

Yearly Overview

Subject: Sociology Year 10

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Prior knowledge: From PPD in KS3:</p> <ul style="list-style-type: none"> • Cultural differences • Inequality of gender, ethnicity and sexuality • British Values 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> • Culture • Norms and Values • Roles • Status • Gender Socialisation • Nature nurture debate • Functions of the family • Reasons for Changing family forms 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> • Gender and the family • Gender Socialisation • Gender inequality in the family • Functionalist/Feminist/ Marxist theories of the family 	<p>Prior knowledge: Attainment in education:</p> <ul style="list-style-type: none"> • Class and attainment • Cultural deprivation • Cultural capital • Material deprivation and attainment • Labelling • Ethnicity and attainment • Gender and attainment • Anti-school subcultures • Different types of schools • Functions of education 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> • Conflict vs consensus • Weber • Power and Authority • Inequality within: • Class • Age • Gender • Ethnicity • Disability • Sexuality 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> • Poverty • Culture of poverty • Cycle of deprivation • Globalisation • Benefits and the welfare state • Discrimination laws • Is meritocracy a myth? • Poverty and Crime • Introduction to crime and deviance • Informal vs formal social control • Role of the police
Term 1 knowledge	Term 2 knowledge	Term 3 knowledge	Term 4 knowledge	Term 5 knowledge	Term 6 knowledge
This term students will learn about Culture, cultural norms and values, roles and status. This gives students some	The family unit (Paper 1) continues with the Privatised Nuclear family, the new right and the family, feminism and the	This term students start the education unit (Paper 1) and begin on learning the Functions of education according	This term and for most of Term 5 students study our first unit of paper 2, social stratification. This unit looks at the	The Social stratification unit continues this term. Poverty over time is studied as well as contemporary	This term students continue the Crime and Deviance unit that started at the end of Term 5. Students will

<p>basic knowledge and vocabulary in order to access later units. Students learn about Primary, Secondary and Gender Socialisation and Nature/Nurture as background for the Family unit where they go on to learn about diversity of family forms in modern Britain. Following on, students learn about the functions of the family according to functionalists such as Murdock and Parsons.</p>	<p>family, changes in marriage and divorce respectively. Students learn about segregated and joint conjugal roles. In addition, they also learn about the negative aspects of the nuclear family i.e. dark-side of the family. Changes to family size and changes to childhood. This concludes the family unit until it is recapped and extended upon in Year 11. Students are assessed on both short answer and extended answer questions throughout this unit.</p>	<p>to Functionalists Parsons and Durkheim. Within the family unit students learn about the opposing views of education from Marxists and Feminists. This includes comparing these differing perspectives and forming conclusions from those comparisons. Then students will look at different types of school and in particular comparing private and state systems. Students look at attainment and the in school/out of school factors that can affect attainment. In addition, students learn about labelling, self-fulfilling prophecies and how setting and banding can unfairly advantage some and disadvantage others. We look at Class, Gender and Ethnicity and how that can</p>	<p>inequalities within society. Many of the themes studied previously within the education and family units is also relevant here. For example, inequalities in education are often mirrored within wider society. Students study at the conflict vs consensus debate, in that Functionalists like Davis and Moore believe inequality in society is necessary for it to function, whereas Marxists and feminists believe inequality within society means that certain groups are exploited. Students study life chances and the opportunities that some groups of get that others don't. In addition, students study groups that have high status and lots of power and those that do not. Areas of inequality students study</p>	<p>changes that have influenced poverty in the UK, like the welfare state, for example. Groups that are socially included or excluded are also studied – for example Rex and Tomlinson's work on the underclass (culture of poverty) and the opposing views of Charles Murray. Finally, when we feel the students have enough background knowledge, we ask them: Is Britain a meritocracy? Students will be able to balance arguments from Functionalists, Marxists and Feminists to analyse whether meritocracy in contemporary Britain is a myth. Students are assessed on both short answer and extended answer questions throughout this unit. Students also start the crime and deviance unit in Term</p>	<p>understand that whether something is a Crime, or a deviance will depend on the time and place it happens. This is known as the social construction of crime and deviance, for example, pre 1967 it was illegal to practise homosexuality in the UK whereas by 2013 Same sex marriage was made legal. Anomie and Subcultures (gangs) are studied, with a focus on Folk Devils (Stan Cohen) labelling (Becker) and deviancy amplification. Students look at case studies such as the Mods and Rockers and the rave scene in the 90's. Students study class and crime, in particular white-collar crime and corporate crime and how it contributes to the dark figure of crime. The Marxist idea that</p>
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		<p>impact on attainment. Students also learn about anti-school subcultures. At the end of the unit we look at educational policies and legislation that can be referenced when looking for evidence explaining changes in the education system over time.</p> <p>Students will also look at the 3 different research methods sociologists use and the benefits and flaws of using particular research methods.</p> <p>Use of the acronym PERVERT to analyse the benefits and flaws of interviews, questionnaires and observations.</p> <p>Students are assessed on both short answer and extended answer questions throughout this unit.</p>	<p>include: Class, Age (young and old), Gender, Ethnicity, Disability and Sexuality.</p> <p>Students are assessed on both short answer and extended answer questions throughout this unit.</p>	<p>5, this is then completed in Term 6. Students embark on an introduction to crime and deviance, which includes lessons on Informal vs formal social control and the role of the police.</p>	<p>capitalism causes crime.</p> <p>In addition, students look at Gender and crime and Pollack's chivalry thesis and ladette culture. Also, students look at crimes where women are treated as being doubly deviant, for example, crimes against children. In addition students study Pat Carlen and her research on women's attitudes towards crime. In addition, students study ethnicity and crime including The Macpherson report of 1999 that focused on institutional racism within the police force, (the "Canteen Culture" of the Met.) In addition, students study patterns of criminal behaviour, how Police detect, report and record crime and how and why these figures may be invalid and unrepresentative</p>
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<p>Future knowledge: The knowledge in Term 1 links into essays that they will need to repeatedly practise in Year 11, for example – Explain the reasons for changing family forms in Contemporary UK. In addition, this knowledge is bolstered by further theory from the likes of Willmot and Young and Ann Oakley.</p>	<p>Future knowledge: Students consolidate this knowledge in Year 11 by assigning acronyms to the learning. This then helps them plan and remember key facts for when they are writing their essays in their GCSE exam. E.g: MRFEWP Agencies of socialisation FLIRTS – Changes in Family forms</p>	<p>Future knowledge: In Year 11 this knowledge is recapped, consolidated and reinforced using acronyms like Parsons functions of education: BARM And Durkheim’s functions: ID Students learn other theories like Bourdieu’s Cultural Capital theory and study Ball and Hargreaves on banding and labelling.</p>	<p>Future knowledge: In year 2 of the course students will add further theory to their concepts and focus on additional, specific theorists such as Hall (Media representation of ethnic minorities), Rex and Tomlinson (Social exclusion), Becker (labelling.) Students remember the key areas of inequality using the acronym CAGED/S.</p>	<p>Future knowledge: This knowledge in Term 5 is further built upon in Year 11. More theory and further practise in writing timed extended answer questions i.e. Exam skills.</p>	<p>Future knowledge: In Year 11 students build on this knowledge further by studying the following theories and examples: Merton’s strain theory, Slapper and Tombs (Corporate crime 1999), Crisis of masculinity, Islamophobia in the media, The Windrush scandal, and Travis Hirschi (Control theory.)</p>