

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
<b>YEAR 10 -</b>	<p><b>Lessons Overview:</b></p> <p><b>Families and Households</b> Families have been changing and developing over the last 50 years; how are they changing? Why are they changing? Is this good for society? Is divorce good or bad? We investigate this through the following topics:</p> <ol style="list-style-type: none"> <li>1. What is the difference between a family and a household?</li> <li>2. Family Diversity - Role of the family</li> <li><b>3. Cultural differences in the family</b></li> <li><b>4. How the family has changed over time</b></li> <li>5. Theories on the family (Func, Marx, Fem, New Right, PM/PLP)</li> <li>6. The symmetrical family</li> </ol> <p><b>Skills:</b> Sociological imagination, analysis, explanation, description, critical thinking</p>	<p><b>Families and Households</b></p> <ol style="list-style-type: none"> <li>7. Intro to Family Social policies</li> <li>8. Changing family patterns – why has marriage declined?</li> <li>9. Divorce</li> <li>10. Domestic violence</li> <li>11. Childhood over time</li> <li>12. Exam paper</li> <li>13. Feedback</li> </ol> <p><b>Skills:</b> Empathy, analysis, explanation, description, evaluation, statistics</p>	<p><b>Research Methods</b> <b>Sociologists use particular research methods to investigate phenomena in society. Students will learn different methods and how to evaluate their usefulness:</b></p> <ol style="list-style-type: none"> <li>1. How do sociologists do research?</li> <li>2. Types of data</li> <li>3. Sampling</li> <li>4. Questionnaires</li> <li>5. Evaluating questionnaires</li> <li>6. Interviews</li> <li>7. Evaluating interviews</li> <li>8. Observations</li> <li>9. Evaluating observations</li> <li>10. How to answer methods in context questions</li> </ol> <p><b>Skills:</b> Analysis, data analysis, evaluation, identifying patterns and trends, understanding research methods in context.</p>	<p><b>Education</b> <b>Education impacts so many areas in society; we will look at how it functions, different types of schools, and whether education as it stands in the UK is the most beneficial type of schooling.</b></p> <ol style="list-style-type: none"> <li>1. The role of education</li> <li>2. Functionalist view</li> <li>3. Marxist view</li> <li>4. Paul Willis' study</li> <li>5. Feminist view</li> <li>6. Interactionist view</li> <li>7. Educational Policy/ types of schools</li> <li>8. Deschooling</li> </ol> <p><b>Skills:</b> Sociological imagination, analysis, explanation, description, critical thinking</p>	<p><b>Education</b></p> <ol style="list-style-type: none"> <li>9. Gender and education</li> <li>10. Class and education</li> <li>11. Ethnicity and education</li> <li>12. Internal factors</li> <li>13. External factors</li> <li>14. Test</li> <li>15. Feedback</li> </ol> <p><b>Skills:</b> Exam skills- reading the question, identifying command words, analysis, explanation, evaluation, understanding research methods in context.</p>	<p>-Revision recap on families, education, and research methods</p> <p>-Exam skills</p> <p><b>Skills:</b> Exam skills- reading the question, identifying command words, analysis, explanation, evaluation, understanding research methods in context.</p>
<b>YEAR 11 -</b>	<p><b>Crime and Deviance</b> Why are people criminal? Are some groups more likely to be criminal in society? How is this measured, and can we rely on these statistics? Do rich people commit crime and do they just get away with it?</p> <ol style="list-style-type: none"> <li>1. What is crime and deviance?</li> <li>2. How is crime measured?</li> <li>3. Social order and social control</li> <li>4. Functionalism views</li> <li>5. Marxist views</li> <li>6. Feminist views</li> <li>7. Interactionist views</li> <li>8. Media and crime</li> </ol> <p><b>Skills:</b> Sociological imagination, analysis, explanation, description, critical thinking; linking current events, evaluation, data analysis</p>	<p><b>Crime and deviance</b></p> <ol style="list-style-type: none"> <li>9. Class and crime</li> <li>10. Ethnicity and crime</li> <li>11. Gender and crime</li> <li>12. Prisons</li> </ol> <p><b>Social stratification</b> How is society divided? Why do we have classes? Are classes necessary for society to work and flourish? Why might certain people have less power and authority in society? Are benefits good for society? Does patriarchy still exist?</p> <ol style="list-style-type: none"> <li>1. What is social stratification?</li> <li>2. Functionalism views</li> <li>3. Marxist views</li> <li>4. Affluent worker</li> </ol> <p><b>Skills:</b> Sociological imagination, analysis, explanation, description, critical thinking; linking current events, evaluation, data analysis</p>	<p><b>Social stratification</b></p> <ol style="list-style-type: none"> <li>5. Life chances</li> <li>6. Weber on power</li> <li>7. Poverty- Townsend</li> <li>8. The underclass</li> <li>9. Political power</li> <li>10. Globalisation</li> <li>11. Patriarchy</li> </ol> <p><b>Skills:</b> Sociological imagination, analysis, explanation, description, critical thinking; linking current events, empathy</p>	<p><b>Revision</b></p> <p><b>Paper 1/ Paper 2</b></p> <p><b>Skills:</b> Exam skills- reading the question, identifying command words, analysis, explanation, evaluation, understanding research methods in context.</p>		