

Yearly Overview

Subject: Year 11 Sociology

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Prior knowledge: Students have learnt 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 like Murdock and Parsons.</p>	<p>Prior knowledge: Students have covered the education unit (Paper 1) in Year 10: Functions of education according to Functionalists Parsons and Durkheim. Within the family unit students learn about the opposing views of education from the 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.</p>	<p>Prior knowledge: Students have covered the social stratification unit (Paper 2) in Year 10: Social stratification and Functionalism. Marxism and inequalities. Weber and inequalities. Feminism and inequalities. Class, Age, Gender, Ethnicities, Disability, Sexuality inequalities. Absolute vs Relative deprivation. The Welfare state. The underclass. Globalisation and Political power.</p>	<p>Prior knowledge: How to use the PERVERT acronym when analysing research methods. The social construction of crime and deviance. Anomie and Subcultures (gangs) with a focus on Folk Devils (Stan Cohen) labelling (Becker) and deviancy amplification. 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 capitalism causes crime. Gender and crime and Pollack's chivalry thesis and ladette culture. Women's Double deviancy, for example, crimes against children. In addition, Pat Carlen</p>	<p>Prior knowledge: All content has been delivered and studied in detail. This includes:</p> <ul style="list-style-type: none"> • Family unit • Education Unit • Social Stratification Unit • Crime and Deviance Unit • Research methods and sampling unit 	<p>Prior knowledge:</p>

	<p>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 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>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.) Patterns of criminal behaviour, how Police detect, report and record crime and how and why these figures may be invalid and unrepresentative within official statistics. The causes of crime.</p>		
Term 1 knowledge	Term 2 knowledge	Term 3 knowledge	Term 4 knowledge	Term 5 knowledge	Term 6 knowledge
<p>This term students will recap the Family. Regular questioning of family key terms and principles. Family Diversity, changing family forms, cultural variations of family – for example</p>	<p>This term students will recap Education with the use of acronyms to help them plan their essay questions: For example: BARM and ID functions of education according to Functionalists, Parsons</p>	<p>This term students will recap, build upon and embed knowledge of social stratification. CAGED/S and inequality. Disability – medical model vs social model Absolute and relative poverty recap,</p>	<p>This term students will learn about the different research methods and sampling techniques that sociologists use in their studies. Students will look at specific case studies:</p>	<p>This term students will revise independently and practise a variety of long answer extended writing exam questions, fine tuning their planning and essay writing skills. These extended answers will be based</p>	<p>This term: N/A Final Exam in May.</p>

<p>Polygamy and Polygyny. We embed the acronym FLIRTS for understanding the reasons for changing family forms. New key terms are introduced like Serial Monogamy, Boomerang Generation, Sandwich generation and beanpole family. Toxic childhood – Sue Palmer. FIRE for Murdock’s functions of the family and a recap of theories that criticise the nuclear family. Students are assessed on both short answer and extended answer questions throughout this unit.</p>	<p>and Durkheim. Recap in/out of school factors, explain that sometimes this comes up as material or cultural factors in exams – so variation in vocabulary but in essence asking the same questions. Further gender and schools input o feminisation of schools o crisis of masculinity o peer pressure and subcultures Further Ethnicity and education input. Students are assessed on both short answer and extended answer questions throughout this unit.</p>	<p>including the work of Townsend on relative deprivation · material deprivation · groups prone to poverty · culture of poverty, including the work of Murray on the underclass · cycle of deprivation Culture of poverty · social exclusion and inclusion · impact of globalisation around the world Students are assessed on both short answer and extended answer questions throughout this unit.</p>	<p>Venkatesh – Gang leader for the day (Covert Obs) Whyte – participant obs Labov – Interviews and validity. Eileen Barker – Making of a moonie (Mixed methods.) Willis – Wolverhampton School. Students build on their Crime and Deviance 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.) Students are assessed on both short answer and extended answer questions throughout this unit.</p>	<p>upon 8-15 mark questions from previous GCSE papers. The GCSE exam is comprised of two papers and is usually one of the first GCSEs to be sat, Unit 1 and Unit 2 are often a few days apart and sat in mid’ May. Each exam paper is 1 hr 45 minutes long.</p>	
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<p>Future knowledge: The family unit knowledge in Term 1 is elaborated upon if the students choose to do Sociology at A level. This is shared across both sites; AQA Level 3 Sociology. The A level focuses on the family but in greater detail with more emphasis on the analysis and evaluation of theorists.</p>	<p>Future knowledge: The education unit knowledge in Term 2 is elaborated upon if the students choose to do Sociology at A level. This is shared across both sites; AQA Level 3 Sociology. The A level focuses on educational themes but in greater detail with more emphasis on the analysis and evaluation of theorists.</p>	<p>Future knowledge: The Social stratification unit in Term 3 is elaborated upon if the students choose to do Sociology at A level. This is shared across both sites; AQA Level 3 Sociology. The A level focuses on Stratification themes but in greater detail with more emphasis on the analysis and evaluation of theorists.</p>	<p>Future knowledge: The Research methods and Crime and Deviance units in Term 4 are elaborated upon if the students choose to do Sociology at A level. This is shared across both sites; AQA Level 3 Sociology. The A level focuses on Crime themes but in greater detail with more emphasis on the analysis and evaluation of theorists. In addition, UKAT 6th form runs a certificate and Diploma in Criminology where these topics are further explored.</p>	<p>Future knowledge: AQA A level Sociology. Or WJEC Diploma in Criminology.</p>	<p>Future knowledge:</p>
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