model answers Seating plans to identify any students who need extra help with extended writing and ensuring any visualiser work is checked live in lesson</p>	<p>Simplified essay plans using templates  Use of modelling and annotation under the visualiser Use of model answers Seating plans to identify any students who need extra help with extended writing and ensuring any visualiser work is checked live in lesson  Use of glossary and key studies books to help retrieval</p>	<p>Key vocabulary sheets Use of modelling and annotation under the visualiser Use of model answers  Additional sheets to help remember research characteristics</p>	<p>Use of the acronym PEELE/PEEL CLOGS for Postmodernism Use of modelling and annotation under the visualiser Use of model answers Seating plans to identify any students who need extra help with extended writing and ensuring any visualiser work is checked live in lesson</p>	<p>Key vocabulary sheets Use of modelling and annotation under the visualiser Use of model answers Essay templates</p>	<p>Detailed Writing plans are given in the PowerPoint slides including sentence stems  Model answers/ exemplars  Visualiser work</p>	<p>Be aware of seating plans established in term1 for students who struggle with the higher order thinking of abstract concepts. Ensure teacher checks any modelling on the visualiser has been understood by checking work live  Model answers after every EOT</p>	<p>Timelines used to help focus on scaffolded the chronology for phases of reform  Modelling Visualiser work</p>	<p>Detailed Writing plans are given in the PowerPoint slides including sentence stems  Model answers/ exemplars  Visualiser work</p>

Assessment- What? Why?	EOT booklets Progress checks Satchel quizzes Mix of timed exam practise and homework	EOTs after each section  Progress checks	EOTs after each section  Progress checks	EOT booklets Progress checks Satchel quizzes Mix of timed exam practise and homework  Mock 1 – Paper 1	EOT booklets Progress checks to check retrieval and progress of PEE and PEELE/ PEEL understanding	EOT booklets Progress checks to check retrieval and progress of PEE and PEELE/ PEEL understanding	Summer Mock 2 covers Paper 3 and this will enable a deeper understanding of the 10 marker question on methods as the theoretical understanding will be more sophisticated. EOT after each topic covered and progress check using assessment booklets. Crime topics that are covered will make up the questions.	EOT and progress checks after each phase of reform	EOT booklets Progress checks to check retrieval and progress of PEE and PEELE/ PEEL understanding
What memory for skills will be required- modelling? Concrete answers? Retrieval?	Learning of key concepts and studies associated with Interpretivism and Positivism Use of knowledge organisers to support  Learning of key research characteristics of different contexts and applying them	Knowledge of key studies and concepts for internal and external factors  Key polices for compensatory education  Building blocks for understanding issues in MIC in term 2 with teacher 1	Ensure students can apply acronyms accurately Use of books for glossary of studies and concepts  Learning of key research characteristics of different contexts and applying them	in Use of knowledge youtube videos to help Model answers	Knowledge of key studies and concepts for each theory  Building blocks for understanding principles of theory term 3 with teacher 1	There is also scope to make links to other bullet points in term 1, eg how policies impact on childhood; different experiences based on gender, household type etc; how far children exercise agency vs structural constraints etc	Retrieval of key characteristics of theories The chronology of theoretical perspectives understanding modernist theory Understanding and retrieval of key terminology linked to theories and studies , key theorists associated	Learning each phase of reform  Applying strengths and weaknesses and theory  Use of Knowledge organisers	Applying content to essays Retrieval of key characteristics of modernism and postmodernism Sociology being a science and the nature of science
Literacy- reading, extended accurate writing and oracy opportunities	Extended writing Spelling tests Access to videos folder to revise methods	Extended Writing Reading lists provided on note taking sheets Youtube videos and revision videos given in QR codes to help develop witing and understanding	Extended writing Spelling tests Access to videos folder to revise methods	Extended writing Reading lists provided on note taking sheets Youtube videos and revision videos given in QR codes to help develop witing and understanding	Extended writing Reading lists provided on note taking sheets Youtube videos and revision videos given in QR codes to help develop witing and understanding	Extended writing Reading lists provided on note taking sheets Youtube videos and revision videos given in QR codes to help develop witing and understanding	Extended writing for 20 markers and 10 markers	Reading lists provided on note taking sheets Youtube videos and revision videos given in QR codes to help develop witing and understanding	Extended writing Spelling tests Access to videos folder to revise methods

Numeracy/computing skills	Tracking progress graphs used to work out percentages and track progress of grades against targets	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Character development	Consideration of ethical situations of researching social behaviour – Should we use covert research Practical considerations of time and money when researching – is it worth doing ? Consideration of researching issues around students that may have experienced bullying/labelling/ material deprivation and cultural	Consideration of the impacts of class, gender and ethnicity in a school setting and home setting on achievement	Ethical, practical and theoretical consideration of issues around relationships between parents, students, teachers and schools Understanding researching issues around students that may have experienced bullying/labelling/ material deprivation and cultural	Consideration of how relationships can differ.  Impact of domestic violence and domestic division of labour Impact of policies can use personal experiences to help debate  Awareness of CAGE and the fundamental differences within family structures	Which theoretical perspectives is correct? What issues are most significant – class , gender or ethnicity?  How does globalisation impact the role of education and students’ experience of it?  Are these perspectives outdated – personal experience	Pupils need to be able express theoretical views clearly on a range of different topics  How to structure an argument effectively for essay questions	Consideration of social class , gender and the inequalities faced by social groups Captialism and its impacts on social groups Patriarchy and its impacts on gender inequality	A range of issues are presented in the poems that invite further discussion e.g. political agendas of governments Impacts of education on the economy Successfulness of policies to help combat poverty and racism and gender issues	Nature of the changing world and its impacts on researching social behaviour  Awareness of globalisation and the questioning of the nature of science and paradigms being socially constructed
Equality/Diversity opportunities	CAGE – impacts of class, age, gender and ethnicity of researcher  Studies taken from different countries and cultures	CAGE Consideration of impact on government policy .	Understanding issues related to poverty/ habitus/ethnicity within the classroom and home environment	Gender issues Ethnicity and family structures Class and impacts on social construction of family life and experiences  Policies aimed to combat inequality  Tolerance to diversity within society and families	CAGE Consideration of impact on the functions of education for social groups and the impacts on social mobility/ cultural capital	Cross cultural discussions are rewardable provided they are contextualised, eg within a wider debate about childhood /demographicsmay not be experienced the same way by all.  Ageism	Class and gender inequality within society – debating these issues and whether society is making progress	Consideration of poverty, gender, racism within society and education and what can be done policy wise to attack that Debates over marketisation and whether it stands to benefit all	Global awareness of social groups  Power and class within dominate fields like science
Homework/Independent learning	Satchel quizzes EOT exam questions	EOT’s Researching policies	Retrieval starter activities EOTs Reading lists	Satchel quizzes EOT exam questions Progress checks	Satchel quizzes EOT exam questions Progress checks	Satchel quizzes EOT exam questions Progress checks	Satchel quizzes to provide interleaving	EOTs Progress checks Researching policy timelines	Satchel quizzes EOT exam questions Progress checks
CIAG coverage/links	Critical thinking Analytical skills Balanced views	Critical thinking Reflection on personal experience	Jobs mentioned when appropriate and put on Instagram	Critical thinking Analytical skills Balanced views	Role of the teacher and links to	Role of policy making for demographics	Instagram updated when appropriate with information on careers within	Marketisation section closely looks at the	Critical thinking Analytical skills Balanced views

	<p>Instagram used to point out job opportunities in social research</p> <p>*All assesment booklets contain job links on the last page</p>			<p>Builds on from teacher 2 content in term 1. Careers in context pointed out in assesment booklets</p>	<p>careers in education</p>	<p>Links to social care and public services in demographics</p>	<p>sectors designed to help poverty/gender</p> <p>Social policy making section tackles the career in social research and stepping into policy making</p>	<p>impact of education on future jobs and the economy of the country</p>	
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