


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



| Lesson number | Topic | WALT To be able to understand | Suggested activities | Key concepts covered | Differentiation | | HW – To be set through Doodle |
|---------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------|--|-------------------------------|
| 1 | What is sociology?  | How do we define what sociology is and what do sociologists study? | Use edited extracts from sociological texts/examples of published research/compare and contrast with examples of journalism. | Culture Norms Role Social construct Society | Weaker: Key terms should be understood Middle: Key terms should be understood | | |




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| | | <p>How did sociology develop? (A brief history.)</p> <p>Looking at the world through the eyes of a sociologist.</p> | <p>Role-play: looking at the world like a sociologist.</p> | | <p>plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 2 | Emile Durkheim | <p>Why is Durkheim seen as a 'founder' of sociology and what were some of his important ideas?</p> <p>Durkheim and his world.</p> | | <p>Anomie</p> <p>Crime and deviance</p> <p>Division of labour</p> <p>Functionalism</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories</p> | | |



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| 3 | <p>Karl Marx</p>  | <p>Why is Marx seen as a 'founder' of sociology and what were some of his important ideas?</p> <p>Marx and his world.</p> | <p>Compare and contrast with Durkheim (different ways of looking at the world).</p> <p>Simulation: a meeting between Durkheim and Marx.</p> | <p>Bourgeoisie</p> <p>Capitalism</p> <p>Communism</p> <p>Economy</p> <p>Proletariat</p> <p>Wealth</p> <p>Working class</p> |
| 4 | <p>Max Weber</p>  | <p>Why is Weber seen as a 'founder' of sociology and what were some of his important ideas?</p> <p>Weber and his world.</p> | <p>Compare and contrast with Durkheim and Marx (different ways of looking at the world).</p> <p>Simulation: a meeting between Weber and Marx.</p> <p>Quick test to assess students' knowledge and understanding of the important ideas of Durkheim, Marx and Weber.</p> <p>Extended writing: for example, write a paragraph to describe the key ideas of Max Weber.</p> <p>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.</p> | <p>Authority</p> <p>Power</p> |

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| 5 | <p>Functionalism</p>  | <p>An introduction to Functionalism.</p> <p>Was Durkheim a functionalist?</p> <p>Who was Talcott Parsons and what was his contribution to sociology?</p> <p>Criticisms of Functionalism.</p> | <p>Mind-map: key functionalist ideas.</p> | <p>Social order</p> <p>Value consensus</p> |
| 6 | <p>Marxism</p>  | <p>An introduction to Marxism.</p> <p>Marxist sociology (explore examples).</p> <p>Historical attempts to create a society based on Marxist ideas.</p> <p>Criticisms of Marxism.</p> | | <p>Marxism</p> <p>False class consciousness</p> <p>Ruling class ideology</p> |
| 7 | <p>Interactionism</p>  | <p>An introduction to Interactionism.</p> <p>Labelling theory (explore examples of how labelling can affect the behaviour of students).</p> <p>Criticisms of Interactionism.</p> | <p>Reference: 'Learning to Labour', Paul Willis, (1975).</p> <p>Students to reflect on their own classroom experiences: focus on observed behaviour – link to participant observation as a research method.</p> | <p>Labelling</p> <p>Master status</p> |

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| 8 | <p>Feminism</p>  | <p>An introduction to Feminism.</p> <p>What is patriarchy?</p> <p>Are men and women truly equal in Great Britain today?</p> | <p>Comparison with the status of women in other societies.</p> <p>Discussion: are men and women truly equal in Great Britain today?</p> | <p>Gender</p> <p>Patriarchy</p> <p>Polygamy</p> |
| 9 | <p>New Right</p>  | <p>An introduction to the New Right.</p> <p>The culture of poverty.</p> <p>The underclass.</p> <p>Criticisms of the New Right.</p> | <p>Reference: 'The Children of Sanchez', Oscar Lewis, (1961).</p> <p>Note: the specification only references New Right ideas in relation to the Social stratification topic.</p> <p>Quick test to assess students' knowledge and understanding of Functionalism, Marxism, Interactionism and the New Right.</p> <p>Extended writing: for example, write a paragraph to explain Marxist ideas about social class.</p> <p>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.</p> | <p>Culture</p> <p>Culture of dependency</p> <p>Culture of poverty</p> <p>Identity</p> <p>Neo-liberalism and neo-conservatism</p> <p>Underclass</p> |
| 10 | <p>Social structures</p> | <p>What is a social structure?</p> | <p>The (outdated) ideas of Carl Linnaeus (1707 to 1778).</p> | <p>Caste</p> <p>Ethnicity</p> |

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| |  | <p>Different forms of social stratification.</p> <p>Race and ethnicity.</p> | Apartheid in South Africa (an example from history). | <p>Feudal system</p> <p>Gender</p> <p>Social class</p> <p>Social stratification</p> |
| 11 | <p>Social processes</p>  | <p>What is a social process?</p> <p>Social control.</p> <p>Socialisation.</p> <p>Nature versus nurture.</p> | Discussion: what makes us who we are? | <p>Culture</p> <p>Mass media</p> <p>Sanctions</p> <p>Social control</p> <p>Socialisation</p> <p>Values</p> |
| 12 | <p>Social issues</p>  | <p>What is a social issue?</p> <p>Poverty as a social issue.</p> <p>Crime as a social issue.</p> <p>Media amplification and moral panics.</p> | <p>Content analysis: media coverage of poverty and/or crime.</p> <p>Quick test to assess students' knowledge and understanding of social structures, social processes and social issues.</p> <p>Extended writing: for example, write a paragraph to explain what sociologists mean by a social issue.</p> <p>Provide model answers and opportunities for peer review.</p> | <p>Poverty</p> <p>Crime</p> <p>Media amplification</p> <p>Moral panic</p> <p>Relative deprivation</p> |

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| 13 | Sociological debates | <p>What is a conflict perspective?</p> <p>What is a consensus perspective?</p> <p>'Grand theories' and ideas about progress.</p> | Comparison exercise: use extracts from the work of different sociologists. | <p>Conflict</p> <p>Consensus</p> <p>Sociological debate</p> |
| 14 | Quality and quantity | <p>What is qualitative research?</p> <p>What is quantitative research?</p> | Comparison exercise: use extracts from the work of different sociologists. | <p>Case study</p> <p>Official statistics</p> <p>Reliability</p> <p>Validity</p> |
| 15 | <p>Culture and nature</p>  | <p>What is culture? (Refer back to lesson 1.)</p> <p>Nature v nurture (refer back to lesson 11).</p> <p>Feral children.</p> <p>Sociobiology.</p> | Discussion: is there such a thing as 'free will'? | <p>Culture</p> <p>Socialisation</p> |
| 16 | <p>Sex and gender</p>  | <p>What is the difference between biological sex and gender?</p> <p>Culture and gender roles.</p> <p>Gender identity.</p> | | <p>Culture</p> <p>Feminism</p> <p>Gender</p> |


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| | | Feminist perspectives on gender roles. | | |
| 17 | <p>Race and ethnicity</p>  | <p>What is race? (Link to lesson 10.)</p> <p>What is ethnicity?</p> | <p>Sociological explanations for racial prejudice and discrimination.</p> <p>Historical and contemporary examples of racial prejudice and discrimination.</p> <p>Content analysis: media coverage of related issues, such as immigration.</p> | <p>Discrimination</p> <p>Ethnicity</p> <p>Immigration</p> <p>Racism</p> <p>Scapegoat</p> <p>Stereotype</p> |
| 18 | Facts and values | <p>What is a sociological fact?</p> <p>What are values?</p> <p>Structure and agency – how are people motivated to act in the world?</p> <p>Link to Functionalism (lesson 5) and Interactionism (lesson 7).</p> | <p>Comparison exercise: use extracts from the work of different sociologists.</p> <p>Quick test to assess students' knowledge and understanding of debates in sociology.</p> <p>Extended writing: for example, write a paragraph to explain what sociologists mean when they talk about the difference between race and ethnicity.</p> <p>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.</p> | <p>Functionalism</p> <p>Interactionism</p> <p>Values</p> |

Research Methods Year 10


Teach before 3.3 Families

Teach after Introducing Sociology

| Lesson number | Topic | WALT To be able to understand | Suggested activities | Key concepts covered | Differentiation | | HW – To be set through Doodle |
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| 1 | Research design | <p>What are the key decisions to make before beginning a research project?</p> <p>Establishing appropriate aims.</p> <p>Formulating a hypothesis.</p> | <p>Discussion: what are appropriate research opportunities in your school or college?</p> <p>Comparison exercise: use extracts from the work of different sociologists.</p> | <p>Bias</p> <p>Ethics</p> <p>Hypothesis</p> <p>Validity</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories</p> | | |

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| | | | | | linked to the research | | |
| 2 | <p>The scientific method</p>  | <p>What is the scientific method?</p> <p>Why is peer review important?</p> <p>What is the importance of a pilot study (planning for success and avoiding problems)?</p> <p>What makes research 'reliable'?</p> <p>What makes research 'valid'?</p> <p>Alternative approaches, for example, the interactionist perspective (asking people about their experiences and feelings) and gaining informed</p> | <p>Discussion: is sociology a science?</p> | <p>Informed consent</p> <p>Interactionism</p> <p>Reliability</p> <p>Validity</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |

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| | | consent from research participants. | | | | | |
| 3 | Practical problems | <p>How do we assess the success or failure of sociological research?</p> <p>Choosing the right research tools.</p> <p>Grounded theory (link to previous lesson – alternative approaches).</p> <p>Avoiding bias.</p> <p>Using secondary sources appropriately.</p> <p>Keeping costs under control.</p> | Comparison exercise: use extracts from the work of different sociologists (including summary reviews of published research identifying significant criticisms). | Bias Secondary sources | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 4 | Ethical problems | What is the British Sociological Association Ethical Code (provide a | Simulation: 'ethics committee' reviewing research proposals. | Ethics Informed consent | Weaker: Key terms should be understood | | |

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| |  | <p>summary of main points)?</p> <p>The principle of informed consent.</p> <p>The Nuremburg Code.</p> <p>The need for anonymity and confidentiality.</p> <p>The Data Protection Act (summary of key principles).</p> | | Confidentiality | <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 5 | Primary sources | <p>What are primary sources?</p> <p>Different types of primary data.</p> <p>Reliability (refer back to lesson two).</p> <p>Validity (refer back to lesson 2).</p> <p>Representative population samples (introduce this idea</p> | | <p>Case study</p> <p>Interview</p> <p>Longitudinal study</p> <p>Mixed methods</p> <p>Observation</p> <p>Questionnaire</p> <p>Representative sample</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> | | |

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| | | <p>– to be followed up and developed at a later point).</p> <p>Research using mixed methods (advantages).</p> | | Triangulation | Able: As above but should be able to link Theories linked to the research | | |
| 6 | Secondary sources | <p>What are secondary sources?</p> <p>Different types of secondary source material.</p> <p>The need for critical review when using secondary sources (provide examples of secondary sources demonstrating a lack of objectivity).</p> | <p>Content analysis.</p> <p>Quick test to assess students' knowledge and understanding of research design and associated issues.</p> <p>Extended writing: for example, write a paragraph to explain what sociologists mean when they talk about the need for informed consent.</p> <p>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</p> | <p>Content analysis</p> <p>Official statistics</p> <p>Secondary sources</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |

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| | | | opportunities for peer review. | | | | |
| 7 | Surveys | <p>What are surveys?</p> <p>Postal and online questionnaires.</p> <p>Telephone surveys.</p> <p>Opinion polls.</p> <p>Advantages and disadvantages of surveys.</p> | | <p>Sample</p> <p>Representative data</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 8 | Sampling | <p>Why do sociologists use sample surveys (link to lesson 7)?</p> <p>What is a sampling frame?</p> | <p>Practical: students to gain practical experience of sampling procedures.</p> | <p>Quota sample</p> <p>Random sample</p> <p>Representative</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should</p> | | |

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| | | <p>Different types of probability samples (known populations).</p> <p>Non-probability samples (unknown populations).</p> | | <p>Sampling frame</p> <p>Snowball sample</p> <p>Systematic sample</p> | <p>be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 9 | Questionnaires | <p>What is a questionnaire (as a research tool)?</p> <p>When is a questionnaire an appropriate research tool?</p> <p>How to design a questionnaire.</p> <p>What are the advantages of questionnaires?</p> | <p>Practical: students to gain practical experience of questionnaire design and use.</p> | <p>Closed question</p> <p>Confidentiality</p> <p>Informed consent</p> <p>Open questions</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories</p> | | |

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| | | What are the disadvantages of questionnaires? | | | linked to the research | | |
| 10 | Interviews | <p>What is an interview (as a research tool)?</p> <p>Different types of interviews (structured, unstructured and semi-structured).</p> <p>Focus groups.</p> <p>The problem of interviewer bias.</p> <p>The advantages of interviews.</p> <p>The disadvantages of interviews.</p> | <p>Practical: students to gain practical experience of interviews as a research method.</p> | <p>Focus group</p> <p>Interview</p> <p>Unstructured interviews</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 11 | Observation | <p>What is observation (as a research tool)?</p> <p>Different types of observation</p> | <p>Practical: students to gain practical experience of observation as a research method.</p> | <p>Non-participant observation</p> | <p>Weaker: Key terms should be understood</p> | | |

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| | | <p>(participant and non-participant).</p> <p>What is an observation schedule?</p> <p>The advantages of observation.</p> <p>The disadvantages of observation.</p> | | <p>Observer effect</p> <p>Participant observation</p> | <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 12 | Statistics | <p>What is quantitative data (key terms and ideas)?</p> <p>Presenting quantitative data.</p> <p>Looking for patterns and trends.</p> | <p>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).</p> <p>Quick test to assess students' knowledge and understanding of research methods.</p> | Quantitative data | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be</p> | | |

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| | | | <p>Extended writing: for example, write a paragraph to explain the advantages and disadvantages of interviews as a research method.</p> <p>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.</p> | | able to link Theories linked to the research | | |
| 13 | Case studies | <p>What is a case study (as a research tool)?</p> <p>When is it appropriate to use a case study?</p> <p>What are the advantages of case studies?</p> <p>What are the disadvantages of case studies?</p> | | Case study | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> | | |

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| | | | | | Able: As above but should be able to link Theories linked to the research | | |
| 14 | Longitudinal studies | <p>What is a longitudinal study (as a research tool)?</p> <p>When is it appropriate to use a longitudinal study?</p> <p>What are the advantages of longitudinal studies?</p> <p>What are the disadvantages of longitudinal studies?</p> | | <p>Longitudinal study</p> <p>Representative data/sample</p> <p>Social mobility</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |

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| 15 | Ethnography | <p>What is ethnography (as a research tool)?</p> <p>When is it appropriate to use an ethnographic approach?</p> <p>What are the advantages of ethnography?</p> <p>What are the disadvantages of ethnography?</p> | | Ethnography | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 16 | Experiments | <p>What is an experiment (as a research tool)?</p> <p>Examples of famous (social science) experiments.</p> <p>Ethical problems associated with</p> | | Ethics | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood</p> | | |


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| | | social science experiments. | | | plus. Basic theories Able: As above but should be able to link Theories linked to the research | | |
| 17 | Small scale research | | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | <p>Attitude survey</p> <p>Questionnaire</p> <p>Interview</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories</p> | | |



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3.3 Families Year 10


Teach before 3.4 Education



Teach after Research


| Lesson number | Topic | WALT To be able to understand | Suggested activities | Key concepts covered | Differentiation | HW – To be set through Doddle |
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| 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 | |



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| 2 | <p>Family diversity</p>  | <p>What are the different types of family found in the UK?</p> <p>The Rapoport's five types of family diversity (organisational, cultural, social class, life cycle and family life course).</p> <p>Criticisms of the Rapoport's work.</p> | | <p>Divorce</p> <p>Family diversity</p> <p>Marriage</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 3 | <p>Reasons for family diversity</p>  | <p>How have changes in the law affected the family. Think about divorce, equal pay and same-sex marriage.</p> | | <p>Divorce</p> <p>Gender equality</p> <p>Gender roles</p> <p>Immigration</p> <p>Life expectancy</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> | | |


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| | | <p>Changing social values and attitudes.</p> <p>Changing gender roles.</p> <p>Benefits for single parents.</p> <p>Employment opportunities.</p> <p>Longer life expectancy.</p> <p>Decline in religion.</p> <p>Immigration.</p> | | <p>Same sex marriage</p> <p>Single parents</p> <p>Values and attitudes</p> | <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 4 | <p>The nuclear family</p>  | <p>What is a nuclear family?</p> <p>Is the nuclear family still important?</p> <p>The media and the nuclear family.</p> <p>The family life cycle.</p> | <p>Content analysis.</p> | <p>Nuclear family</p> <p>Mass media</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> | | |



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| | | | | | Able: As above but should be able to link Theories linked to the research | | |
| 5 | <p>Alternatives to the family</p>  | <p>Why might people live in a single person household?</p> <p>Communal living.</p> <p>The Kibbutz.</p> <p>House shares.</p> <p>Residential homes.</p> | | <p>Commune</p> <p>Kibbutz</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 6 | Families in a global context | How do families differ in other cultures? | Weaker: Key terms should be understood | Culture | Weaker: Key terms should be understood | | |


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| |  | | <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 7 | <p>Functionalism and the family.</p>  | <p>What is the Functionalist theory of the family?</p> <p>The ideas of Murdock.</p> <p>The ideas of Parsons.</p> <p>Primary socialisation.</p> | | <p>Functionalism</p> <p>Primary socialisation</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> | | |



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| | | <p>The stabilisation of adult personalities.</p> <p>Criticisms of the functionalist theory of the family.</p> | | | <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 8 | <p>Alternative theories on the functions of the family,</p>  | <p>What is the Marxist theory of the family?</p> <p>Criticisms of the Marxist theory of the family.</p> <p>The ideas of Zaretsky.</p> <p>What is the Feminist theory of the family?</p> <p>The ideas of Delphy and Leonard.</p> <p>Criticisms of the Feminist theory of the family.</p> | <p>Comparison exercise: use extracts from the work of different sociologists.</p> | <p>Marxism</p> <p>Feminism</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |


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| <p>9</p> | <p>Relationships within families.</p>  | <p>How have relationships within families changed over time?</p> <p>Pre-industrial families (1600 to 1800).</p> <p>Industrialised families (post-1800).</p> <p>Contemporary families.</p> <p>Relationships between parents and children.</p> | | <p>Family relationships</p> <p>Symmetrical family</p> <p>Stratified diffusion</p> <p>Patriarchy</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| <p>10</p> | <p>Marriage</p>  | <p>Is marriage in decline?</p> <p>How important is marriage in contemporary British society?</p> | | <p>Arranged marriage</p> <p>Cohabitation</p> <p>Monogamy</p> <p>Same-sex marriage</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood</p> | | |



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| | | | | Serial monogamy | 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 | | |

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| 12 | <p>Consequences of divorce</p>  | <p>What are the consequences of divorce?</p> <p>Consequences for parents and family members.</p> <p>Lone parent families.</p> <p>Consequences for children.</p> | | <p>Divorce</p> <p>Lone parent family</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 13 | <p>Theories about divorce</p>  | <p>What do functionalist sociologists say about divorce?</p> <p>What do Marxist sociologists say about divorce?</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> | <p>Functionalism</p> <p>Marxism</p> <p>Feminism</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> | | |

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| | | What do feminist sociologists say about divorce? | Able: As above but should be able to link Theories linked to the research | | Able: As above but should be able to link Theories linked to the research | | |
| 14 | <p>Conjugal roles</p>  | <p>What are conjugal roles?</p> <p>What are traditional family roles?</p> <p>Oakley on the idea of the conventional family.</p> <p>Joint conjugal roles.</p> <p>The dual burden.</p> | | <p>Conjugal roles</p> <p>Dual burden</p> <p>Joint conjugal roles</p> <p>Segregated conjugal roles</p> <p>Traditional family roles</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |

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| 15 | <p>The symmetrical family</p>  | <p>What is the symmetrical family?</p> <p>The ideas of Young and Willmott.</p> <p>Suggested reasons for the rise of the symmetrical family.</p> <p>The principle of stratified diffusion.</p> <p>Criticisms of Young and Willmott.</p> | <p>Comparison exercise: use extracts from the work of different sociologists (including summary reviews of published research identifying significant criticisms).</p> | <p>Symmetrical family</p> <p>Stratified diffusion</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 16 | <p>Changing relationships within families</p>  | <p>How have relationships within families changed over time?</p> <p>Power relationships and decision making within families.</p> | | <p>Power relationships</p> <p>Status</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> | | |

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| | | <p>Changing status of women in society.</p> <p>Domestic violence.</p> | | | <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 17 | <p>Functionalist and Marxist theories about conjugal roles</p>  | <p>What do functionalist sociologists say about conjugal roles?</p> <p>Evaluating functionalist ideas.</p> <p>What do Marxist sociologists say about conjugal roles?</p> <p>Evaluating Marxist ideas.</p> | <p>Comparison exercise: use extracts from the work of different sociologists.</p> | <p>Conjugal roles</p> <p>Functionalism</p> <p>Marxism</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 18 | <p>Feminist theories about conjugal roles</p> | <p>What do feminist sociologists say</p> | <p>Comparison exercise: use extracts from</p> | <p>Conjugal roles</p> <p>Feminism</p> | <p>Weaker: Key terms should be understood</p> | | |

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| |  | <p>about conjugal roles? Evaluating feminist ideas.</p> | <p>the work of different sociologists (link to lesson 17).</p> | | <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 19 | <p>Research in action: conjugal role relationships</p>  | | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> | <p>Questionnaire Interview</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> | | |

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| | | | Able: As above but should be able to link Theories linked to the research | | Able: As above but should be able to link Theories linked to the research | | |
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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

| Lesson number | Topic | WALT To be able to understand | Suggested activities | Key concepts covered | Differentiation | | HW – To be set through Doddle |
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| 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 | | |

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| | | | | | 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 | | |



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| <p>3</p> | <p>Education and capitalism</p>  | <p>What is the relationship between education and capitalism?</p> <p>What do Marxist sociologists say about education?</p> <p>The correspondence principle (Bowles and Gintis).</p> <p>Criticisms of the Marxist view of education.</p> | <p>Comparison exercise: use extracts from the work of different sociologists (including summary reviews of published research identifying significant criticisms).</p> | <p>Capitalism</p> <p>Correspondence principle</p> <p>Marxism</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| <p>4</p> | <p>Comparing different perspectives on education</p>  | <p>Evaluating functionalist views of education.</p> <p>Evaluating Marxist views of education.</p> <p>Evaluating feminist views of education.</p> | <p>Comparison exercise: use extracts from the work of different sociologists.</p> | <p>Feminism</p> <p>Functionalism</p> <p>Marxism</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood</p> | | |


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| | | | | | <p>plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 5 | <p>Different types of school</p>  | <p>Identifying various types of state school, including primary, secondary, comprehensive, academies and faith schools.</p> <p>Selective education.</p> <p>Private education.</p> | | <p>School</p> <p>State school</p> <p>Selection</p> <p>Private school</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories</p> | | |



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| | | | | | linked to the research | | |
| 6 | <p>Alternative education</p>  | <p>Identifying various alternative forms of education including:</p> <ul style="list-style-type: none"> • de-schooling • home schooling • democratic schools, such as Summerhill. | | <p>De-schooling</p> <p>Home schooling</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 7 | <p>State or private school?</p>  | <p>Arguments for and against private education.</p> <p>Comparing social costs, opportunities and outcomes.</p> | <p>Quick test to assess students' knowledge and understanding of the function and organisation of education.</p> | <p>State school</p> <p>Private school</p> | <p>Weaker: Key terms should be understood</p> | | |

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| | | | <p>Extended writing: write a paragraph to explain the correspondence principle.</p> <p>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.</p> | | <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
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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 |
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| 8 | <p>Educational achievement</p>  | <p>How do we measure educational success?</p> <p>Public examinations and league tables.</p> <p>Ball on parental choice and competition between schools.</p> | | <p>League table</p> <p>Public examinations</p> <p>SATs</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 9 | <p>External factors affecting educational achievement</p>  | <p>Outside the school what factors influence the chances of educational success?</p> <p>Gender socialisation.</p> <p>Material deprivation.</p> <p>Parental attitudes.</p> | | <p>Gender</p> <p>Social class</p> <p>Socialisation</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood</p> | | |


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| | | <p>Language development.</p> <p>Employment, for example, as a motivational factor.</p> <p>Government, for example, structural reforms to the education system.</p> | | | <p>plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 10 | <p>Internal factors affecting educational achievement</p>  | <p>Inside the school what factors influence the chances of educational success?</p> <p>School ethos.</p> <p>Hidden curriculum.</p> <p>Setting and streaming.</p> <p>Labelling and the self-fulfilling prophecy.</p> <p>Pupil subcultures.</p> | | <p>Counter school cultures</p> <p>Ethos</p> <p>Hidden curriculum</p> <p>Labelling</p> <p>Self-fulfilling prophecy</p> <p>Setting</p> <p>Streaming</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories</p> | | |


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| | | | | | linked to the research | | |
| 11 | <p>Social class and educational achievement (1)</p>  | <p>What is the link between social class and educational achievement?</p> <p>Patterns of educational disadvantage related to socio-economic class.</p> <p>The pioneering work of Halsey, Heath and Ridge.</p> | <p>Comparison exercise: use extracts from the work of different sociologists.</p> | <p>Educational achievement</p> <p>Socio-economic class</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 12 | <p>Social class and educational achievement (2)</p>  | <p>What is cultural capital?</p> <p>What is cultural deprivation?</p> | <p>Quick test to assess students' knowledge and understanding of how we measure educational success and</p> | <p>Cultural capital</p> <p>Cultural deprivation</p> <p>Interactionism</p> | <p>Weaker: Key terms should be understood</p> | | |

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| | | <p>What is material deprivation?</p> <p>Working class subcultures.</p> <p>Parental attitudes and language development (link to lesson 10).</p> <p>Teacher/pupil interactions.</p> <p>Ball on teacher expectations.</p> | <p>factors affecting educational achievement.</p> <p>Extended writing. For example: write a paragraph to explain how socio-economic class can affect chances of educational success.</p> <p>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.</p> | <p>Social inequality</p> <p>Subculture</p> | <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 13 | Gender and educational achievement (1) | What is the gender based pattern of educational achievement? | | <p>Educational achievement</p> <p>Gender</p> | Weaker: Key terms should be understood | | |

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| |  | <p>Comparing the performance of boys and girls over time.</p> <p>Patterns of subject choice.</p> | | | <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 14 | <p>Gender and educational achievement (2)</p>  | <p>How do we explain gender based differences in educational achievement?</p> <p>Legal changes. For example:, employment opportunities for women and the National Curriculum.</p> <p>Feminism and changing</p> | <p>Comparison exercise: use extracts from the work of different sociologists.</p> | <p>Feminism</p> <p>Gender</p> <p>Hidden curriculum</p> <p>Socialisation</p> <p>Subculture</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be</p> | | |

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| | | <p>expectations/improved self-esteem.</p> <p>Socialisation.</p> <p>Hidden curriculum.</p> <p>Teacher expectations and teacher-pupil interactions.</p> <p>Gender based pupil subcultures.</p> | | | able to link Theories linked to the research | | |
| 15 | <p>Research in action: gender and subject choice</p>  | | <p>Practical: students to design and then complete a small scale research project investigating gender based differences when choosing optional subjects.</p> <p>An appropriate approach might be a questionnaire (possibly with follow-up interviews) asking</p> | Questionnaire Interview | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories</p> | | |

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| | | | <p>students about their option choices and their motives for choosing particular subjects.</p> <p>The completed project can also be used as a formative assessment opportunity.</p> | | linked to the research | | |
| 16 | <p>Ethnicity and educational achievement</p>  | <p>What is the link between ethnicity and educational achievement?</p> <p>High achieving ethnic groups.</p> <p>Ethnic groups who are more likely to be excluded from school and to underachieve.</p> <p>Impact of various home and school</p> | | <p>Ethnicity</p> <p>Exclusion</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link</p> | | |

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| | | <p>based factors linked to ethnicity.</p> <p>Link to previous lessons on the impact of social class and gender on patterns of educational achievement.</p> | | | Theories linked to the research | | |
| 17 | <p>Education policies and their possible impact on patterns of achievement</p>  | <p>A brief overview of the history of educational reform.</p> <p>The introduction of compulsory education.</p> <p>The raising of the school leaving age.</p> <p>The tripartite system.</p> <p>Comprehensive schools.</p> <p>National curriculum.</p> <p>Academies, faith and free schools.</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | <p>Academy</p> <p>Comprehensive school</p> <p>Compulsory state education</p> <p>Education reform</p> <p>Tripartite system</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |


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| | | Student grants/loans and access to higher education. | | | | | |
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Year 11 –

3.5 Crime and deviance


Teach after 3.4 Education



Teach before 3.6 Social stratification


| Lesson number | Topic | WALT To be able to understand | Suggested activities | Key concepts covered | Differentiation | | HW – To be set through Doddle |
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| 1 | Crime and deviance  | What is the difference between crime and deviance? Defining crime and deviance. | Starter: Whether an act is classed as deviant or not depends on the particular social setting <i>Look at the following examples of nudity and decide in which</i> | Crime Deviance Culture | Weaker: Key terms should be understood Middle: Key terms should | | |


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| | | Time, place, culture and social situation. | <p><i>circumstances you find it acceptable and unacceptable. Think about.....</i></p> <p>Main activity – discuss various explanations of how crime changes over time/ culture. See power - point 1 for some clips.</p> <p>Plenary – the naked rambler. Is he a criminal discuss.</p> | | <p>be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 2 | <p>Measuring crime (1)</p> <p>Textbook pages 220 – 225</p> | <p>Must be able to explain the difference between types of data (official statistics, victim surveys, self report)</p> <p>Should understand <i>the</i></p> | <p>Starter: In groups discuss How is crime measured?</p> <p>Define. Official crime statistics.</p> <p>Why do sociologists use official statistics on crime?</p> | <p>Dark figure</p> <p>Official statistics</p> <p>Recorded crime</p> <p>Reported crime</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> | | |


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| | | <p><i>problems with each</i></p> <p><i>Could also explain why they might not tell the whole story.</i></p> | <p>Youtube video on the dark figure of crime</p> <p>What are the problems associated with official statistics on crime?</p> <p>See powerpoint 11 and 12</p> | | <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 3 | <p>Measuring crime (2)</p> <p>Textbook pages 220 – 225</p> | <p>What are victim surveys?</p> <p>What are the advantages and disadvantages of victim surveys?</p> <p>What are the advantages and disadvantages of self-report studies?</p> | <p>Starter: Explain the advantages and disadvantages of victim surveys and self-report surveys.</p> <p>You tube clips (see powerpoint)</p> | <p>Self-report study</p> <p>Victim survey</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be</p> | | |


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| | | | | | able to link Theories linked to the research | | |
| 4 | <p>The social construction of crime and deviance</p>  | <p>What do sociologists mean when they say that crime and deviance are socially constructed?</p> <p>Refer back to lesson 1.</p> <p>Explore examples of the changing definition of crime and deviance. For example: drug and alcohol consumption, suicide and homosexuality.</p> | | <p>Crime</p> <p>Deviance</p> <p>Social construct</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |



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| 5 | <p>Factors affecting criminal behaviour (1)</p>  | <p>How has criminal and deviant behaviour been explained?</p> <p>Biological explanations.</p> <p>Psychological explanations.</p> | | | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 6 | <p>Factors affecting criminal behaviour (2)</p>  | <p>How has criminal and deviant behaviour been explained?</p> <p>Sociological explanations.</p> | <p>Comparison exercise: use extracts from the work of different sociologists.</p> <p>Quick test to assess students' knowledge and understanding of how we define and</p> | <p>Anomie</p> <p>Interactionism</p> <p>Labelling</p> <p>Subculture</p> <p>Socialisation</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood</p> | | |

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| | | <p>The ideas of Merton and Becker.</p> <p>Socialisation.</p> <p>Anomie.</p> <p>Peer groups and criminal subcultures.</p> <p>Status frustration.</p> <p>Labelling.</p> | <p>explain criminal and deviant behaviour.</p> <p>Extended writing: write a paragraph to explain some of the problems associated with official statistics on crime.</p> <p>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.</p> | <p>Status frustration</p> | <p>plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 7 | <p>Social class and crime</p>  | <p>How do sociologists explain differences in criminal behaviour between social classes?</p> <p>Link to sociological</p> | | <p>Anomie</p> <p>Interactionism</p> <p>Labelling</p> <p>Subculture</p> <p>Social class</p> <p>Socialisation</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> | | |



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| | | <p>explanations of crime (lesson 6).</p> <p>Official statistics.</p> <p>White collar crime.</p> | | <p>Status frustration</p> <p>White collar crime</p> | <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 8 | <p>Gender and crime</p>  | <p>How do sociologists explain differences in criminal behaviour between different gender groups?</p> <p>The ideas of Heidensohn.</p> <p>Link to sociological explanations of crime (lesson 6).</p> <p>Official statistics.</p> | | <p>Chivalry thesis</p> <p>Control theory</p> <p>Gender</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |


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| | | <p>Opportunity.</p> <p>Control theory.</p> <p>Chivalry thesis.</p> <p>Poverty.</p> | | | | | |
| 9 | <p>Ethnicity and crime</p>  | <p>How do sociologists explain differences in criminal behaviour between different ethnic groups?</p> <p>Link to sociological explanations of crime (lesson 6).</p> <p>Official statistics.</p> <p>Institutional racism.</p> | | <p>Ethnicity</p> <p>Institutional racism</p> <p>Stereotypes</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |



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| | | Stereotypes (police and media). | | | | | |
| 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 | | |


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| 11 | <p>Informal social control</p>  | <p>What is informal social control?</p> <p>Family.</p> <p>Peer group.</p> <p>Schools.</p> <p>Workplace.</p> <p>Religion.</p> | | <p>Social control</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 12 | <p>Formal social control</p>  | <p>What is formal social control?</p> <p>Police.</p> <p>Court system.</p> <p>Home Office.</p> <p>Ministry of Justice.</p> | <p>Comparison exercise: use extracts from the work of different sociologists.</p> <p>Quick test to assess students' knowledge and understanding of how sociologists explain</p> | <p>Social control</p> <p>Criminal justice system</p> <p>Prison system</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood</p> | | |

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| | | Serious Fraud Office. | <p>variations in criminal behaviour between different groups in society and how society controls criminal and deviant behaviour.</p> <p>Extended writing. For example: write a paragraph to explain differences in criminal behaviour between different social classes.</p> <p>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.</p> | | <p>plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 13 | Treatment of young offenders | How should society respond to criminal behaviour by young people? | | Youth crime | Weaker: Key terms should be understood | | |

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| |  | <p>Albert Cohen on delinquent subcultures.</p> <p>Punishment or education?</p> <p>Age of criminal responsibility.</p> <p>Youth custody.</p> | | | <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 14 | <p>The prison system</p>  | <p>What is the prison system designed to achieve?</p> <p>Punishment.</p> <p>Reform.</p> <p>Alternatives to prison.</p> | | <p>Prison system</p> <p>Probation system</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be</p> | | |

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| | | | | | able to link Theories linked to the research | | |
| 15 | <p>Violent crime and sentencing</p>  | <p>How should society respond to violent crime?</p> <p>Sentencing violent offenders.</p> <p>Mandatory prison sentences.</p> | <p>Fieldwork opportunity: visit to a Magistrates Court.</p> | <p>Criminal justice system</p> <p>Prison system</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 16 | <p>Media reporting of crime</p> | <p>How accurate is the reporting of crime by the media?</p> | <p>Content analysis</p> | <p>Deviancy amplification</p> <p>Media</p> <p>Moral panic</p> | <p>Weaker: Key terms should be understood</p> | | |

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| |  | <p>Sensationalism.</p> <p>Deviancy amplification.</p> <p>Moral panic.</p> <p>Violence media content.</p> | | | <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 17 | <p>Functionalist theories about crime</p>  | <p>What are functionalist ideas about crime and deviance?</p> <p>Boundaries and values.</p> <p>Social cohesion.</p> <p>Deviant behaviour as a 'safety valve'.</p> <p>Strain theory.</p> | <p>Comparison exercise: use extracts from the work of different sociologists (including criticisms of Functionalist explanations).</p> | <p>Functionalism</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be</p> | | |


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| | | Subculture theory. | | | able to link Theories linked to the research | | |
| 18 | <p>Alternative theories about crime.</p>  | <p>How do Marxist sociologists explain criminal and deviant behaviour?</p> <p>Criticisms of Marxist explanations.</p> <p>How do Interactionist sociologists explain criminal and deviant behaviour?</p> <p>Criticisms of Interactionist explanations.</p> <p>How do Feminist sociologists explain criminal</p> | <p>Comparison exercise: use extracts from the work of different sociologists.</p> <p>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.</p> <p>You may consider the introduction of timed assessments (the mark a minute rule). Teacher-marked assessment, feedback on standard achieved. You may wish</p> | <p>Feminism</p> <p>Interactionism</p> <p>Marxism</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |


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| | | and deviant behaviour? The ideas of Carlen. Criticisms of Feminist explanations. | to consider circulating examples of 'anonymous' edited extracts from some of the best answers and summarising common mistakes to be avoided. | | | | |
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Year 11


3.6 Social stratification


Teach after 3.5 Crime and deviance



| Lesson number | Topic | WALT To be able to understand | Suggested activities | Key concepts covered | Differentiation | HW – To be set through Doodle |
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| 1 | Social stratification  | What is social stratification? Different types of social stratification: <ul style="list-style-type: none"> • slavery • caste | | Achieved status Aristocracy Caste Class Elite | Weaker: Key terms should be understood Middle: Key terms should | |


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| | | <ul style="list-style-type: none"> • estates • class. | | <p>Feudalism (estates)</p> <p>Slavery</p> <p>Social inequality</p> <p>Stratification</p> | <p>be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 2 | <p>Functionalism and social stratification</p>  | <p>Why do functionalists believe that social stratification is a 'universal necessity'?</p> <p>The ideas of Davis and Moore.</p> <p>Criticisms of Davis and Moore.</p> <p>Inequalities in income between different groups.</p> | | <p>Functionalism</p> <p>Income</p> <p>Inequality</p> <p>Stratification</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories</p> | | |



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| | | | | | linked to the research | | |
| 3 | <p>Socio-economic class</p>  | <p>What is socio-economic class?</p> <p>Who is in the 'upper class'?</p> <p>Who is in the 'middle class'?</p> <p>Who is in the 'working class'?</p> <p>National statistics and the classification of socio-economic class.</p> | | <p>Elite</p> <p>National statistics</p> <p>Socio-economic class</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 4 | <p>Marx on class</p>  | <p>What is the Marxist view of socio-economic class?</p> <p>Means of production.</p> <p>Division of labour.</p> | | <p>Bourgeoisie</p> <p>Capitalism</p> <p>Class struggle (conflict)</p> <p>Communism</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should</p> | | |


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| | | <p>Capitalism.</p> <p>Class conflict.</p> <p>Polarisation of social classes.</p> <p>Alienation.</p> <p>Crisis of capitalism.</p> <p>Communism.</p> <p>Criticisms of Marx.</p> | | <p>Marxism</p> <p>Petty-bourgeoisie</p> <p>Proletariat</p> | <p>be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 5 | <p>Weber on class</p>  | <p>What is Weber's view of socio-economic class?</p> <p>Market situation.</p> <p>Life chances.</p> <p>Status, values and lifestyle.</p> <p>Party (any organised group that seeks to exercise power).</p> <p>Criticisms of Weber.</p> | | <p>Life chances</p> <p>Lifestyle</p> <p>Market situation</p> <p>Status</p> <p>Values</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories</p> | | |


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| | | | | | linked to the research | | |
| 6 | <p>Life chances</p>  | <p>What are the various factors affecting life chances?</p> <p>Is Britain a meritocratic society?</p> <p>Social class.</p> <p>Various other factors affecting life chances. For example: gender, ethnicity and age.</p> | <p>Quick test to assess students' knowledge and understanding of social stratification.</p> <p>Extended writing. For example: write a paragraph to explain the Marxist view of socio-economic class.</p> <p>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.</p> | <p>Ageism</p> <p>Meritocracy</p> <p>Racism</p> <p>Sexism</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |



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| 7 | <p>The affluent worker</p>  | <p>Are well-off members of the working class becoming more like the middle class (link to life chances)?</p> <p>The idea of embourgeoisement (Goldthorpe et al).</p> <p>Instrumental attitudes.</p> <p>Privatism (home centred).</p> <p>Class identity.</p> <p>Criticisms of the theory of embourgeoisement (Devine).</p> | | <p>Affluence</p> <p>Embourgeoisement</p> <p>Social class</p> <p>Working class</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 8 | <p>Social mobility</p>  | <p>What is social mobility?</p> <p>Vertical mobility.</p> <p>Intra-generational mobility.</p> | | <p>Social mobility</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should</p> | | |


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| | | <p>Intergenerational mobility.</p> <p>Rates of social mobility.</p> <p>The Social mobility and Child poverty commission.</p> | | | <p>be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 9 | <p>Poverty</p>  | <p>What is absolute poverty?</p> <p>What is relative poverty?</p> <p>Measuring poverty.</p> <p>Explaining poverty.</p> | | <p>Absolute poverty</p> <p>Poverty trap</p> <p>Relative deprivation (poverty)</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories</p> | | |



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| | | | | | linked to the research | | |
| 10 | <p>Relative Deprivation</p>  | <p>Why do sociologists use a relative measure of poverty?</p> <p>The ideas of Townsend on relative deprivation.</p> <p>Criticisms of Townsend.</p> | | Deprivation | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 11 | <p>Underclass</p>  | <p>Who is in the 'underclass'?</p> <p>The ideas of Murray on welfare reform and the underclass.</p> <p>Criticisms of Murray.</p> | <p>Comparison exercise: use extracts from the work of different sociologists.</p> | <p>Lumpen proletariat</p> <p>New Right</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should</p> | | |

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| | | | | | <p>be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 12 | <p>Globalisation</p>  | <p>What is globalisation?</p> <p>Criticisms of globalisation.</p> <p>The impact of globalisation on the UK.</p> | <p>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.</p> <p>You may wish to provide students</p> | <p>Marxism</p> <p>Nation state</p> <p>Neo-liberalism</p> <p>Privatisation</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories</p> | | |

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| | | | with some 'success criteria', including a list of key points that they should have covered in their answer together with opportunities for peer review. | | linked to the research | | |
| 13 | <p>Welfare state</p>  | <p>What is the welfare state?</p> <p>New Right perspectives on welfare.</p> <p>Centre-left perspectives on welfare.</p> <p>Marxist and feminist perspectives on welfare.</p> | <p>Comparison exercise: use extracts from the work of different sociologists.</p> | <p>Feminism</p> <p>Marxism</p> <p>New Right</p> <p>Welfare state</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |

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| <p>14</p> | <p>Weber on power</p>  | <p>How did Weber define power?</p> <p>Rational (legal) authority.</p> <p>Traditional authority.</p> <p>Charismatic authority.</p> <p>Criticisms of Weber.</p> | | <p>Bureaucracy</p> <p>Charismatic authority</p> <p>Dictatorship</p> <p>Elite</p> <p>Traditional authority</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| <p>15</p> | <p>Political power (1)</p>  | <p>What is political power?</p> <p>The nation state.</p> <p>Democracy.</p> <p>Constitution.</p> | | <p>Dictatorship</p> <p>Feudalism</p> <p>Member of Parliament</p> <p>Monarchy</p> <p>Nation state</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood</p> | | |

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| | | | | Prime minister | plus. Basic theories Able: As above but should be able to link Theories linked to the research | | |
| 16 | <p>Political power (2)</p>  | <p>What is a political party?</p> <p>Political parties in the U.K.</p> <p>Elections</p> <p>Voting behaviour</p> | Simulation: hustings/mock election. | <p>Political party</p> <p>Political socialisation</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories</p> | | |

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| | | | | | linked to the research | | |
| 17 | <p>Power relationships</p>  | <p>What are power relationships?</p> <p>Various factors affecting power relationships. For example: social class and gender.</p> <p>Elite groups and power.</p> <p>Interest groups.</p> | | <p>Elite</p> <p>Interest (or pressure) groups</p> <p>Power relationships</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
| 18 | <p>Patriarchy</p>  | <p>What is patriarchy?</p> <p>The ideas of Walby.</p> <p>Feminism.</p> <p>Gender and power.</p> | <p>Comparison exercise: use extracts from the work of different sociologists.</p> | <p>Feminism</p> <p>Gender</p> <p>Patriarchy</p> <p>Power</p> | <p>Weaker: Key terms should be understood</p> <p>Middle: Key terms should</p> | | |

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| | | | <p>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.</p> <p>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</p> | | <p>be understood plus. Basic theories</p> <p>Able: As above but should be able to link Theories linked to the research</p> | | |
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| | | | of the best answers and summarising common mistakes to be avoided. | | | | |
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