

Year 10 Curriculum intent – 2021-22

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Introducing Sociology	Introducing Sociology/ Research	Research	Families	Families	Education
Knowledge & Understanding	Key Theorists Functionalism Marxism Interactionalism Feminism New Right Social Processes Social Structures	Sociological Debates Culture and Nature Sex and Gender Race and Ethnicity Research Design	Types of research Research case studies Comparing research designs	Family diversity Families in a global context Theories about family units	Changing families Theories about family units	Function of education Comparing perspectives of education Alternative education
Assessment	Mid Unit Assessment	End of Unit Assessment Mocks Exams	Mid Unit Assessment	End of Unit Assessment	End of Unit Assessment Mocks Exams	End of Unit Assessment End of Year 10 Assessment
Why this? Why now?	These units build upon skills that students have been developing throughout KS3 namely: speaking, listening and aiming high by enabling students to strengthen their critical minds by engaging in debates and discussions that form the basis of Sociological enquiry. Students will draw upon KS3 knowledge within humanities subjects such as Geography (global issues, geographical spread of equality, environmental issues), History (Historical social structures) and Personal Development (crime and deviance) and use this understanding to shape their knowledge of		Research Methods are introduced early so that they can develop an understanding and apply them in their learning and answers to allow more detailed AO3. As a social science Sociology relies on social research to fully understating society and its effects on human behaviour. The study of Sociology would be incomplete without a detailed knowledge of how the perspectives studied are generated through the various forms of social enquiry and research. Thus, it is the intent of this unit to equip students with a detailed knowledge of how Sociologists		The Family module in the study of Sociology in such that it developed a foundational knowledge of social processes. Its primary thrust was to create an understanding of the norms and values that create cohesion within society and how these are transmitted through the process of socialisation. The next stage in the sequence developed the role of 'Primary Socialisation' by undergoing an in-depth study of family as the primary transmitter of	Students have so far developed a solid understanding of the key concepts and process in the study of Sociology, the family as the base of society and the primary agent of socialisation and the research methods used by Sociologist to generate Sociological perspectives. This forth unit of study considers the role Education as secondary agent of socialisation.

	<p>the wider world and how this can be academically explored within Sociology.</p> <p>This unit is an introduction to the discipline of Sociology whereby students will be exploring the central theories that make up the overall structure of Sociology. For each topic area students are asked to critically evaluate and compare and contrast theories or explanations, including the key features of each theory or explanation in the context of a specific topic and area of sociology. Students are expected to demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists. They should be able to critically analyse and evaluate how the issues have been interpreted by these sociologists.</p>		<p>and social researchers develop the theories that they study. An intended outcome is that students will be able to explain and evaluate each research method and apply this knowledge to more advanced sociological study of Education, Crime and Stratification.</p>		<p>individualised norms and values. The next stage in the sequence is to understand the role of Family as a primary source of Socialisation. This will only be possible by building on the concepts developed in the first unit. Thus learning is sequenced in such way that directly build on the pervious unit and spirals the knowledge already gained. In the first unity students developed a knowledge of family is the primary agent of socialisation which socialises the individual in the basic norms and values of society. Family is understood as the main agent of cultural transmission and a means by which identity and status are created. This foundational knowledge will allow students to access a more in depth study of the sociology of family.</p>	<p>Building on the base knowledge gained in Unit 1 below: - Secondary Socialisation - Curriculum - Formal Curriculum - Hidden Curriculum Students move on to consider the corpus of Sociological theory on the role of education within society. The intent of this unit is to equip students with the knowledge to articulate the effect education has on human behaviour within society, both understating and evaluating their own experience of education as social agents in the 21st century.</p>
Skills & Characteristics	AO1/AO2/AO3 Speaking Resilience Collaboration Creative Debate Wider Application	Critical Thinking Resilience Retention Resourcefulness Writing skills	Critical thinking Speaking Listening Communication Application	Analysis Comparison Creativity	Understanding Wider application Adaptation/flexibility	AO1/AO2/AO3 Critical Thinking Retention Resourcefulness Writing skills

Aspirations & Careers	<ul style="list-style-type: none"> • Social researcher • Advice worker • Community development worker 	<ul style="list-style-type: none"> • Policy officer • Marketing executive • Civil service administrator • Newspaper journalist 	<ul style="list-style-type: none"> • Human resources officer • Social worker • Special educational needs coordinator • Life coach 	<ul style="list-style-type: none"> • Police officer • Teacher • Charity officer • International aid worker
End points	<p>Study at this level develops a sound knowledge of society and culture. Students are expected to develop an understand of the key social process that govern society such as norms and values, cultural variation and transmission, nature vs nurture, status and roles, identity and feral children, primary and secondary socialisation, gender role socialisation and social control. Only by engaging with the knowledge outlined above will the students have the required knowledge to move on to the next stage of sociological enquiry with confidence.</p> <p>LA: Explain the key components of theories (assumptions) and research (aim and findings).</p> <p>MA: Students are able to clearly use key specialist terms from core theories (Functionalism, Marxism, Feminism) and core studies, and apply some evaluation to them.</p> <p>HA: Discuss and compare core theories (Functionalism, Marxism and Feminism) and</p>	<p>Students will develop a knowledge the wide variety of sociological research methods such as: - Questioners - Observations - Participation – Sampling. Students will be able to distinguish between primary secondary data. Research ethics will be studied. Students will assess the ‘pro’s’ and ‘cons of each method studied.</p> <p>LA: Identify and describe how sociological research is conducted including research design, methods and sampling. To be able to read results from raw research data. Research methods used by sociologists. Recall interpretivism and positivism.</p> <p>MA: Evaluate methods of sociological research including research design, methods and sampling. To be able to read results from raw research data and make conclusions. Explain the difference between interpretivism and positivism.</p>	<p>Study at this level develops a sound knowledge of the changing nature of family in the UK from agricultural to post-modern revolutions. Students will gain an in depth understanding of the many different models of family from extended and nuclear to polyandry, same sex and beanpole. Students will gain an appreciation of how secularisation has contributed to changing norms and values around issues such as divorce, cohabitation, same –se x relationships and family sizes. Students will consider: Functionalist Marxist Feminist Perspectives on family. Only by engaging with the knowledge outlined above will the students have the required knowledge to move on to the next stage of sociological enquiry with confidence.</p>	<p>Be the end of this unit students will have gained an in depth knowledge the difference in attainment between different social classes. The influence of material and cultural factors in attainment. Labelling theory and its effects. The difference in attainment between different ethnic groups & genders. Anti school subcultures. The Hidden curriculum. The different types of schools in Britain and the effects of educational stratification. The influence of parental choice in education and competition between schools. The following perspectives: - Functionalist - Marxist - Feminist</p>

	<p>core studies effectively, using key issues and debates for elaboration.</p>	<p>HA: Justify the use of sociological research including research design, methods and sampling. To be able to read results from raw research data and make conclusions. Be able to accurately assess the reliability and validity of research. Evaluate positivist and interpretivist research aims.</p>	<p>LA: Identify and describe how family life has changed in the UK. Identify and describe different sociological perspectives view family. Describe how societal and political changes have affected families.</p> <p>MA: Explain how family life has changed in the UK using data. Explain different sociological perspectives view family. Describe and explain how societal and political changes have affected families using examples.</p> <p>HA:. Evaluate how family life has changed in the UK using data and make predictions about the future using research. Compare different sociological perspectives view family. Explain how societal and political changes have affected families using examples.</p>	<p>LA: Identify and describe the patterns of achievement within education in relationship to social groups.</p> <p>MA: Explain the causes and patterns of varying levels of achievement in education in relation to different social groups. Apply sociological studies to backup findings.</p> <p>HA: Evaluate the reliability of different sociological studies in relation to the patterns of achievement amongst social groups. Be able to apply key sociological theories to explain the causes of this.</p>
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