Scheme of work - GCSE Sociology (8192) – Crompton House

SMSC is highlighted throughout the PowerPoints and work and in the booklets that are used in each topic. Detailed differentiation on lesson plans.

Year 10

Introducing Sociology

Teach before Research if one teacher for the whole group

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| Lesson number | Topic | WALT  To be able to understand …. | Suggested activities | Key concepts covered | Differentiation |  | HW – To be set through Doddle |
| 1 | What is sociology? | How do we define what sociology is and what do sociologists study?  How did sociology develop? (A brief history.)  Looking at the world through the eyes of a sociologist. | Use edited extracts from sociological texts/examples of published research/compare and contrast with examples of journalism.  Role-play: looking at the world like a sociologist. | Culture  Norms  Role  Social construct  Society | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 2 | Emile Durkheim | Why is Durkheim seen as a ‘founder’ of sociology and what were some of his important ideas?  Durkheim and his world. |  | Anomie  Crime and deviance  Division of labour  Functionalism | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |

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| 3 | Karl Marx | Why is Marx seen as a ‘founder’ of sociology and what were some of his important ideas?  Marx and his world. | Compare and contrast with Durkheim (different ways of looking at the world).  Simulation: a meeting between Durkheim and Marx. | Bourgeoisie  Capitalism  Communism  Economy  Proletariat  Wealth  Working class |
| 4 | Max Weber | Why is Weber seen as a ‘founder' of sociology and what were some of his important ideas?  Weber and his world. | Compare and contrast with Durkheim and Marx (different ways of looking at the world).  Simulation: a meeting between Weber and Marx.  Quick test to assess students' knowledge and understanding of the important ideas of Durkheim, Marx and Weber.  Extended writing: for example, write a paragraph to describe the key ideas of Max Weber.  You may wish to provide students with some ‘success criteria’, including a list of key points that they should have covered in their answer together with opportunities for peer review. | Authority  Power |
| 5 | Functionalism | An introduction to Functionalism.  Was Durkheim a functionalist?  Who was Talcott Parsons and what was his contribution to sociology?  Criticisms of Functionalism. | Mind-map: key functionalist ideas. | Social order  Value consensus |
| 6 | Marxism | An introduction to Marxism.  Marxist sociology (explore examples).  Historical attempts to create a society based on Marxist ideas.  Criticisms of Marxism. |  | Marxism  False class consciousness  Ruling class ideology |
| 7 | Interactionism | An introduction to Interactionism.  Labelling theory (explore examples of how labelling can affect the behaviour of students).  Criticisms of Interactionism. | Reference: ‘Learning to Labour’, Paul Willis, (1975).  Students to reflect on their own classroom experiences: focus on observed behaviour – link to participant observation as a research method. | Labelling  Master status |
| 8 | Feminism | An introduction to Feminism.  What is patriarchy?  Are men and women truly equal in Great Britain today? | Comparison with the status of women in other societies.  Discussion: are men and women truly equal in Great Britain today? | Gender  Patriarchy  Polygamy |
| 9 | New Right | An introduction to the New Right.  The culture of poverty.  The underclass.  Criticisms of the New Right. | Reference: ‘The Children of Sanchez’, Oscar Lewis, (1961).  Note: the specification only references New Right ideas in relation to the Social stratification topic.  Quick test to assess students' knowledge and understanding of Functionalism, Marxism, Interactionism and the New Right.  Extended writing: for example, write a paragraph to explain Marxist ideas about social class.  You may wish to provide students with some ‘success criteria’, including a list of key points that they should have covered in their answer together with opportunities for peer review. | Culture  Culture of dependency  Culture of poverty  Identity  Neo-liberalism and neo-conservatism  Underclass |
| 10 | Social structures | What is a social structure?  Different forms of social stratification.  Race and ethnicity. | The (outdated) ideas of Carl Linnaeus (1707 to 1778).  Apartheid in South Africa (an example from history). | Caste  Ethnicity  Feudal system  Gender  Social class  Social stratification |
| 11 | Social processes | What is a social process?  Social control.  Socialisation.  Nature versus nurture. | Discussion: what makes us who we are? | Culture  Mass media  Sanctions  Social control  Socialisation  Values |
| 12 | Social issues | What is a social issue?  Poverty as a social issue.  Crime as a social issue.  Media amplification and moral panics. | Content analysis: media coverage of poverty and/or crime.  Quick test to assess students' knowledge and understanding of social structures, social processes and social issues.  Extended writing: for example, write a paragraph to explain what sociologists mean by a social issue.  Provide model answers and opportunities for peer review. | Poverty  Crime  Media amplification  Moral panic  Relative deprivation |
| 13 | Sociological debates | What is a conflict perspective?  What is a consensus perspective?  ‘Grand theories’ and ideas about progress. | Comparison exercise: use extracts from the work of different sociologists. | Conflict  Consensus  Sociological debate |
| 14 | Quality and quantity | What is qualitative research?  What is quantitative research? | Comparison exercise: use extracts from the work of different sociologists. | Case study  Official statistics  Reliability  Validity |
| 15 | Culture and nature | What is culture? (Refer back to lesson 1.)  Nature v nurture (refer back to lesson 11).  Feral children.  Sociobiology. | Discussion: is there such a thing as ‘free will’? | Culture  Socialisation |
| 16 | Sex and gender | What is the difference between biological sex and gender?  Culture and gender roles.  Gender identity.  Feminist perspectives on gender roles. |  | Culture  Feminism  Gender |
| 17 | Race and ethnicity | What is race? (Link to lesson 10.)  What is ethnicity? | Sociological explanations for racial prejudice and discrimination.  Historical and contemporary examples of racial prejudice and discrimination.  Content analysis: media coverage of related issues, such as immigration. | Discrimination  Ethnicity  Immigration  Racism  Scapegoat  Stereotype |
| 18 | Facts and values | What is a sociological fact?  What are values?  Structure and agency – how are people motivated to act in the world?  Link to Functionalism (lesson 5) and Interactionism (lesson 7). | Comparison exercise: use extracts from the work of different sociologists.  Quick test to assess students' knowledge and understanding of debates in sociology.  Extended writing: for example, write a paragraph to explain what sociologists mean when they talk about the difference between race and ethnicity.  You may wish to provide students with some ‘success criteria’, including a list of key points that they should have covered in their answer together with opportunities for peer review. | Functionalism  Interactionism  Values |

Research Methods Year 10

Teach before 3.3 Families

Teach after Introducing Sociology

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| Lesson number | Topic | WALT  To be able to understand …. | Suggested activities | Key concepts covered | Differentiation |  | HW – To be set through Doddle |
| 1 | Research design | What are the key decisions to make before beginning a research project?  Establishing appropriate aims.  Formulating a hypothesis. | Discussion: what are appropriate research opportunities in your school or college?  Comparison exercise: use extracts from the work of different sociologists. | Bias  Ethics  Hypothesis  Validity | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 2 | The scientific method | What is the scientific method?  Why is peer review important?  What is the importance of a pilot study (planning for success and avoiding problems)?  What makes research ‘reliable’?  What makes research ‘valid’?  Alternative approaches, for example, the interactionist perspective (asking people about their experiences and feelings) and gaining informed consent from research participants. | Discussion: is sociology a science? | Informed consent  Interactionism  Reliability  Validity | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 3 | Practical problems | How do we assess the success or failure of sociological research?  Choosing the right research tools.  Grounded theory (link to previous lesson – alternative approaches).  Avoiding bias.  Using secondary sources appropriately.  Keeping costs under control. | Comparison exercise: use extracts from the work of different sociologists (including summary reviews of published research identifying significant criticisms). | Bias  Secondary sources | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 4 | Ethical problems | What is the British Sociological Association Ethical Code (provide a summary of main points)?  The principle of informed consent.  The Nuremburg Code.  The need for anonymity and confidentiality.  The Data Protection Act (summary of key principles). | Simulation: ‘ethics committee’ reviewing research proposals. | Ethics  Informed consent  Confidentiality | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 5 | Primary sources | What are primary sources?  Different types of primary data.  Reliability (refer back to lesson two).  Validity (refer back to lesson 2).  Representative population samples (introduce this idea – to be followed up and developed at a later point).  Research using mixed methods (advantages). |  | Case study  Interview  Longitudinal study  Mixed methods  Observation  Questionnaire  Representative sample  Triangulation | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 6 | Secondary sources | What are secondary sources?  Different types of secondary source material.  The need for critical review when using secondary sources (provide examples of secondary sources demonstrating a lack of objectivity). | Content analysis.  Quick test to assess students' knowledge and understanding of research design and associated issues.  Extended writing: for example, write a paragraph to explain what sociologists mean when they talk about the need for informed consent.  You may wish to provide students with some ‘success criteria’, including a list of key points that they should have covered in their answer together with opportunities for peer review. | Content analysis  Official statistics  Secondary sources | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 7 | Surveys | What are surveys?  Postal and online questionnaires.  Telephone surveys.  Opinion polls.  Advantages and disadvantages of surveys. |  | Sample  Representative data | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 8 | Sampling | Why do sociologists use sample surveys (link to lesson 7)?  What is a sampling frame?  Different types of probability samples (known populations).  Non-probability samples (unknown populations). | Practical: students to gain practical experience of sampling procedures. | Quota sample  Random sample  Representative  Sampling frame  Snowball sample  Systematic sample | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 9 | Questionnaires | What is a questionnaire (as a research tool)?  When is a questionnaire an appropriate research tool?  How to design a questionnaire.  What are the advantages of questionnaires?  What are the disadvantages of questionnaires? | Practical: students to gain practical experience of questionnaire design and use. | Closed question  Confidentiality  Informed consent  Open questions | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 10 | Interviews | What is an interview (as a research tool)?  Different types of interviews (structured, unstructured and semi-structured).  Focus groups.  The problem of interviewer bias.  The advantages of interviews.  The disadvantages of interviews. | Practical: students to gain practical experience of interviews as a research method. | Focus group  Interview  Unstructured interviews | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 11 | Observation | What is observation (as a research tool)?  Different types of observation (participant and non-participant).  What is an observation schedule?  The advantages of observation.  The disadvantages of observation. | Practical: students to gain practical experience of observation as a research method. | Non-participant observation  Observer effect  Participant observation | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 12 | Statistics | What is quantitative data (key terms and ideas)?  Presenting quantitative data.  Looking for patterns and trends. | Practical: students to gain practical experience of gathering, analysing and presenting simple examples of quantitative data, for example, the results of a questionnaire (link to lesson 9).  Quick test to assess students' knowledge and understanding of research methods.  Extended writing: for example, write a paragraph to explain the advantages and disadvantages of interviews as a research method.  You may wish to provide students with some ‘success criteria’, including a list of key points that they should have covered in their answer together with opportunities for peer review. | Quantitative data | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 13 | Case studies | What is a case study (as a research tool)?  When is it appropriate to use a case study?  What are the advantages of case studies?  What are the disadvantages of case studies? |  | Case study | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 14 | Longitudinal studies | What is a longitudinal study (as a research tool)?  When is it appropriate to use a longitudinal study?  What are the advantages of longitudinal studies?  What are the disadvantages of longitudinal studies? |  | Longitudinal study  Representative data/sample  Social mobility | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 15 | Ethnography | What is ethnography (as a research tool)?  When is it appropriate to use an ethnographic approach?  What are the advantages of ethnography?  What are the disadvantages of ethnography? |  | Ethnography | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 16 | Experiments | What is an experiment (as a research tool)?  Examples of famous (social science) experiments.  Ethical problems associated with social science experiments. |  | Ethics | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 17 | Small scale research |  | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research | Attitude survey  Questionnaire  Interview | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |

3.3 Families Year 10

Teach before 3.4 Education

Teach after Research

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| Lesson number | Topic | WALT  To be able to understand …. | Suggested activities | Key concepts covered | Differentiation |  | HW – To be set through Doddle |
| 1 | What is a family? | How do sociologists define a family?  What is a household?  Different family structures. |  | Cohabitation  Family  Family diversity  Reconstituted (or blended) family  Lone parent family | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 2 | Family diversity | What are the different types of family found in the UK?  The Rapoports' five types of family diversity (organisational, cultural, social class, life cycle and family life course).  Criticisms of the Rapoports' work. |  | Divorce  Family diversity  Marriage | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 3 | Reasons for family diversity | How have changes in the law affected the family. Think about divorce, equal pay and same-sex marriage.  Changing social values and attitudes.  Changing gender roles.  Benefits for single parents.  Employment opportunities.  Longer life expectancy.  Decline in religion.  Immigration. |  | Divorce  Gender equality  Gender roles  Immigration  Life expectancy  Same sex marriage  Single parents  Values and attitudes | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 4 | The nuclear family | What is a nuclear family?  Is the nuclear family still important?  The media and the nuclear family.  The family life cycle. | Content analysis. | Nuclear family  Mass media | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 5 | Alternatives to the family | Why might people live in a single person household?  Communal living.  The Kibbutz.  House shares.  Residential homes. |  | Commune  Kibbutz | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 6 | Families in a global context | How do families differ in other cultures? | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research | Culture | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 7 | Functionalism and the family. | What is the Functionalist theory of the family?  The ideas of Murdock.  The ideas of Parsons.  Primary socialisation.  The stabilisation of adult personalities.  Criticisms of the functionalist theory of the family. |  | Functionalism  Primary socialisation | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 8 | Alternative theories on the functions of the family, | What is the Marxist theory of the family?  Criticisms of the Marxist theory of the family.  The ideas of Zaretsky.  What is the Feminist theory of the family?  The ideas of Delphy and Leonard.  Criticisms of the Feminist theory of the family. | Comparison exercise: use extracts from the work of different sociologists. | Marxism  Feminism | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 9 | Relationships within families. | How have relationships within families changed over time?  Pre-industrial families (1600 to 1800).  Industrialised families (post-1800).  Contemporary families.  Relationships between parents and children. |  | Family relationships  Symmetrical family  Stratified diffusion  Patriarchy | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 10 | Marriage | Is marriage in decline?  How important is marriage in contemporary British society? |  | Arranged marriage  Cohabitation  Monogamy  Same-sex marriage  Serial monogamy | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 11 | Divorce | Why has the pattern of divorce changed since 1945?  Legal changes.  Changing social attitudes and values.  Loss of traditional family functions (loosening of the ‘ties that bind’).  Secularisation. |  | Divorce  Social attitudes  Values  Secularisation | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 12 | Consequences of divorce | What are the consequences of divorce?  Consequences for parents and family members.  Lone parent families.  Consequences for children. |  | Divorce  Lone parent family | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 13 | Theories about divorce | What do functionalist sociologists say about divorce?  What do Marxist sociologists say about divorce?  What do feminist sociologists say about divorce? | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research | Functionalism  Marxism  Feminism | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 14 | Conjugal roles | What are conjugal roles?  What are traditional family roles?  Oakley on the idea of the conventional family.  Joint conjugal roles.  The dual burden. |  | Conjugal roles  Dual burden  Joint conjugal roles  Segregated conjugal roles  Traditional family roles | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 15 | The symmetrical family | What is the symmetrical family?  The ideas of Young and Willmott.  Suggested reasons for the rise of the symmetrical family.  The principle of stratified diffusion.  Criticisms of Young and Willmott. | Comparison exercise: use extracts from the work of different sociologists (including summary reviews of published research identifying significant criticisms). | Symmetrical family  Stratified diffusion | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 16 | Changing relationships within families | How have relationships within families changed over time?  Power relationships and decision making within families.  Changing status of women in society.  Domestic violence. |  | Power relationships  Status | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 17 | Functionalist and Marxist  theories about conjugal roles | What do functionalist sociologists say about conjugal roles?  Evaluating functionalist ideas.  What do Marxist sociologists say about conjugal roles?  Evaluating Marxist ideas. | Comparison exercise: use extracts from the work of different sociologists. | Conjugal roles  Functionalism  Marxism | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 18 | Feminist theories about conjugal roles | What do feminist sociologists say about conjugal roles?  Evaluating feminist ideas. | Comparison exercise: use extracts from the work of different sociologists (link to lesson 17). | Conjugal roles  Feminism | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 19 | Research in action: conjugal role relationships |  | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research | Questionnaire  Interview | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |

Year 10 – teacher 1

3.4 Education – lessons 1-7

Teach after 3.3 Families

Students would benefit from a general awareness of the development of the education system and of significant changes to the structure of that system as a consequence of educational reforms.

Teach before 3.5 Crime and deviance

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| Lesson number | Topic | WALT  To be able to understand …. | Suggested activities | Key concepts covered | Differentiation |  | HW – To be set through Doddle |
| 1 | Function of education | Why do we have schools?  Functionalism and education (Durkheim and Parsons).  Social cohesion.  Skills for employment. |  | Compulsory state education  Functionalism  Social cohesion | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 2 | Schools as an agency of socialization | How do schools act as an agency of socialisation?  Core values.  Meritocracy. |  | Secondary socialisation  Values  Meritocracy | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 3 | Education and capitalism | What is the relationship between education and capitalism?  What do Marxist sociologists say about education?  The correspondence principle (Bowles and Gintis).  Criticisms of the Marxist view of education. | Comparison exercise: use extracts from the work of different sociologists (including summary reviews of published research identifying significant criticisms). | Capitalism  Correspondence principle  Marxism | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 4 | Comparing different perspectives on education | Evaluating functionalist views of education.  Evaluating Marxist views of education.  Evaluating feminist views of education. | Comparison exercise: use extracts from the work of different sociologists. | Feminism  Functionalism  Marxism | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 5 | Different types of school | Identifying various types of state school, including primary, secondary, comprehensive, academies and faith schools.  Selective education.  Private education. |  | School  State school  Selection  Private school | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 6 | Alternative education | Identifying various alternative forms of education including:   * de-schooling * home schooling * democratic schools, such as Summerhill. |  | De-schooling  Home schooling | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 7 | State or private school? | Arguments for and against private education.  Comparing social costs, opportunities and outcomes. | Quick test to assess students' knowledge and understanding of the function and organisation of education.  Extended writing: write a paragraph to explain the correspondence principle.  You may wish to provide students with some ‘success criteria’, including a list of key points that they should have covered in their answer together with opportunities for peer review. | State school  Private school | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |

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| Lesson number | Topic | WALT  To be able to understand …. | Suggested activities | Key concepts covered | Differentiation |  | HW – To be set through Doddle |
| 8 | Educational achievement | How do we measure educational success?  Public examinations and league tables.  Ball on parental choice and competition between schools. |  | League table  Public examinations  SATs | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 9 | External factors affecting educational achievement | Outside the school what factors influence the chances of educational success?  Gender socialisation.  Material deprivation.  Parental attitudes.  Language development.  Employment, for example, as a motivational factor.  Government, for example, structural reforms to the education system. |  | Gender  Social class  Socialisation | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 10 | Internal factors affecting educational achievement | Inside the school what factors influence the chances of educational success?  School ethos.  Hidden curriculum.  Setting and streaming.  Labelling and the self-fulfilling prophecy.  Pupil subcultures. |  | Counter school cultures  Ethos  Hidden curriculum  Labelling  Self-fulfilling prophecy  Setting  Streaming | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 11 | Social class and educational achievement (1) | What is the link between social class and educational achievement?  Patterns of educational disadvantage related to socio-economic class.  The pioneering work of Halsey, Heath and Ridge. | Comparison exercise: use extracts from the work of different sociologists. | Educational achievement  Socio-economic class | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 12 | Social class and educational achievement (2) | What is cultural capital?  What is cultural deprivation?  What is material deprivation?  Working class subcultures.  Parental attitudes and language development (link to lesson 10).  Teacher/pupil interactions.  Ball on teacher expectations. | Quick test to assess students' knowledge and understanding of how we measure educational success and factors affecting educational achievement.  Extended writing. For example: write a paragraph to explain how socio-economic class can affect chances of educational success.  You may wish to provide students with some ‘success criteria’, including a list of key points that they should have covered in their answer together with opportunities for peer review. | Cultural capital  Cultural deprivation  Interactionism  Social inequality  Subculture | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 13 | Gender and educational achievement (1) | What is the gender based pattern of educational achievement?  Comparing the performance of boys and girls over time.  Patterns of subject choice. |  | Educational achievement  Gender | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 14 | Gender and educational achievement (2) | How do we explain gender based differences in educational achievement?  Legal changes. For example:, employment opportunities for women and the National Curriculum.  Feminism and changing expectations/improved self-esteem.  Socialisation.  Hidden curriculum.  Teacher expectations and teacher-pupil interactions.  Gender based pupil subcultures. | Comparison exercise: use extracts from the work of different sociologists. | Feminism  Gender  Hidden curriculum  Socialisation  Subculture | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 15 | Research in action: gender and subject choice |  | Practical: students to design and then complete a small scale research project investigating gender based differences when choosing optional subjects.  An appropriate approach might be a questionnaire (possibly with follow-up interviews) asking students about their option choices and their motives for choosing particular subjects.  The completed project can also be used as a formative assessment opportunity. | Questionnaire  Interview | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 16 | Ethnicity and educational achievement | What is the link between ethnicity and educational achievement?  High achieving ethnic groups.  Ethnic groups who are more likely to be excluded from school and to underachieve.  Impact of various home and school based factors linked to ethnicity.  Link to previous lessons on the impact of social class and gender on patterns of educational achievement. |  | Ethnicity  Exclusion | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 17 | Education policies and their possible impact on patterns of achievement | A brief overview of the history of educational reform.  The introduction of compulsory education.  The raising of the school leaving age.  The tripartite system.  Comprehensive schools.  National curriculum.  Academies, faith and free schools.  Student grants/loans and access to higher education. | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research | Academy  Comprehensive school  Compulsory state education  Education reform  Tripartite system | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |

Year 11 –

3.5 Crime and deviance

Teach after 3.4 Education

Teach before 3.6 Social stratification

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| Lesson number | Topic | WALT  To be able to understand …. | Suggested activities | Key concepts covered | Differentiation |  | HW – To be set through Doddle |
| 1 | Crime and deviance | What is the difference between crime and deviance?  Defining crime and deviance.  Time, place, culture and social situation. | Starter: Whether an act is classed as deviant or not depends on the particular social setting  *Look at the following examples of nudity and decide in which circumstances you find it acceptable and unacceptable. Think about…..*  Main activity – discuss various explanations of how crime changes over time/ culture. See power - point 1 for some clips.  Plenary – the naked rambler. Is he a criminal discuss. | Crime  Deviance  Culture | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 2 | Measuring crime (1)  Textbook pages 220 – 225 | Must be able to explain the difference between types of data (official statistics, victim surveys, self report)  Should understand *the problems with each*  *Could also explain why they might not tell the whole story.* | Starter: In groups discuss How is crime measured?  Define. Official crime statistics.  Why do sociologists use official statistics on crime?  Youtube video on the dark figure of crime  What are the problems associated with official statistics on crime?  See powerpoint 11 and 12 | Dark figure  Official statistics  Recorded crime  Reported crime | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 3 | Measuring crime (2)  Textbook pages 220 – 225 | What are victim surveys?  What are the advantages and disadvantages of victim surveys?  What are the advantages and disadvantages of self-report studies? | Starter: Explain the advantages and disadvantages of victim surveys and serfl report survays.  You tue clips (see powerpoint) | Self-report study  Victim survey | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 4 | The social construction of crime and deviance | What do sociologists mean when they say that crime and deviance are socially constructed?  Refer back to lesson 1.  Explore examples of the changing definition of crime and deviance. For example: drug and alcohol consumption, suicide and homosexuality. |  | Crime  Deviance  Social construct | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 5 | Factors affecting criminal behaviour (1) | How has criminal and deviant behaviour been explained?  Biological explanations.  Psychological explanations. |  |  | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 6 | Factors affecting criminal behaviour (2) | How has criminal and deviant behaviour been explained?  Sociological explanations.  The ideas of Merton and Becker.  Socialisation.  Anomie.  Peer groups and criminal subcultures.  Status frustration.  Labelling. | Comparison exercise: use extracts from the work of different sociologists.  Quick test to assess students' knowledge and understanding of how we define and explain criminal and deviant behaviour.  Extended writing: write a paragraph to explain some of the problems associated with official statistics on crime.  You may wish to provide students with some ‘success criteria’, including a list of key points that they should have covered in their answer together with opportunities for peer review. | Anomie  Interactionism  Labelling  Subculture  Socialisation  Status frustration | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 7 | Social class and crime | How do sociologists explain differences in criminal behaviour between social classes?  Link to sociological explanations of crime (lesson 6).  Official statistics.  White collar crime. |  | Anomie  Interactionism  Labelling  Subculture  Social class  Socialisation  Status frustration  White collar crime | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 8 | Gender and crime | How do sociologists explain differences in criminal behaviour between different gender groups?  The ideas of Heidensohn.  Link to sociological explanations of crime (lesson 6).  Official statistics.  Opportunity.  Control theory.  Chivalry thesis.  Poverty. |  | Chivalry thesis  Control theory  Gender | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 9 | Ethnicity and crime | How do sociologists explain differences in criminal behaviour between different ethnic groups?  Link to sociological explanations of crime (lesson 6).  Official statistics.  Institutional racism.  Stereotypes (police and media). |  | Ethnicity  Institutional racism  Stereotypes | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 10 | Age and crime | How do sociologists explain differences in criminal behaviour between different age groups?  Link to sociological explanations of crime (lesson 6).  Status frustration.  Risk taking behaviour by young people (‘edgework’).  Stereotypes (police and media). |  | Status frustration  Stereotypes | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 11 | Informal social control | What is informal social control?  Family.  Peer group.  Schools.  Workplace.  Religion. |  | Social control | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 12 | Formal social control | What is formal social control?  Police.  Court system.  Home Office.  Ministry of Justice.  Serious Fraud Office. | Comparison exercise: use extracts from the work of different sociologists.  Quick test to assess students' knowledge and understanding of how sociologists explain variations in criminal behaviour between different groups in society and how society controls criminal and deviant behaviour.  Extended writing. For example: write a paragraph to explain differences in criminal behaviour between different social classes.  You may wish to provide students with some ‘success criteria’, including a list of key points that they should have covered in their answer together with opportunities for peer review. | Social control  Criminal justice system  Prison system | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 13 | Treatment of young offenders | How should society respond to criminal behaviour by young people?  Albert Cohen on delinquent subcultures.  Punishment or education?  Age of criminal responsibility.  Youth custody. |  | Youth crime | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 14 | The prison system | What is the prison system designed to achieve?  Punishment.  Reform.  Alternatives to prison. |  | Prison system  Probation system | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 15 | Violent crime and sentencing | How should society respond to violent crime?  Sentencing violent offenders.  Mandatory prison sentences. | Fieldwork opportunity: visit to a Magistrates Court. | Criminal justice system  Prison system | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 16 | Media reporting of crime | How accurate is the reporting of crime by the media?  Sensationalism.  Deviancy amplification.  Moral panic.  Violence media content. | Content analysis | Deviancy amplification  Media  Moral panic | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 17 | Functionalist theories about crime | What are functionalist ideas about crime and deviance?  Boundaries and values.  Social cohesion.  Deviant behaviour as a ‘safety valve’.  Strain theory.  Subculture theory. | Comparison exercise: use extracts from the work of different sociologists (including criticisms of Functionalist explanations). | Functionalism | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 18 | Alternative theories about crime. | How do Marxist sociologists explain criminal and deviant behaviour?  Criticisms of Marxist explanations.  How do Interactionist sociologists explain criminal and deviant behaviour?  Criticisms of Interactionist explanations.  How do Feminist sociologists explain criminal and deviant behaviour?  The ideas of Carlen.  Criticisms of Feminist explanations. | Comparison exercise: use extracts from the work of different sociologists.  Assessment: select an appropriate example from the specimen paper, for example Paper 2, Question 10. Allow students to draft an essay plan. Discuss examples of how best to approach the question and structure their essay.  You may consider the introduction of timed assessments (the mark a minute rule). Teacher-marked assessment, feedback on standard achieved. You may wish to consider circulating examples of ‘anonymous’ edited extracts from some of the best answers and summarising common mistakes to be avoided. | Feminism  Interactionism  Marxism | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |

Year 11

3.6 Social stratification

Teach after 3.5 Crime and deviance

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| Lesson number | Topic | WALT  To be able to understand …. | Suggested activities | Key concepts covered | Differentiation |  | HW – To be set through Doddle |
| 1 | Social stratification | What is social stratification?  Different types of social stratification:   * slavery * caste * estates * class. |  | Achieved status  Aristocracy  Caste  Class  Elite  Feudalism (estates)  Slavery  Social inequality  Stratification | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 2 | Functionalism and social stratification | Why do functionalists believe that social stratification is a ‘universal necessity’?  The ideas of Davis and Moore.  Criticisms of Davis and Moore.  Inequalities in income between different groups. |  | Functionalism  Income  Inequality  Stratification | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 3 | Socio-economic class | What is socio-economic class?  Who is in the ‘upper class’?  Who is in the ‘middle class’?  Who is in the ‘working class’?  National statistics and the classification of socio-economic class. |  | Elite  National statistics  Socio-economic class | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 4 | Marx on class | What is the Marxist view of socio-economic class?  Means of production.  Division of labour.  Capitalism.  Class conflict.  Polarisation of social classes.  Alienation.  Crisis of capitalism.  Communism.  Criticisms of Marx. |  | Bourgeoisie  Capitalism  Class struggle (conflict)  Communism  Marxism  Petty-bourgeoisie  Proletariat | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 5 | Weber on class | What is Weber’s view of socio-economic class?  Market situation.  Life chances.  Status, values and lifestyle.  Party (any organised group that seeks to exercise power).  Criticisms of Weber. |  | Life chances  Lifestyle  Market situation  Status  Values | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 6 | Life chances | What are the various factors affecting life chances?  Is Britain a meritocratic society?  Social class.  Various other factors affecting life chances. For example: gender, ethnicity and age. | Quick test to assess students' knowledge and understanding of social stratification.  Extended writing. For example: write a paragraph to explain the Marxist view of socio-economic class.  You may wish to provide students with some ‘success criteria’, including a list of key points that they should have covered in their answer together with opportunities for peer review. | Ageism  Meritocracy  Racism  Sexism | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 7 | The affluent worker | Are well-off members of the working class becoming more like the middle class (link to life chances)?  The idea of embourgeoisement (Goldthorpe et al).  Instrumental attitudes.  Privatism (home centred).  Class identity.  Criticisms of the theory of embourgeoisement (Devine). |  | Affluence  Embourgeoisement  Social class  Working class | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 8 | Social mobility | What is social mobility?  Vertical mobility.  Intra-generational mobility.  Intergenerational mobility.  Rates of social mobility.  The Social mobility and Child poverty commission. |  | Social mobility | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 9 | Poverty | What is absolute poverty?  What is relative poverty?  Measuring poverty.  Explaining poverty. |  | Absolute poverty  Poverty trap  Relative deprivation (poverty) | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 10 | Relative  Deprivation | Why do sociologists use a relative measure of poverty?  The ideas of Townsend on relative deprivation.  Criticisms of Townsend. |  | Deprivation | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 11 | Underclass | Who is in the ‘underclass’?  The ideas of Murray on welfare reform and the underclass.  Criticisms of Murray. | Comparison exercise: use extracts from the work of different sociologists. | Lumpen proletariat  New Right | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 12 | Globalisation | What is globalisation?  Criticisms of globalisation.  The impact of globalisation on the UK. | Quick test to assess students' knowledge and understanding of social mobility and poverty. Extended writing. For example: write a paragraph to explain the reasons why sociologists use a relative measure of poverty.  You may wish to provide students with some ‘success criteria’, including a list of key points that they should have covered in their answer together with opportunities for peer review. | Marxism  Nation state  Neo-liberalism  Privatisation | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 13 | Welfare state | What is the welfare state?  New Right perspectives on welfare.  Centre-left perspectives on welfare.  Marxist and feminist perspectives on welfare. | Comparison exercise: use extracts from the work of different sociologists. | Feminism  Marxism  New Right  Welfare state | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 14 | Weber on power | How did Weber define power?  Rational (legal) authority.  Traditional authority.  Charismatic authority.  Criticisms of Weber. |  | Bureaucracy  Charismatic authority  Dictatorship  Elite  Traditional authority | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 15 | Political power (1) | What is political power?  The nation state.  Democracy.  Constitution. |  | Dictatorship  Feudalism  Member of Parliament  Monarchy  Nation state  Prime minister | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 16 | Political power (2) | What is a political party?  Political parties in the U.K.  Elections  Voting behaviour | Simulation: hustings/mock election. | Political party  Political socialisation | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 17 | Power relationships | What are power relationships?  Various factors affecting power relationships. For example: social class and gender.  Elite groups and power.  Interest groups. |  | Elite  Interest (or pressure) groups  Power relationships | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |
| 18 | Patriarchy | What is patriarchy?  The ideas of Walby.  Feminism.  Gender and power. | Comparison exercise: use extracts from the work of different sociologists.  Assessment: select an appropriate example from the specimen paper, for example Paper 2, Question 21. Allow students to draft an essay plan. Discuss examples of how best to approach the question and structure their essay.  You may consider the introduction of timed assessments (the mark a minute rule). Teacher-marked assessment, feedback on standard achieved. You may wish to consider circulating examples of ‘anonymous’ edited extracts from some of the best answers and summarising common mistakes to be avoided. | Feminism  Gender  Patriarchy  Power | Weaker: Key terms should be understood  Middle: Key terms should be understood plus. Basic theories  Able: As above but should be able to link Theories linked to the research |  |  |