

Curriculum Map

Subject:

Sociology

Year Group: 9

	Autumn	Spring	Summer
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	<p>'Introduction to sociology' Students have no current knowledge of Sociology; therefore, this unit will introduce students to the subject. The students will learn what sociology is and how it differs from other disciplines by comparing to psychology and journalism. They will be taught the key concepts which underpin much of the sociology course and will be embed into their learning through years 9-11. They will learn concepts such as norms, values, roles, socialisation, canalisation, social structures. They will also be introduced to politics which will be covered in greater depth during the Year 11 Stratification unit.</p> <p>'Sociological Research methods' This unit will provide students with the knowledge of how sociologists gather data about specific topics. During this term students will be introduced to the two groups of sociologists: Interpretivists and Positivists, as well as the terminology such as quantitative, qualitative, validity, reliability and representativeness. This will lay the foundations for next term where students will learn the different research methods and how to evaluate them. Students will understand the research process by understanding how pilot studies work, how sampling techniques are used and the need for research evaluation once the research is completed.</p> <p>'Approaches to sociology – Sociological theory' During this term the students will learn the difference between macro/micro, consensus/conflict. They will then be introduced to the different perspectives, Marxism, Functionalism, New Right, Feminism, and Interaction and learn which category they fall into (conflict/consensus, Macro/Micro). This lays the foundations for sociological knowledge which will be applied through all aspects of the course.</p>	<p>'Sociological Research methods' continued – Students will taught how to effectively evaluate research methods by using PET (practical, ethical and theoretical considerations). They will then be introduced to primary methods of data collection, which includes, questionnaires, interviews, observation, longitudinal studies and ethnography. They will then move to looking at secondary sources of data collection. Each method will be evaluated using PET.</p> <p>'Approaches to sociology – Sociological theory' continued – After the first term where students were introduced to the different sociological perspectives and use of key terminology, students will now build on that knowledge by applying the sociological theory to the different topics which are studied in years 10 and 11. Students will begin with family, and will be briefly introduced to the functionalist, New Right, feminist and Marxist ideas of the family. After this they will move to understanding the perspectives ideas of Education, then Crime. This will give students a good basis of knowledge for moving into the final term and their learning in year 10 and year 11.</p>	<p>'Sociology in society' Students will start to take sociology out of the classroom and apply to everyday life by viewing different documentaries. The documentaries will be connected to the units of study in years 10 & 11. Whilst these documentaries might subject to change – they currently include 'School swap' where students can critically evaluate the Private Vs State school system in the UK; 'Rich house, Poor house' which explores the idea of class and wealth with students contemplating the idea of the class system in the UK. Students will also carry out a research task looking at crime in the local area and exploring crime prevention tactic. Students will apply their knowledge of sociological concepts and theories learnt in term 1 & 2 to sociology in society.</p> <p>'Developing exam skills' In order to prepare students for year 10, they will be introduced to 12 mark questions. Lessons will be scaffolded so that the skills required for the extended writing exam questions will be introduced and developed over time. Here students will understand how to effectively develop a PEELE paragraph structure and what is meant by the idea of evaluation and how to effectively do this in extended pieces of writing.</p>
Skills- What will be developed?	<p>AO1 – Knowledge and Understanding Developing new ideas of the world Assimilation Investigative Comparison / contrasting views of the social world Developing opinions Developing exam skills – 3 mark questions Developing verbal communication skills</p>	<p>AO1 – Knowledge and Understanding Developing new ideas of the world Assimilation Investigative Comparison / contrasting views of the social world Developing opinions Developing exam skills – 3 mark questions Developing verbal communication skills Making judgments Drawing reasoned conclusions</p>	<p>AO1 – Knowledge and Understanding AO2 – Application of knowledge and understanding of sociological theory, concepts, evidence, and methods. Relate</p> <p>Developing new ideas of the world Assimilation Investigative Comparison / contrasting views of the social world Developing opinions Developing exam skills – 3 mark questions Making judgments Drawing reasoned conclusions Constructing reasoned arguments Developing written communication skills</p>

<p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p>	<p>Students will be questioned via cold calling during the lesson. Questions such as 'What is sociology?' ' Students will be asked to respectfully voice their views towards a given social fact/issue/perspective – such as 'do women have greater equality in today's society?' Students will also begin to evaluate the different ideas, concepts, theories and methods through questions such as 'what is a limitation of sociologists using observations in sociological research?'</p> <p>Students will also be introduced to exam style questions – in year 9 we focus on 3 mark exam style questions. Every lesson students will be given an exam style question which they will apply knowledge gathered for example 'Identify and describe one example of a social structure.' (further questions can be found in students assessment books)</p>	<p>Students will be questioned through cold calling in the classroom based on specific classroom progress checks. Based on professional judgement, classroom teacher with deepen knowledge by asking questions like 'What is a limitation of a feminist perspective of society?' or 'How could sociologists strengthen their sociological research?'</p> <p>Students will also be introduced to exam style questions – in year 9 we focus on 3 mark exam style questions. Every lesson students will be given an exam style question which they will apply knowledge gathered for example 'Identify and describe one example of a social structure.' (further questions can be found in students assessment books)</p>	<p>Students will be questioned through cold calling whilst critically evaluating society. These will be 'big' questions such as 'what could a government do to overcome poverty in the UK?' 'How could police and governments prevent certain crime?' 'Are social classes still found in Britain?' 'Do private school create social inequality?'</p> <p>Students will also be introduced to exam style questions – in year 9 we focus on 3 mark exam style questions. Every lesson students will be given an exam style question which they will apply knowledge gathered for example 'Identify and describe one example of a social structure.' (further questions can be found in students assessment books) Students will also start to develop more exam skills through exploring the requirements for 4 and 12 mark questions. 4 mark questions will require AO1 – knowledge and understanding, AO2 – application of knowledge, whilst 12 mark questions will require AO3 – analysis and evaluation in addition to the above. Students will be asked to develop a well-rounded response identify different ideas and perspectives to a given question.</p>
<p>SEND- how will support be seen? Seating plans? Simplified questions?</p>	<p>Seating plans mixed and supportive. Modelling orally and in written form, written on the board and displayed on the visualiser. Self, peer and teacher assessed. Assessment requirements presented in student accessible terms, word banks and glossaries developed. Cold calling questions pitched at different levels, low stake quizzes used.</p>	<p>Seating plans mixed and supportive. Modelling orally and in written form, written on the board and displayed on the visualiser. Self, peer and teacher assessed. Assessment requirements presented in student accessible terms, word banks and glossaries developed. Cold calling questions pitched at different levels, low stake quizzes used.</p>	<p>Seating plans mixed and supportive. Modelling orally and in written form, written on the board and displayed on the visualiser. Self, peer and teacher assessed. Assessment requirements presented in student accessible terms, word banks and glossaries developed. Cold calling questions pitched at different levels, low stake quizzes used. Summary sheets to support with 12 mark questions. Revision tasks intertwined so students can refer back to previous knowledge when tackling 12 mark extended answer questions.</p>
<p>Assessment- What? Why?</p>	<p>Starter quizzes to test content knowledge and retrieval practice (interleaving) Homework quizzes to test content knowledge and retrieval practice (interleaving) Homework spelling tests Progress measure questions to develop AO1 Skills – Self, peer and teacher assessed – monitoring understanding of content and progress of exam skills Formal Ends of unit assessments – to identify understanding and gaps in knowledge.</p>	<p>Starter quizzes to test content knowledge and retrieval practice (interleaving) Homework quizzes to test content knowledge and retrieval practice (interleaving) Homework spelling tests Progress measure questions to develop AO1 Skills – Self, peer and teacher assessed – monitoring understanding of content and progress of exam skills Formal Ends of unit assessments – to identify understanding and gaps in knowledge.</p>	<p>Starter quizzes to test content knowledge and retrieval practice (interleaving) Homework quizzes to test content knowledge and retrieval practice (interleaving) Homework spelling tests Progress measure questions to develop AO1 Skills – Self, peer and teacher assessed – monitoring understanding of content and progress of exam skills Formal Ends of unit assessments – to identify understanding and gaps in knowledge.</p>
<p>What memory for learning skills will be required- modelling? Concrete answers? Retrieval?</p>	<p>Each lesson starts with retrieval practice, usually in the form of a quiz or another activity. Further into the course this will be interleaving.</p>	<p>Each lesson starts with retrieval practice, usually in the form of a quiz or another activity. Further into the course this will be interleaving.</p>	<p>Each lesson starts with retrieval practice, usually in the form of a quiz or another activity. Further into the course this will be interleaving.</p>

	<p>Modelling orally and in written form, displayed on either the visualiser, embedded in the PPT or on the board. Model answer used.</p> <p>Spelling tests and glossaries developed through each unit.</p>	<p>Modelling orally and in written form, displayed on either the visualiser, embedded in the PPT or on the board. Model answer used.</p> <p>Spelling tests and glossaries developed through each unit.</p>	<p>Modelling orally and in written form, displayed on either the visualiser, embedded in the PPT or on the board. Model answer used.</p> <p>Spelling tests and glossaries developed through each unit.</p> <p>Summer holiday tasks provided to continue practicing key knowledge.</p> <p>Reference to RAG checklist</p>
Literacy - reading, extended accurate writing and oracy opportunities	<p>Students will be expected to read different extracts from different sociological studies, news reports or accounts. Students will develop a glossary through each unit of key terminology. Students are required to present ideas in a written form and will be expected to develop their exam written answers through each unit, at this stage 3 mark questions are shorter responses.</p> <p>Oracy skills are developed through responding to oral questions and being able to develop a good level of communication in presenting their ideas and opinions respectfully.</p>	<p>Students will be expected to read different extracts from different sociological studies, news reports or accounts. Students will develop a glossary through each unit of key terminology. Students are required to present ideas in a written form and will be expected to develop their exam written answers through each unit, at this stage 3 mark questions are shorter responses.</p> <p>Oracy skills are developed through responding to oral questions and being able to develop a good level of communication in presenting their ideas and opinions respectfully.</p>	<p>Students will be expected to read different extracts from different sociological studies, news reports or accounts. Students will develop a glossary through each unit of key terminology. Students are required to present ideas in a written form and will be expected to develop their exam written answers through each unit. In this term students will begin to develop their extended writing skills by presenting perspectives to a given idea in a well formulated arguments using 2 PEELE paragraphs and a conclusion. (PEELE – Point, Explain, Evidence, Link and Evaluation).</p> <p>Oracy skills are developed through responding to oral questions and being able to develop a good level of communication in presenting their ideas and opinions respectfully.</p>
Numeracy /computing skills	<p>Students will be exposed to statistics regarding social issues such as poverty, gender equality and crime. They will be expected to make comparisons between these statistics and make conclusions from them.</p> <p>Within the research methods unit, students will begin to analyse trends and patterns of figures and statistics. They will be introduced to different sociological studies where numerical quantities are discussed in terms of sample sizes and outcomes. Students will be expected to draw conclusions from these.</p> <p>Students are expected to develop their computing skills through accessing their homework via satchel and uploading work when appropriate. Students are also encouraged to use the internet to keep up with current affairs from websites such as BBC Newsround and the BBC News page.</p>	<p>During this term in the Methods unit, students are expected to carry out a small-scale sociological research project. Students will analyse results, input quantitative data in the computer to create graphs where they will identify trends and patterns to draw conclusions.</p> <p>Students are expected to develop their computing skills through accessing their homework via satchel and uploading work when appropriate. Students are also encouraged to use the internet to keep up with current affairs from websites such as BBC Newsround and the BBC News page.</p>	<p>Students are expected to develop their computing skills through accessing their homework via satchel and uploading work when appropriate.</p> <p>Students are also encouraged to use the internet to keep up with current affairs from websites such as BBC Newsround and the BBC News page.</p> <p>2 & 4 mark exam question practice involves analysing graphs and data to answer the question.</p>
Character development	<p>Students will be learning about a variety of opinions and perspectives on different social topics. Students will develop the need for communication, compromise and reasoning when formulating their ideas and opinions. Students will develop how to work independently to build confidence. Students will build resilience when learning new ideas and skills, and will recognise how to improve their work and responses.</p>	<p>Students will be learning about a variety of opinions and perspectives on different social topics. Students will develop the need for communication, compromise and reasoning when formulating their ideas and opinions. Students will develop how to work independently to build confidence. Students will build resilience when learning new ideas and skills, and will recognise how to improve their work and responses.</p>	<p>Students will be learning about a variety of opinions and perspectives on different social topics. Students will develop the need for communication, compromise and reasoning when formulating their ideas and opinions. Students will develop how to work independently to build confidence. Students will build resilience when learning new ideas and skills, and will recognise how to improve their work and responses.</p> <p>Students will be increasingly more accepting to diversity by learning about peoples differences. Will explore this through events such as Pride, Stephen Lawrence day, different current affairs reports which are released.</p>

			Students will confidently discuss pivotal individuals in relation to equality and diversity and societal change, such as Stephen Lawrence, and be able to discuss big questions relating to change in society.
Equality/Diversity opportunities	The nature of sociology lends itself well to equality and diversity opportunities. Students will be introduced to a wide range of social issues, perspectives, and cultures. Students will analyse concepts in terms of the impact of Class, Gender, Age and Ethnicity on any given idea. They will learn, discuss, and evaluate sociological perspectives such as Feminism, Functionalism, Marxism and Interactionism, as well as identifying different political viewpoints. The outcome is to develop students who are socially aware.	The nature of sociology lends itself well to equality and diversity opportunities. Students will be introduced to a wide range of social issues, perspectives, and cultures. Students will analyse concepts in terms of the impact of Class, Gender, Age and Ethnicity on any given idea. They will learn, discuss, and evaluate sociological perspectives such as Feminism, Functionalism, Marxism and Interactionism, as well as identifying different political viewpoints. The outcome is to develop students who are socially aware.	The nature of sociology lends itself well to equality and diversity opportunities. Students will be introduced to a wide range of social issues, perspectives, and cultures. Students will analyse concepts in terms of the impact of Class, Gender, Age and Ethnicity on any given idea. They will learn, discuss, and evaluate sociological perspectives such as Feminism, Functionalism, Marxism and Interactionism, as well as identifying different political viewpoints. The outcome is to develop students who are socially aware. Recognising and celebrating people's differences through documentaries and discussions – e.g. the history of prejudice towards disability, Pride month, racism.
Homework/Independent learning	Homework will be set via satchel. Quizzes to check knowledge and understanding of lesson content. Quizzes for retrieval practice Spelling tests to learn key terminology Revision tasks for end of unit assessments – flashcards, revision clocks To watch/read and keep up to date with current affairs	Homework will be set via satchel. Quizzes to check knowledge and understanding of lesson content. Quizzes for retrieval practice Spelling tests to learn key terminology Revision tasks for end of unit assessments – flashcards, revision clocks To watch/read the news and keep up to date with current affairs. To complete sociological research task – parents/peers to answer questionnaires	Homework will be set via satchel. Quizzes to check knowledge and understanding of lesson content. Quizzes for retrieval practice Spelling tests to learn key terminology Revision tasks for end of unit assessments – flashcards, revision clocks To watch/read the news and keep up to date with current affairs. To complete extended writing responses to develop knowledge and understanding of the exam skills Summer homework – summary of learning and RAG check lists.
CIAG coverage/links	At the start of each unit students will be presented with a slide which highlights how the topic links to different careers. These careers include the following – <ul style="list-style-type: none"> • Government and Policy making (differing viewpoints and perspectives, analytical skills, laws/acts) • Police (crime rates, social issues) • Social care (social issues, family diversity) • Journalism (current affairs, writing skills, analytical skills) • Education (knowledge of the education system, social issues) • Law (crime prevention, social issues, Acts) 	At the start of each unit students will be presented with a slide which highlights how the topic links to different careers. These careers include the following – <ul style="list-style-type: none"> • Government and Policy making (differing viewpoints and perspectives, analytical skills, laws/acts) • Police (crime rates, social issues) • Social care (social issues, family diversity) • Journalism (current affairs, writing skills, analytical skills) • Education (knowledge of the education system, social issues) • Law (crime prevention, social issues, Acts) 	At the start of each unit students will be presented with a slide which highlights how the topic links to different careers. These careers include the following – <ul style="list-style-type: none"> • Government and Policy making (differing viewpoints and perspectives, analytical skills, laws/acts) • Police (crime rates, social issues) • Social care (social issues, family diversity) • Journalism (current affairs, writing skills, analytical skills) • Education (knowledge of the education system, social issues) • Law (crime prevention, social issues, Acts) Link to Top 10 Sociology University courses.

Curriculum Map

Subject:

Sociology

Year Group: 10

	Autumn	Spring	Summer
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	<p>'Family and Households'</p> <p>Students will be introduced to the concept of a 'family' and how sociologists are able to define what a family is in comparison to a 'household'. Within the first term of studying this unit students will cover and engage with family diversity in the UK, identify how the family structure has altered and changed to meet the requirements of a modern society. We will discuss and identify sociological explanations for changes to the family and what sociologists mean by the definition 'Nuclear family'. We will engage with the work of liberal feminist, Anne Oakley and explore alternatives to the family such as living in a Kibbutz. Students will then begin to apply their knowledge from year 9 regarding sociological perspectives to the family. Identifying what Functionalists, Marxist and feminists claim about family life. Students will study key works from Parsons, Delphy and Leonard and Zaretsky.</p> <p>'Education'</p> <p>Using knowledge gained in year 9 regarding sociological theory, students will begin the topic by exploring how the different sociological theories understand the education system. We will begin by covering functionalism, Marxism and Feminism. Students will examine the perspective on the need of education, in its current form, in the UK. Students will explore, analyse and evaluate the work of Parsons, Durkheim and Bowles and Gintis. Students will finish the term by exploring alternatives to the education system by analysing and evaluating the concept of deschooling, home-schooling and democratic schools.</p>	<p>'Family and Households'</p> <p>Students will carry on with studying the family in term two by exploring changing patterns of marriage and divorce, identifying sociological explanations for these changes, and exploring law changes such as the Marriage Act 2013. Students will analyse possible consequences of divorce and again apply their sociological knowledge of perspectives to views on divorce. Students will then begin to examine conjugal roles, and the key study 'Symmetrical family' by Willmott and Young.</p> <p>'Education'</p> <p>Students will continue their exploration of sociology and the education system by focusing on the strengths and weaknesses of private and state schools. Students will ensure their current knowledge of the types of schools found in the UK is correct and explore strengths and limitations of each.</p>	<p>'Preparation for mock'</p> <p>In the lead up to the first mock students will be guided through an exam paper, exploring and analysing exam questions and how to effectively revise. Students will have the opportunity to develop extended writing skills required for 12 mark marks.</p> <p>'Education'</p> <p>In the final term students will identify and explore how educational achievement can be impacted by internal and external factors such as labelling, speech codes and cultural capital. Students will then apply their knowledge of this to how class, gender and ethnicity can cause differences in educational attainment. Students will finish the unit by understanding different educational policy and how this can impact students.</p> <p>'Crime and Deviance'</p> <p>Students will develop their knowledge and understanding by exploring what is meant by 'crime' and 'deviance' and how sociologists define these. Students will develop an understanding of the social construction of crime and recognise how crime has changed over time, and cultures. Students will then move to explore how sociologists measure crime, studying and analysing the use of official crime statistics, victim surveys and self-report studies. Students will then begin to understand why some people commit crime. Students will explore and analyse the psychological, biological and sociological explanations of crime. Students will evaluate the work sociologists Cohen and Merton in their explanations of criminal behaviour.</p>
Skills- What will be developed?	<p>AO1 – Knowledge and Understanding</p> <p>AO2 – Application of knowledge and understanding of sociological theory, concepts, evidence and methods</p> <p>AO3 - Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> <p>Developing new ideas of the world</p> <p>Assimilation</p> <p>Investigative</p> <p>Comparison / contrasting views of the social world</p> <p>Developing opinions</p> <p>Securing 3 mark question skills exam skills – Developing 4 mark and 12 mark extended writing</p>	<p>AO1 – Knowledge and Understanding</p> <p>AO2 – Application of knowledge and understanding of sociological theory, concepts, evidence and methods</p> <p>AO3 - Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> <p>Developing new ideas of the world</p> <p>Assimilation</p> <p>Investigative</p> <p>Comparison / contrasting views of the social world</p> <p>Developing opinions</p> <p>Securing 3 mark and 4 mark questions skills – developing 12 mark extended writing skills</p>	<p>AO1 – Knowledge and Understanding</p> <p>AO2 – Application of knowledge and understanding of sociological theory, concepts, evidence, and methods.</p> <p>AO3 - Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p> <p>Developing new ideas of the world</p> <p>Assimilation</p> <p>Investigative</p> <p>Comparison / contrasting views of the social world</p> <p>Developing opinions</p> <p>Securing 3 mark and 4 mark questions skills – developing 12 mark extended writing skills</p>

	<p>Developing verbal communication skills Making judgments Drawing reasoned conclusions Developing skills around constructing reasoned arguments Developing written communication skills</p>	<p>Developing verbal communication skills Making judgments Drawing reasoned conclusions Developing skills around constructing reasoned arguments Developing written communication skills</p>	<p>Developing verbal communication skills Making judgments Drawing reasoned conclusions Constructing reasoned arguments Developing written communication skills</p> <p>The aim is that skills will be more secure as we move through the terms</p>
<p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p>	<p>Students will be questioned via cold calling during the lesson. Questions such as 'What is a family?' 'what is a household?' 'what is the function of the education system?' Students will be asked to respectfully voice their views towards a given social fact/issue/perspective – such as 'is family diversity important for a society?' Students will also begin to evaluate the different ideas, concepts, theories and methods through questions such as 'what is a limitation of marxist perspective of the education system'? or 'Is this sociological theory outdated to explain education in the modern world'?</p> <p>Students will build on the exam skills learnt in year 9, they will secure their understanding of the requirements of 3 mark skills and progress to developing 4 mark questions skills and then moving on to exploring, and developing 12 mark extended writing skills.</p>	<p>Students will be questioned through cold calling in the classroom based on specific classroom progress checks. Based on professional judgement, classroom teacher with deepen knowledge by asking questions like 'what is the consequence of divorce on both an individual and society'?</p> <p>Students will continue to deepen and improve on their exam skills by practicing 3-, 4-, and 12-mark exam questions. Particular focus will continue to be on 12 mark extended writing skills.</p>	<p>Students will be questioned through cold calling whilst critically evaluating society.</p> <p>Students will be secure in their 3- and 4-mark exam skills, and will continue to make improvement to 12 mark exam skills, identifying how to effectively evaluate and analyse a particular view point.</p>
<p>SEND- how will support be seen? Seating plans? Simplified questions?</p>	<p>Seating plans mixed and supportive. Modelling orally and in written form, written on the board and displayed on the visualiser. Self, peer and teacher assessed. Assessment requirements presented in student accessible terms, word banks and glossaries developed. Cold calling questions pitched at different levels, low stake quizzes used. Students will be provided with writing frames and PEELE paragraph structures.</p> <p>Summary sheets to support with 12 mark questions. Revision tasks intertwined so students can refer back to previous knowledge when tackling 12 mark extended answer questions.</p>	<p>Seating plans mixed and supportive. Modelling orally and in written form, written on the board and displayed on the visualiser. Self, peer and teacher assessed. Assessment requirements presented in student accessible terms, word banks and glossaries developed. Cold calling questions pitched at different levels, low stake quizzes used. Students will be provided with writing frames and PEELE paragraph structures.</p>	<p>Seating plans mixed and supportive. Modelling orally and in written form, written on the board and displayed on the visualiser. Self, peer and teacher assessed. Assessment requirements presented in student accessible terms, word banks and glossaries developed. Cold calling questions pitched at different levels, low stake quizzes used. Students will be provided with writing frames and PEELE paragraph structures.</p> <p>Students will be introduced to how to find examiner reports to identify how to make improvements to their own work linked to the mock test. Mock feedback guided lessons</p>

			Students given feedback sheets aft their mock to encourage self-reflection and improvement.
Assessment- What? Why?	<p>Starter quizzes to test content knowledge and retrieval practice (interleaving)</p> <p>Homework quizzes to test content knowledge and retrieval practice (interleaving)</p> <p>Homework spelling tests</p> <p>Progress measure questions to develop AO, AO2 and AO3 Skills – Self, peer and teacher assessed – monitoring understanding of content and progress of exam skills</p> <p>Formal Ends of unit assessments – to identify understanding and gaps in knowledge.</p>	<p>Starter quizzes to test content knowledge and retrieval practice (interleaving)</p> <p>Homework quizzes to test content knowledge and retrieval practice (interleaving)</p> <p>Homework spelling tests</p> <p>Progress measure questions to develop AO1, AO2, AO3 Skills – Self, peer and teacher assessed – monitoring understanding of content and progress of exam skills</p> <p>Formal Ends of unit assessments – to identify understanding and gaps in knowledge.</p>	<p>Starter quizzes to test content knowledge and retrieval practice (interleaving)</p> <p>Homework quizzes to test content knowledge and retrieval practice (interleaving)</p> <p>Homework spelling tests</p> <p>Progress measure questions to develop AO1, AO2, AO3 Skills – Self, peer and teacher assessed – monitoring understanding of content and progress of exam skills</p> <p>Formal Ends of unit assessments – to identify understanding and gaps in knowledge.</p> <p>Formal assessment in form of a Mock for paper 1</p>
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	<p>Each lesson starts with retrieval practice, usually in the form of a quiz or another activity. Further into the course this will be interleaving.</p> <p>Modelling orally and in written form, displayed on either the visualiser, embedded in the PPT or on the board. Model answer used.</p> <p>Spelling tests and glossaries developed through each unit.</p> <p>Introduced to effectively creating flashcards to support memory for learning</p>	<p>Each lesson starts with retrieval practice, usually in the form of a quiz or another activity. Further into the course this will be interleaving.</p> <p>Modelling orally and in written form, displayed on either the visualiser, embedded in the PPT or on the board. Model answer used.</p> <p>Spelling tests and glossaries developed through each unit.</p> <p>To continue building up flashcards with quick check questions – topics to be mixed to support with retrieval</p>	<p>Each lesson starts with retrieval practice, usually in the form of a quiz or another activity. Further into the course this will be interleaving.</p> <p>Modelling orally and in written form, displayed on either the visualiser, embedded in the PPT or on the board. Model answer used.</p> <p>Spelling tests and glossaries developed through each unit.</p> <p>To continue building up flashcards with quick check questions – topics to be mixed to support with retrieval</p>
Literacy- reading, extended accurate writing and oracy opportunities	<p>Students will be expected to read different extracts from different sociological studies, news reports or accounts. Students will develop a glossary through each unit of key terminology. Students are required to present ideas in a written form and will be expected to develop their exam written answers through each unit.</p> <p>Students will be guided through deepening their extended writing skills by presenting perspectives to a given idea in a well formulated arguments using 2 PEELE paragraphs and a conclusion. (PEELE – Point, Explain, Evidence, Link and Evaluation).</p> <p>Oracy skills are developed through responding to oral questions and being able to develop a good level of communication in presenting their ideas and opinions respectfully.</p>	<p>Students will be expected to read different extracts from different sociological studies, news reports or accounts. Students will develop a glossary through each unit of key terminology. Students are required to present ideas in a written form and will be expected to develop their exam written answers through each unit.</p> <p>Students will be guided through deepening their extended writing skills by presenting perspectives to a given idea in a well formulated arguments using 2 PEELE paragraphs and a conclusion. (PEELE – Point, Explain, Evidence, Link and Evaluation).</p> <p>Oracy skills are developed through responding to oral questions and being able to develop a good level of communication in presenting their ideas and opinions respectfully.</p>	<p>Students will be expected to read different extracts from different sociological studies, news reports or accounts. Students will develop a glossary through each unit of key terminology. Students are required to present ideas in a written form and will be expected to develop their exam written answers through each unit.</p> <p>Students will be guided through deepening and securing their extended writing skills by presenting perspectives to a given idea in a well formulated arguments using 2 PEELE paragraphs and a conclusion. (PEELE – Point, Explain, Evidence, Link and Evaluation).</p> <p>Oracy skills are developed through responding to oral questions and being able to develop a good level of communication in presenting their ideas and opinions respectfully.</p>
Numeracy/computing skills	<p>Students will be exposed to statistics regarding types of families found in the UK, for example. They will be expected to make comparisons between these statistics and make conclusions from them.</p> <p>Using knowledge acquired from the research methods unit in year 9, students will continue to analyse trends and patterns of figures and statistics. They will be continue to analyse different sociological studies where numerical quantities are discussed in terms of sample sizes and outcomes. Students will be expected to draw conclusions from these.</p>	<p>Students will be exposed to statistics regarding types of families found in the UK, for example. They will be expected to make comparisons between these statistics and make conclusions from them.</p> <p>Using knowledge acquired from the research methods unit in year 9, students will continue to analyse trends and patterns of figures and statistics. They will be continue to analyse different sociological studies where numerical quantities are discussed in terms of sample sizes and outcomes. Students will be expected to draw conclusions from these.</p>	<p>Students will be exposed to statistics regarding types of families found in the UK, for example. They will be expected to make comparisons between these statistics and make conclusions from them.</p> <p>Using knowledge acquired from the research methods unit in year 9, students will continue to analyse trends and patterns of figures and statistics. They will be continue to analyse different sociological studies where numerical quantities are discussed in terms of sample sizes and outcomes. Students will be expected to draw conclusions from these.</p>

	Students are expected to develop their computing skills through accessing their homework via satchel and uploading work when appropriate. Students are also encouraged to use the internet to keep up with current affairs from websites such as BBC Newsround and the BBC News page.	Students are expected to develop their computing skills through accessing their homework via satchel and uploading work when appropriate. Students are also encouraged to use the internet to keep up with current affairs from websites such as BBC Newsround and the BBC News page. To continue to deepen their analytical skills for the 2 and 4 mark questions which relate to graphs/statistics/data	Students are expected to develop their computing skills through accessing their homework via satchel and uploading work when appropriate. Students are also encouraged to use the internet to keep up with current affairs from websites such as BBC Newsround and the BBC News page. To secure their analytical skills for the 2 and 4 mark questions which relate to graphs/statistics/data
Character development	Students will be learning about a variety of opinions and perspectives on different social topics. Students will develop the need for communication, compromise and reasoning when formulating their ideas and opinions. Students will develop how to work independently to build confidence. Students will build resilience when learning new ideas and skills, and will recognise how to improve their work and responses.	Students will be learning about a variety of opinions and perspectives on different social topics. Students will develop the need for communication, compromise and reasoning when formulating their ideas and opinions. Students will develop how to work independently to build confidence. Students will build resilience when learning new ideas and skills, and will recognise how to improve their work and responses.	Students will be learning about a variety of opinions and perspectives on different social topics. Students will develop the need for communication, compromise and reasoning when formulating their ideas and opinions. Students will develop how to work independently to build confidence. Students will build resilience when learning new ideas and skills, and will recognise how to improve their work and responses. Students will confidently recognise how to reflect on their work and make improvements. They will be secure at self and peer assessing and interpreting the mark scheme to ensure improvements can continue to be made. Using the mock feedback forms, students will recognise 'what went well' and areas for improvements. They will know that mistakes are a way of developing.
Equality/Diversity opportunities	The nature of sociology lends itself well to equality and diversity opportunities. Students will be introduced to a wide range of social issues, perspectives, and cultures. Students will analyse concepts in terms of the impact of Class, Gender, Age and Ethnicity on any given idea. They will learn, discuss, and evaluate sociological perspectives such as Feminism, Functionalism, Marxism and Interactionism, as well as identifying different political viewpoints. The outcomes is to develop students who are socially aware.	The nature of sociology lends itself well to equality and diversity opportunities. Students will be introduced to a wide range of social issues, perspectives, and cultures. Students will analyse concepts in terms of the impact of Class, Gender, Age and Ethnicity on any given idea. They will learn, discuss, and evaluate sociological perspectives such as Feminism, Functionalism, Marxism and Interactionism, as well as identifying different political viewpoints. The outcomes is to develop students who are socially aware. Students will be aware of inequalities existing within different family types. They will be able to explain the gender division in some families, and recognise how this can be presented in unequal power relationships. Students will identify how different societal policies have been introduced to lead to greater equality, and discuss what equality for women in families might look like – e.g. choice of roles rather than expected roles.	The nature of sociology lends itself well to equality and diversity opportunities. Students will be introduced to a wide range of social issues, perspectives, and cultures. Students will analyse concepts in terms of the impact of Class, Gender, Age and Ethnicity on any given idea. They will learn, discuss, and evaluate sociological perspectives such as Feminism, Functionalism, Marxism and Interactionism, as well as identifying different political viewpoints. The outcomes is to develop students who are socially aware. Students will be presented with factors impacting educational success and confidently understand how this can lead to inequality. They will use sociological knowledge and understanding to explain how different educational policies have been introduced to tackle educational inequality. They will be reflective and evaluative when discussing if these policies have worked.
Homework/Independent learning	Homework will be set via satchel. Quizzes to check knowledge and understanding of lesson content. Quizzes for retrieval practice Spelling tests to learn key terminology Revision tasks for end of unit assessments – flashcards, revision clocks	Homework will be set via satchel. Quizzes to check knowledge and understanding of lesson content. Quizzes for retrieval practice Spelling tests to learn key terminology Revision tasks for end of unit assessments – flashcards, revision clocks	Homework will be set via satchel. Quizzes to check knowledge and understanding of lesson content. Quizzes for retrieval practice Spelling tests to learn key terminology Revision tasks for end of unit assessments – flashcards, revision clocks

	<p>To watch/read and keep up to date with current affairs To complete extended writing responses to develop knowledge and understanding of the exam skills</p>	<p>To watch/read the news and keep up to date with current affairs. To complete extended writing responses to develop knowledge and understanding of the exam skills</p>	<p>To watch/read the news and keep up to date with current affairs. To complete extended writing responses to develop knowledge and understanding of the exam skills Summer homework – revision/summary using revision booklets.</p>
<p>CIAG coverage/links</p>	<p>At the start of each unit students will be presented with a slide which highlight how the topic links to different careers. These careers include the following –</p> <ul style="list-style-type: none"> • Government and Policy making (differing viewpoints and perspectives, analytical skills, laws/acts) • Police (crime rates, social issues) • Social care (social issues, family diversity) • Journalism (current affairs, writing skills, analytical skills) • Education (knowledge of the education system, social issues) • Law (crime prevention, social issues, Acts) 	<p>At the start of each unit students will be presented with a slide which highlight how the topic links to different careers. These careers include the following –</p> <ul style="list-style-type: none"> • Government and Policy making (differing viewpoints and perspectives, analytical skills, laws/acts) • Police (crime rates, social issues) • Social care (social issues, family diversity) • Journalism (current affairs, writing skills, analytical skills) • Education (knowledge of the education system, social issues) • Law (crime prevention, social issues, Acts) 	<p>At the start of each unit students will be presented with a slide which highlight how the topic links to different careers. These careers include the following –</p> <ul style="list-style-type: none"> • Government and Policy making (differing viewpoints and perspectives, analytical skills, laws/acts) • Police (crime rates, social issues) • Social care (social issues, family diversity) • Journalism (current affairs, writing skills, analytical skills) • Education (knowledge of the education system, social issues) • Law (crime prevention, social issues, Acts) <p>Link to Top 10 universities and also start discussing Copleston 6th form options.</p>

Curriculum Map

Subject:

Sociology

Year Group: 11

	Autumn	Spring	Summer
<p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p>	<p>'Crime and Deviance' After recapping what was studied in the final term of year 10, students will deepen their knowledge of sociology and crime. They will use their knowledge of sociological theory and apply this knowledge to understanding Gender and class and offending rates. Students will use Marxist to help explain and analyse class and offending. They will use Feminism to explain and analyse gender and offending rates. Students will move to explore interactionist viewpoint towards offending and use knowledge of labelling from the education unit and apply to crime. Students will then analyse ethnicity and offending rates, exploring real life examples of Stephen Lawrence murder and the McPherson report. Students will be asked to evaluate the different sociological perspectives. Students will then analyse age and offending and explore young offender through contemporary examples. Students will explore the prison system in the UK and evaluate the effectiveness of it. Students will finish this unit by looking at the impact of media of creating crime, and evaluate whether the media can be blamed.</p> <p>'Social stratification' Students begin this unit by revisiting the functionalist view of education and society in order to apply Davis and Moore's key study to this. They analyse how education is meritocratic and how social class is not ascribed. They will evaluate this view by revisiting the Marxist view of the class system and identifying how society is unequal and exploitative towards the working class by the ruling class. Students will then be introduced to the sociologist Weber and his view towards class. They will end this term exploring life chances connected to class.</p> <p>'Key Studies Revision' This unit is an opportunity to revise and refresh their memories regarding the family and household key studies. Here students will identify the work of Oakley, Parsons, Delphy and Leonard, Rapoport and Rapoport and Zaretsky. Students will apply their knowledge to 4 mark Method in context questions and also 12 mark extended writing questions.</p>	<p>'Social Stratification' Students will continue their understanding of social stratification by analysing the affluent worker study and evaluating the limitations of this study. Students will then move to looking and examining the social issue, poverty and looking at the New Right view of the 'underclass' within Britain. Students will then have the opportunity to analyse and evaluate the impact of globalisation on poverty worldwide. Students will complete the unit of study by exploring the concept of 'power' and how power can be negatively used in contemporary society.</p> <p>'Key Exam Skills' This unit is fluid and will change depending on the needs and progress of the students. The unit is designed to build students confident and progress in the more difficult exam questions which include Methods in context questions (4 marks) and 12 mark extended writing questions. As a class we will analyse the questions, revise the sociological content, theory and methods required and apply this to the question. This will be based on all four units and students progress will guide us to specific questions to examine.</p> <p>'Key Studies Revision' This unit is an opportunity to revise and refresh their memories regarding the education key studies. Here students will identify the work of Ball, Heath, Bowles and Gintis, Durkheim, Parsons and Willis. Students will apply their knowledge to 4 mark Method in context questions and also 12 mark extended writing questions.</p>	<p>'Key Exam Skills' This unit is fluid and will change depending on the needs and progress of the students. The unit is designed to build students confident and progress in the more difficult exam questions which include Methods in context questions (4 marks) and 12 mark extended writing questions. As a class we will analyse the questions, revise the sociological content, theory and methods required and apply this to the question. This will be based on all four units and students progress will guide us to specific questions to examine.</p> <p>'Key studies Revision' This unit is an opportunity to revise and refresh their memories regarding the Crime and Deviance key studies. Here students will identify the work of Becker, Merton, Cohen, Heidensohn, Carlen. Students will apply their knowledge to 4 mark Method in context questions and also 12 mark extended writing questions.</p>

<p>Skills- What will be developed?</p>	<p>AO1 – Knowledge and Understanding AO2 – Application of knowledge and understanding of sociological theory, concepts, evidence and methods AO3 - Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions. Developing new ideas of the world Assimilation Investigative Comparison / contrasting views of the social world Developing opinions Securing exams skills for all types of questions Developing verbal communication skills Making judgments Drawing reasoned conclusions Constructing reasoned arguments Developing written communication skills</p>	<p>AO1 – Knowledge and Understanding AO2 – Application of knowledge and understanding of sociological theory, concepts, evidence and methods AO3 - Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions. Developing new ideas of the world Assimilation Investigative Comparison / contrasting views of the social world Developing opinions Developing verbal communication skills Making judgments Drawing reasoned conclusions Constructing reasoned arguments Developing written communication skills</p>	<p>AO1 – Knowledge and Understanding AO2 – Application of knowledge and understanding of sociological theory, concepts, evidence, and methods. AO3 - Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions. Developing new ideas of the world Assimilation Investigative Comparison / contrasting views of the social world Developing opinions Securing exam skills for all types of questions Developing verbal communication skills Making judgments Drawing reasoned conclusions Constructing reasoned arguments Securing written communication skills</p>
<p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p>	<p>Students will be questioned via cold calling during the lesson. Questions such as 'Do social classes still exist in the UK?' Students will be asked to respectfully voice their views towards a given social fact/issue/perspective – such as 'is family diversity important for a society?' Students will also begin to evaluate the different ideas, concepts, theories and methods through questions such as 'What is a limitation of Davis and Moore's study?'</p> <p>Students will build on the exam skills learnt in year 9 and 10, they will secure their understanding of the requirements of 3 mark skills and progress to developing 4 mark questions skills and then moving on to exploring, and developing 12 mark extended writing skills.</p>	<p>Students will be questioned through cold calling in the classroom based on specific classroom progress checks. Based on professional judgement, classroom teacher with deepen knowledge by asking questions like 'Does gender impact life chances?'</p> <p>Students will continue to deepen and improve on their exam skills by practicing 3-, 4-, and 12-mark exam questions. Particular focus will continue to be on 12 mark extended writing skills.</p>	<p>Students will be questioned through cold calling whilst critically evaluating society.</p> <p>Students will be secure in their 3- and 4-mark exam skills, and will continue to make improvement to 12 mark exam skills, identifying how to effectively evaluate and analyse a particular view point.</p>
<p>SEND- how will support be seen? Seating plans? Simplified questions?</p>	<p>Seating plans mixed and supportive. Modelling orally and in written form, written on the board and displayed on the visualiser. Self, peer and teacher assessed. Assessment requirements presented in student accessible terms, word banks and glossaries developed. Cold calling questions pitched at different levels, low stake quizzes used. Students</p>	<p>Seating plans mixed and supportive. Modelling orally and in written form, written on the board and displayed on the visualiser. Self, peer and teacher assessed. Assessment requirements presented in student accessible terms, word banks and glossaries developed. Cold calling questions pitched at different levels, low stake quizzes used. Students will be provided with writing frames and PEELE paragraph structures.</p>	<p>Seating plans mixed and supportive. Modelling orally and in written form, written on the board and displayed on the visualiser. Self, peer and teacher assessed. Assessment requirements presented in student accessible terms, word banks and glossaries developed. Cold calling questions pitched at different levels, low stake quizzes used. Students will be provided with writing frames and PEELE paragraph structures.</p>

	will be provided with writing frames and PEELE paragraph structures.	Continued use of Mock feedback sheets Continued use of guided mock feedback lessons Use of examiner feedback from exam board – students can recognise where they can improve	Continued use of Mock feedback sheets Continued use of guided mock feedback lessons Use of examiner feedback from exam board – students can recognise where they can improve Walk through mocks – students to work on timings – with a particular focus on writing 12 mark answers.
Assessment- What? Why?	Starter quizzes to test content knowledge and retrieval practice (interleaving) Homework quizzes to test content knowledge and retrieval practice (interleaving) Homework spelling tests Progress measure questions to develop AO, AO2 and AO3 Skills – Self, peer and teacher assessed – monitoring understanding of content and progress of exam skills Formal Ends of unit assessments – to identify understanding and gaps in knowledge. Mock exam – Paper 1	Starter quizzes to test content knowledge and retrieval practice (interleaving) Homework quizzes to test content knowledge and retrieval practice (interleaving) Homework spelling tests Progress measure questions to develop AO1, AO2, AO3 Skills – Self, peer and teacher assessed – monitoring understanding of content and progress of exam skills Formal Ends of unit assessments – to identify understanding and gaps in knowledge. Mock exam – Paper 2	Starter quizzes to test content knowledge and retrieval practice (interleaving) Homework quizzes to test content knowledge and retrieval practice (interleaving) Homework spelling tests Progress measure questions to develop AO1, AO2, AO3 Skills – Self, peer and teacher assessed – monitoring understanding of content and progress of exam skills Formal Ends of unit assessments – to identify understanding and gaps in knowledge. Walk through Mock – Paper 1 and 2
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Each lesson starts with retrieval practice, usually in the form of a quiz or another activity. Further into the course this will be interleaving. Modelling orally and in written form, displayed on either the visualiser, embedded in the PPT or on the board. Model answer used. Spelling tests and glossaries developed through each unit. Continue to create flashcards and use to support retrieval	Each lesson starts with retrieval practice, usually in the form of a quiz or another activity. Further into the course this will be interleaving. Modelling orally and in written form, displayed on either the visualiser, embedded in the PPT or on the board. Model answer used. Spelling tests and glossaries developed through each unit. Continue to create flashcards and use to support retrieval Encourage students to practice 12 mark questions independently and identify key information that can be applied generically.	Each lesson starts with retrieval practice, usually in the form of a quiz or another activity. Further into the course this will be interleaving. Modelling orally and in written form, displayed on either the visualiser, embedded in the PPT or on the board. Model answer used. Spelling tests and glossaries developed through each unit. Continue to create flashcards and use to support retrieval Encourage students to practice 12 mark questions independently and identify key information that can be applied generically
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	<p>Using knowledge acquired from the research methods unit in year 9, students will continue to analyse trends and patterns of figures and statistics. They will be continue to analyse different sociological studies where numerical quantities are discussed in terms of sample sizes and outcomes. Students will be expected to draw conclusions from these.</p> <p>Students are expected to develop their computing skills through accessing their homework via satchel and uploading work when appropriate. Students are also encouraged to use the internet to keep up with current affairs from websites such as BBC Newsround and the BBC News page.</p> <p>To effectively navigate the Exam board page to retrieve past papers and mark schemes to support revision.</p>	<p>Using knowledge acquired from the research methods unit in year 9, students will continue to analyse trends and patterns of figures and statistics. They will be continue to analyse different sociological studies where numerical quantities are discussed in terms of sample sizes and outcomes. Students will be expected to draw conclusions from these.</p> <p>Students are expected to develop their computing skills through accessing their homework via satchel and uploading work when appropriate. Students are also encouraged to use the internet to keep up with current affairs from websites such as BBC Newsround and the BBC News page.</p> <p>To effectively navigate the Exam board page to retrieve past papers and mark schemes to support revision. To use YouTube to access revision videos from Tutor2U</p>	<p>Using knowledge acquired from the research methods unit in year 9, students will continue to analyse trends and patterns of figures and statistics. They will be continue to analyse different sociological studies where numerical quantities are discussed in terms of sample sizes and outcomes. Students will be expected to draw conclusions from these.</p> <p>Students are expected to develop their computing skills through accessing their homework via satchel and uploading work when appropriate. Students are also encouraged to use the internet to keep up with current affairs from websites such as BBC Newsround and the BBC News page.</p> <p>To effectively navigate the Exam board page to retrieve past papers and mark schemes to support revision. To use YouTube to access revision videos from Tutor2U To use Quizlet to design and create revision materials that can be accessed on mobile devices. Listen to revision podcasts on a mobile device.</p>
Character development	<p>Students will be learning about a variety of opinions and perspectives on different social topics. Students will develop the need for communication, compromise and reasoning when formulating their ideas and opinions. Students will develop how to work independently to build confidence. Students will build resilience when learning new ideas and skills, and will recognise how to improve their work and responses.</p> <p>They will be secure at self and peer assessing and interpreting the mark scheme to ensure improvements can continue to be made.</p> <p>Using the mock feedback forms, students will recognise ‘what went well’ and areas for improvements.</p> <p>They will know that mistakes are a way of developing.</p>	<p>Students will be learning about a variety of opinions and perspectives on different social topics. Students will develop the need for communication, compromise and reasoning when formulating their ideas and opinions. Students will develop how to work independently to build confidence. Students will build resilience when learning new ideas and skills, and will recognise how to improve their work and responses.</p> <p>They will be secure at self and peer assessing and interpreting the mark scheme to ensure improvements can continue to be made.</p> <p>Using the mock feedback forms, students will recognise ‘what went well’ and areas for improvements.</p> <p>They will know that mistakes are a way of developing.</p>	<p>Students will be learning about a variety of opinions and perspectives on different social topics. Students will develop the need for communication, compromise and reasoning when formulating their ideas and opinions. Students will develop how to work independently to build confidence. Students will build resilience when learning new ideas and skills, and will recognise how to improve their work and responses.</p> <p>Using the mock feedback forms, students will recognise ‘what went well’ and areas for improvements.</p> <p>They will know that mistakes are a way of developing.</p>
Equality/Diversity opportunities	<p>The nature of sociology lends itself well to equality and diversity opportunities. Students will be introduced to a wide range of social issues, perspectives, and cultures. Students will analyse concepts in terms of the impact of Class, Gender, Age and Ethnicity on any given idea. They will learn, discuss, and evaluate sociological perspectives such as Feminism, Functionalism, Marxism and Interactionism, as well as identifying different political viewpoints. The outcomes is to develop students who are socially aware.</p> <p>Through studying crime, students will compare crime rates based on class, gender and ethnicity. Students will explore how measures have been taken to promote equality and divserity within the criminal justice system in the UK. They will explore the case of Stephen</p>	<p>The nature of sociology lends itself well to equality and diversity opportunities. Students will be introduced to a wide range of social issues, perspectives, and cultures. Students will analyse concepts in terms of the impact of Class, Gender, Age and Ethnicity on any given idea. They will learn, discuss, and evaluate sociological perspectives such as Feminism, Functionalism, Marxism and Interactionism, as well as identifying different political viewpoints. The outcomes is to develop students who are socially aware.</p> <p>Students will develop an understanding of prejudice and discrimination based on factors such as sexuality, ethnicity, disability, gender, and they will explore ways in which in equality has been overcome. Through this they will understand the diversity in Britain and identify policies which have been implemented to overcome inequality.</p>	<p>The nature of sociology lends itself well to equality and diversity opportunities. Students will be introduced to a wide range of social issues, perspectives, and cultures. Students will analyse concepts in terms of the impact of Class, Gender, Age and Ethnicity on any given idea. They will learn, discuss, and evaluate sociological perspectives such as Feminism, Functionalism, Marxism and Interactionism, as well as identifying different political viewpoints. The outcomes is to develop students who are socially aware.</p> <p>By exploring different sociological studies, students will identify how research has exposed in equality and diversity within societies and identify how different sociologists explain the solution so that equality and diversity is achieved.</p>

	Lawrence and recognise how institutional racism was presented in this and how the McPherson report suggested ways to promote equality.		
Homework/Independent learning	Homework will be set via satchel. Quizzes to check knowledge and understanding of lesson content. Quizzes for retrieval practice Spelling tests to learn key terminology Revision tasks for end of unit assessments – flashcards, revision clocks To watch/read and keep up to date with current affairs To complete extended writing responses to develop knowledge and understanding of the exam skills	Homework will be set via satchel. Quizzes to check knowledge and understanding of lesson content. Quizzes for retrieval practice Spelling tests to learn key terminology Revision tasks for end of unit assessments – flashcards, revision clocks To watch/read the news and keep up to date with current affairs. To complete extended writing responses to develop knowledge and understanding of the exam skills	Homework will be set via satchel. Quizzes to check knowledge and understanding of lesson content. Quizzes for retrieval practice Spelling tests to learn key terminology Revision tasks for end of unit assessments – flashcards, revision clocks To watch/read the news and keep up to date with current affairs. To complete extended writing responses to develop knowledge and understanding of the exam skills
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