

Key vocab	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>Introduction to sociology</p> <p>Core theoretical approaches</p>	<p>Core theoretical approaches</p> <p>Research methods</p>	<p>Introduction to <i>deviance</i> and labelling theory</p> <p>Crime stats</p>	<p>Role of education in society</p>	<p>Family diversity</p>	<p>The media</p>
Content	<ul style="list-style-type: none"> • Society • Culture • Roles • Norms and values • Socialisation • Functionalism • Weber • Marxism 	<ul style="list-style-type: none"> • Feminism • Interactionism • New Right • Aims, hypothesis, ethics and pilot studies • Sampling • Qualitative and quantitative data • Reliability and validity, • Questionnaires, interviews, longitudinal studies, observation • Primary and secondary data 	<ul style="list-style-type: none"> • What is crime • What is deviance • Interactionism and crime and deviance 	<ul style="list-style-type: none"> • Economic function of education • Selective role of education • Social and political role <ul style="list-style-type: none"> • Formal and informal education 	<ul style="list-style-type: none"> • Different types of families • Alternatives to the family <ul style="list-style-type: none"> • Life cycle • Symmetrical family 	<ul style="list-style-type: none"> • Ownership of the media • Importance of social media in society • Impact of media on behaviour (inc. Violence) • Stereotypes in the media • Changing habits of consumption
Key vocabulary	<ul style="list-style-type: none"> • Norms • Values • Primary socialisation • Social control • Consensus • Status • Bourgeoisie • Proletariat • Agent of socialisation • Agency 	<ul style="list-style-type: none"> • Patriarchy • Labelling • Master status • Validity • Reliability • Representativeness • Objectivity • Generalisability <ul style="list-style-type: none"> • Ethical • Bias 	<ul style="list-style-type: none"> • Socially constructed <ul style="list-style-type: none"> • Deviance • Relative • Agent of social control • Self-fulfilling prophecy • Unconscious bias <ul style="list-style-type: none"> • Deviant career 	<ul style="list-style-type: none"> • Meritocracy • Social cohesion • Hidden curriculum • Formal curriculum • Hidden curriculum • Correspondence principle 	<ul style="list-style-type: none"> • Re-constituted family <ul style="list-style-type: none"> • Nuclear family • Lone parent • Extended family • Cohabitation • Beanpole family <ul style="list-style-type: none"> • Empty nest • Life cycle • Life expectancy • Conjugal roles • Communal living 	<ul style="list-style-type: none"> • Mass media • Social media • Conglomerate • Hyperreality • Pluralism • Tabloid • Convergence • Gatekeeper <ul style="list-style-type: none"> • Spin • Globalisation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Key theories in education	Educational achievement and social groups	Key theories of the family	Crime and Deviance – Functionalist approach	Theories Crime and Deviance	Revision and consolidation
Content	<ul style="list-style-type: none"> Economic function of education Selective role of education Social and political role Development of the education system. Formal and informal education Marxist role of education. 	<ul style="list-style-type: none"> Functionalist views on education Parsons view of education Parental impact on education School factors Streaming and setting Anti-school subcultures Gender achievement Ethnicity and achievement Social class and achievement Cultural factors 	<ul style="list-style-type: none"> Family diversity Functionalist view of the family Marxist view of the family Feminist view of the family Changes in the family Trends in marriage and divorce Conjugal roles Role of parents 	<ul style="list-style-type: none"> Research methods project based on autumn term and spring 1 content (1 cycle) Social order and social control Formal and informal methods of control Formal and informal rules 	<ul style="list-style-type: none"> Functionalist views on crime and deviance Merton Marxist views on crime and deviance Feminism and crime and deviance Crime statistics 	<ul style="list-style-type: none"> Revision of paper 1 Theories Family Education Research methods
Skills assessed	<ul style="list-style-type: none"> AO1, AO2 and AO3 	AO1, AO2 and AO3	<ul style="list-style-type: none"> AO1, AO2 and AO3 	AO1, AO2 and AO3	AO1, AO2 and AO3	<ul style="list-style-type: none"> AO1, AO2 and AO3
Assessment	Summative re-cap test on Year 9 content	Short, summative quizzes in lessons.	<ul style="list-style-type: none"> Education assessment (EW) 	Summative re-cap test on Year 9 content on Crime and Deviance	Homework task tying different topics together.	<ul style="list-style-type: none"> Formative assessment – all topics (EW)
Interleaving (formative) High frequency, low stakes	<ul style="list-style-type: none"> First two lessons of the year based on recapping year 9. Starters all based on prior content Consolidation questions at end of each sub-topic Weekly quiz on year 9 content Quizzes in 2-3 lessons per cycle <ul style="list-style-type: none"> Exam questions Activities or Plenaries based on research methods <ul style="list-style-type: none"> Linking of theorists to education revisiting of core ideas from year 9 Extension activities: Making links to family topic. 	<ul style="list-style-type: none"> Starters all based on prior content Consolidation questions at end of each sub-topic Weekly quiz on year 9 content Quizzes in 2-3 lessons per cycle Linking of theorists to education revisiting of core ideas from year 9 Extension activities: Making links to family topic 	<ul style="list-style-type: none"> Starters all based on prior content Consolidation questions at end of each topic Weekly quiz on year 9 content Quizzes in 2-3 lessons per cycle <ul style="list-style-type: none"> Exam questions Activities or Plenaries based on research methods <ul style="list-style-type: none"> Linking of theorists to education- revisiting of core ideas from year 9 Extension activities: Making links to Education and Crime topics. 	<ul style="list-style-type: none"> Starters all based on prior content Consolidation questions at end of each topic Weekly quiz on year 9 content Quizzes in 2-3 lessons per cycle Exam questions Activities or Plenaries based on research methods <ul style="list-style-type: none"> Linking of theorists to deviance revisiting of core ideas from year 9 Extension activities: Making links to family and education topic 	<ul style="list-style-type: none"> Starters all based on prior content Quizzes in all lessons Exam questions in most lessons Activities or Plenaries based on research methods Linking of theorists to topics Extension activities: Making links across topics Revision activities 	
Feedback	Mini assessment on year one content.	<i>Focused feedback on assessment.</i>	Formative feedback in class and peer feedback on specific quizzes.	Peer feedback on mini-assessment and formative assessment of progress in discussions.	1 hour assessment on family, education and research methods.	Mini assessment on crime and deviance from spring 2 and summer 1

Key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Key theories in education	Educational achievement and social groups	Key theories of the family	Crime and Deviance – Functionalist approach	Theories Crime and Deviance	Revision and consolidation
Content	<ul style="list-style-type: none"> Economic function of education Selective role of education Social and political role Formal and informal education Functionalist views on education Parsons view of education Marxist role of education. Types of schools 	<ul style="list-style-type: none"> Parental impact on education School factors Streaming and setting Anti-school sub cultures Gender achievement Ethnicity and achievement Social class and achievement Cultural factors 	<ul style="list-style-type: none"> Family diversity Functionalist view of the family Marxist view of the family Feminist view of the family Changes in the family Trends in marriage and divorce Conjugal roles Role of parents 	<ul style="list-style-type: none"> Research methods project based on autumn term and spring 1 content (1 cycle) Social order and social control Formal and informal methods of control Formal and informal rules Functionalist views on crime and deviance 	<ul style="list-style-type: none"> Subcultural theories o crime Marxist views on crime and deviance Feminism and crime and deviance Crime statistics 	<ul style="list-style-type: none"> Revision of paper 1 Theories Family Education Research methods
Key vocabulary	<ul style="list-style-type: none"> Particularistic standards Universalistic standards Secondary socialisation <ul style="list-style-type: none"> Tripartite Grammar school Comprehensive school <ul style="list-style-type: none"> Academies National curriculum <ul style="list-style-type: none"> De-schooling 	<ul style="list-style-type: none"> Lads and ladettes Ethnocentric curriculum <ul style="list-style-type: none"> Halo effect Fatalistic Instant and deferred gratification <ul style="list-style-type: none"> Cultural capital Public and private school Material deprivation <ul style="list-style-type: none"> Subculture 	<ul style="list-style-type: none"> Symmetrical family Double and triple shift Conjugal relationships Domestic division of labour <ul style="list-style-type: none"> Arranged marriages <ul style="list-style-type: none"> Authoritarian Expressive role Instrumental role <ul style="list-style-type: none"> Kibbutz 	<ul style="list-style-type: none"> Anomie Collective conscience <ul style="list-style-type: none"> Safety valve Criminal justice system 	<ul style="list-style-type: none"> Dark figure of crime Victim survey Official statistics Social construct <ul style="list-style-type: none"> Strain theory Status frustration <ul style="list-style-type: none"> Illegitimate opportunity structure Relative deprivation White collar crime <ul style="list-style-type: none"> Chivalry thesis Social control 	<ul style="list-style-type: none"> N/A - Revision of all theories

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Social Stratification	Social Stratification	Power and Inequality	Revision of paper 1	Revision of paper 2	
Content	<ul style="list-style-type: none"> Social stratification Forms of stratification Functionalist approach Marxist approach Weber Life chances Measuring social class Studying social class Social mobility 	<ul style="list-style-type: none"> Does class matter Gender inequality Feminism Ethnicity and inequality Ageism Youth and inequality REVISION 	<ul style="list-style-type: none"> Poverty and Measuring poverty Social groups and poverty Explanations of poverty Theories on poverty Welfare state Power 	<ul style="list-style-type: none"> Theories Family Education Research methods 	<ul style="list-style-type: none"> Theories Crime and Deviance Social Stratification Research methods 	
Skills assessed	• AO1, AO2 and AO3	AO1, AO2 and AO3	• AO1, AO2 and AO3	AO1, AO2 and AO3	AO1, AO2 and AO3	• AO1, AO2 and AO3
Assessment	Mini assessment on year on year 2 content.	Mock exam- Family and C&D (EW)	<i>Mini quizzes tying all topics together.</i>	End of unit assessment on inequality (EW)	Practice questions: peer and self-marked in lessons. One 12 marker formally assessed by teacher.	
Interleaving (formative) High frequency, low stakes	<ul style="list-style-type: none"> Starters all based on prior content Consolidation questions at end of each topic Weekly quiz on year 9 and 10 content Linking of theorists to social stratification revisiting of core ideas from year 9 Extension activities: Making links to previous topics. 	<ul style="list-style-type: none"> Starters all based on prior content Consolidation questions at end of each topic Weekly quiz on year 9 and 10 content Quizzes in 2-3 lessons per cycle Linking of theorists to social stratification revisiting of core ideas from year 9 Extension activities: Making links to previous topics 	<ul style="list-style-type: none"> Starters all based on prior content Consolidation questions at end of each topic Weekly quiz on year 9 and 10 content Linking of theorists to social stratification revisiting of core ideas from year 9 Extension activities: Making links to previous topics 	<ul style="list-style-type: none"> Starters all based on prior content Quizzes in all lessons Exam questions in most lessons Activities or Plenaries based on research methods <ul style="list-style-type: none"> Linking of theorists to topics Extension activities: Making links across topics Revision activities 	<ul style="list-style-type: none"> Starters all based on prior content Quizzes in all lessons Exam questions in most lessons Activities or Plenaries based on research methods <ul style="list-style-type: none"> Linking of theorists to topics Extension activities: Making links across topics Revision activities 	
Feedback	Formal feedback on mini-assessment from teacher	Formative feedback on revision.	Detailed mock feedback	Marked 12 marker	Marked 12 marker	
Reading	Extracts for exam qu. News articles about topic.	Extracts for exam qu. News articles about topic.	Extracts for exam qu. News articles about topic.	Extracts for exam qu. News articles about topic.	Extracts for exam qu. News articles about topic.	

Key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Social Stratification	Social Stratification	Power and Inequality	Revision of paper 1	Revision of paper 2	
Content	<ul style="list-style-type: none"> • Social stratification • Forms of stratification • Functionalist approach • Marxist approach • Weber • Life chances • Measuring social class • Studying social class • Social mobility 	<ul style="list-style-type: none"> • Does class matter • Gender inequality • Feminism • Ethnicity and inequality • Ageism • Youth and inequality • REVISION 	<ul style="list-style-type: none"> • Poverty and Measuring poverty • Social groups and poverty • Explanations of poverty • Theories on poverty • Welfare state • Power 	<ul style="list-style-type: none"> • Theories • Family • Education • Research methods 	<ul style="list-style-type: none"> • Theories • Crime and Deviance • Social Stratification • Research methods 	
Key vocabulary	<ul style="list-style-type: none"> • Stratification • Social mobility • Life chances • Market situation • Means of production • Functionally important role • Zero-hour contract 	<ul style="list-style-type: none"> • Male gaze • Objectification • Hate crime • Racism • Moral panic • Marginalisation 	<ul style="list-style-type: none"> • Poverty • State dependency • Underclass • Charismatic authority • Rational authority 	N/A - Revision	N/A - Revision	<ul style="list-style-type: none"> • AO1, AO2 and AO3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	Introduction and youth subcultures	Youth deviance and Identity	Research Methods	Class Inequality	Gender Inequality	Ethnicity and Age Inequality and Revision
Content	<ul style="list-style-type: none"> Introduction to sociology Key concepts (socialisation and culture). Youth subcultures: <ul style="list-style-type: none"> ➤ Functionalism ➤ Marxism ➤ Feminism ➤ Postmodernism 	<ul style="list-style-type: none"> Trends in youth deviance Theoretical explanations of youth deviance Class identity Gender identity Ethnic identity Age identity Disability and sexuality and identity 	<ul style="list-style-type: none"> Positivism versus interpretivism. Key concepts behind sociological methodology. Ethnological research. Link between theory and methods drawn. 	<ul style="list-style-type: none"> Class schemes Statistics on class Marx Weber Functionalism New Right Postmodernism 	<ul style="list-style-type: none"> Data on gender inequality Feminist ideas (all strands) Weberian ideas Functionalism New Right 	<ul style="list-style-type: none"> Data on respective forms of inequality. Functionalist explanations of both. Marxist explanations of both Weberian explanations of both. Postmodernist explanations of both Revision for Unit 1 mock
Skills assessed	<ul style="list-style-type: none"> AO1, AO2 and AO3 	AO1, AO2 and AO3	<ul style="list-style-type: none"> AO1, AO2 and AO3 	AO1, AO2 and AO3	AO1, AO2 and AO3	<ul style="list-style-type: none"> AO1, AO2 and AO3
Assessment	AS Level question (EW) and quick quiz	Quiz Short mark question – peer marked.	<i>Formal assessment (EW)</i>	Quizzes Essay (EW)	Quizzes	Formal assessment (EW)
Interleaving (formative) High frequency, low stakes	<ul style="list-style-type: none"> Themes of socialisation and norms and values is interwoven throughout the first term through questioning. Youth subcultures builds upon understanding of introductory topic. 	<ul style="list-style-type: none"> Application of key ideas around identity through the identity topic. Youth and identity interchangeable content. Questioning in class builds upon this. Some interleaving quizzes, but interleaving is largely informal. 	<ul style="list-style-type: none"> Quick quizzes Q&A interleaving. Links to previous tasks. 	<ul style="list-style-type: none"> Links to class identity made Links to youth subcultures 	<ul style="list-style-type: none"> Links to <i>youth</i> and identity topics drawn upon in quizzes and QW7A in lessons. 	<ul style="list-style-type: none"> Revision will feature series of quizzes and quick mind maps.
Feedback	AS Level Question – peer marked and feedback given by teacher too	Peer assessment and teacher feedback for gender essay.	Formal feedback from assessments.	Formal feedback on essay	Formal feedback	Formal feedback on assessments.
Reading	<i>Study Skills</i> booklet	Independent research into a key topic	Summary of <i>Suicide</i> (Durkheim)	<i>Study Skills</i> booklet	Excerpts from three key feminist texts	Excerpts from two texts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13	Police; Functionalist and Marxist views of crime and dev.	Marxist, feminist and labelling explanations of crime. Revision.	Realist approach to crime and Globalisation and Digital Communication topic.	Final section of Dig Comm. And revision	Revision	
Content	<ul style="list-style-type: none"> How police impact on crime levels (including realist and interactionist approaches). Measuring crime Functionalist explanations of crime Marxist explanations of crime, 	<ul style="list-style-type: none"> Neo-Marxist explanations of crime Explanations of corporate crime Labelling: moral panics and deviancy amplification. Revision for November assessments (Unit 2: inequality and research methods). 	<ul style="list-style-type: none"> Right realist/New Right view of crime. Left realist explanation of crime. Global/spatial explanations of crime. What is globalisation? Postmodernist explanation of globalisation. 	<ul style="list-style-type: none"> Marxist explanation of digital communication. Feminist explanations of digital communication. Conflict and change through digital communication. Online relationships. 	<ul style="list-style-type: none"> Unit 1 – using Year 13 content to write more sophisticated answers. Unit 2 – Quick recap Unit 3 – final assessment preparation. 	
Skills assessed	AO1, AO2 and AO3	AO1, AO2 and AO3	• AO1, AO2 and AO3	AO1, AO2 and AO3	AO1, AO2 and AO3	
Assessment	Exam question – peer, then teacher assessment	November assessment – Full Unit 2 paper	Exam question – peer then teacher assessment (EW)	Unit 3 partial assessment (EW) (EW)	Unit 3 full assessment (EW)	
Interleaving (formative) High frequency, low stakes	<ul style="list-style-type: none"> Fortnightly quizzes 	<ul style="list-style-type: none"> Fortnightly quizzes 	<ul style="list-style-type: none"> Fortnightly quizzes 	<ul style="list-style-type: none"> Fortnightly quizzes 	<ul style="list-style-type: none"> Regular knowledge-based quizzes 	
Feedback	AS Level Question – peer marked and feedback given by teacher too	Peer assessment and teacher feedback for gender essay.	Formal feedback from assessments.	Formal feedback on essay	Feedback on past papers	
Reading	<i>Study Skills</i> booklet	Independent research into a key topic	Summary of <i>Suicide</i> (Durkheim)	<i>Study Skills</i> booklet	Excerpts from three key feminist texts	

Key - Skills

AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.

AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.

AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.