



# YEAR 1 2021-2022 AUTUMN TERM - GCSE SOCIOLOGY

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Families and Households Year 10

### Curriculum Intent

Pupils will be taught the following: Families and Households

#### Why do we teach this to students?

This topic is taught at the start of the GCSE course after a brief introduction to core themes. It is taught to enable students to understand what a 'family' means and how it can affect our identity and life chances. We teach this topic as it deals with the everyday lives of individuals and their personal connections making it a relatable and enjoyable topic for students. It raises awareness amongst students of the growing family diversity and alternative relationships that exist in society and some of the consequences of different family related choices or social changes.

#### Why do we teach this now?

The family topic is delivered at the start of course after an initial introduction as it builds on/introduces many of the key ideas and concepts that form the foundations of Sociology including the main processes such as primary socialization, norms and values etc. Theories of the family are taught at the beginning as a way to introduce the core basics of the sociological perspectives. Many subsequent topics will often return to 'family' as explanation or theories behind behavior such as crime so it needs to be delivered first to provide this initial understanding.

#### Assessment Objectives/Skills

- AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.
- AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.
- AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

### Skills/Assessment objective links

### Spiritual, moral, social, and cultural development

#### SMSC:

- We foster and develop tolerance and kindness through exploring alternative family types such as same sex marriage (RSE link – content relevant to students' developing sexuality)
- Teach knowledge and awareness of domestic abuse (RSE link – benefits of healthy relationships, recognise when relationships are unhealthy, legal aspects of this)
- Teach knowledge and awareness of Forced and Arranged Marriage (RSE – relationships)
- Teach and discuss the consequences of divorce (RSE – relationships)
- We develop a growing sense of diversity through consider rising multiculturalism within families and migration patterns.

#### PSHE:

- We develop an understanding of the effects of divorce and domestic violence on individuals within the family.
- We consider the relationships between parents and children in relation to control and protection. We also consider the power dynamics within relationships and raise an awareness of inequalities with family types.

#### British Values:

- We challenge notions of Britishness by considering growing acceptance of different family types
- We consider the role of religion and Christianity as an influence in individual's relationships and family choices.

#### Skills Builder:

- Discussion skills around debates about rising diversity, increasing equality in gender roles, the role of the family and changing childhood experiences.
- Empathy and self-reflection skills considering case studies related to families such as Ukraine refugee families and child soldiers.

	<ul style="list-style-type: none"> <li>• Presentation skills by working on research projects on ‘family alternatives’</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• We analyse statistical data on family trends for example marriage and divorce rates.</li> <li>• We also research data in graphical form on population change such as birth and death rates including tracking changes in terms of an aging population</li> <li>• We analyse statistical data on domestic division of labour to assess the extent of change in gender roles.</li> </ul>
<b>Literacy</b>	<p><b>Reading:</b> In Sociology at Crompton House school, we support the development of disciplinary vocabulary and the students’ ability to read, write and communicate at an academic level so that they master the nuances of the curriculum. At Key Stage 5 there is a great focus around reading current news articles and interweaving this into the study of sociology, making those vital connections between the news today and sociological theory to Sociologists who seek to understand the social world. We also explore more traditional texts, taking abstracts from writers such as Max Weber, Karl Marx and Durkheim to allow students to gather evidence to support their theories. This also allows students an opportunity to understand the style of the text and how context impacts their theories, and to assess how relevant the theories are in present day.</p> <p><b>Writing and Oracy:</b> Students are supported through this journey with a range of strategies, such as studying etymology (origin) of words to increase awareness and understanding of vocabulary. At A-Level, there is an increased demand for the application of both tier 2 and tier 3 vocabulary. In short, tier two is mature language that is frequently used, whereas tier 3 is specialised to Sociology.</p> <p>This increased focus on tier 3 vocabulary for Sociology enables students to achieve mastery, where they are confident to speak like a Sociologist. Another strategy we use to enforce this language is through teacher modelling of extended writing tasks and giving students the tools and confidence to be able to achieve mastery. Students are also expected to use word banks and glossaries and are encouraged to highlight tier 3 terminology in their work so they themselves can visually see the progress they are making throughout the course.</p> <p><b>Tier 2 Vocabulary for Topic Families and Households</b> - Total Fertility Rate, Net Migration, Primary Socialisation, Co-habitation, Emotional Work, Ageing Population, Extended family, capitalism, invisible work,</p> <p><b>Tier 3 Vocabulary for Topic Families and Households</b> - Bean Pole Family, Serial Monogamy, Stabilisation of Adult Personality, Ideological Functions, Individualisation, Instrumental Role, Matrifocal Household, Migration, Negotiated Families, Nuclear Family, Patriarchy, Social Construction of Childhood, Symmetrical Family, Childcentred, triple shift, double shift, sandwich generation, unit of consumption</p>
<b>Becoming future ready</b>	<p><b>Personal Skills:</b> As a Sociology student you will learn many skills, an understanding of how people think and behave which is essential in the real world, you will gain an ability to relate and empathise with a range of people, you will gain an understanding of how to listen to others sensitively and good questioning skills, you will learn techniques of how to cope with emotionally demanding situations, you will get the chance to work on your own and with others. An understanding of the range of backgrounds that individuals come from and how personal and family circumstances can affect choices and behaviour – creates a more understanding and aware character.</p> <p><b>Employability:</b> Understanding appropriate language and expression when discussing family types and relationships. Widens a student’s knowledge of external providers such as local authorities/government initiatives and even legislation in terms of families and employment.</p>
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<p><b>By product:</b> Differential outcomes using must, could, should.</p> <p><b>By resource:</b> PowerPoints have different levels of differentiation to access, ‘key points’ extension, stretch and challenge. Stimulus questions are of a different ability. Extension ready and documentaries posted online via teams.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support, Sociology drop ins, catch up sessions.</p> <p><b>By Progressive Questioning:</b> exploring pupils’ understanding through interactive dialogue, asking students to move further ahead in the family specification to push learning</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style – seating plans adapted regularly for learners to support each other. Some students placed at the front for prompts</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p>

**By Offering Optional Activities:** In class or as homework, to extend learning.  
This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.



**Implementation  
Curriculum  
Delivery**

**Learning  
Outcomes (Core  
Knowledge)**

Students must examine the following areas:

- identify, describe and explain the functions of families (sexual, reproductive, economic and educational)
- describe, compare and contrast a variety of sociological perspectives on the functions of families (functionalist, feminist and Marxist).
- Students should be able to identify, describe and explain various family forms (nuclear, extended, reconstituted, lone parent, single sex).
- identify, describe and explain joint and segregated conjugal roles
- describe and explain the domestic division of labour in both traditional and contemporary families
- demonstrate their understanding of issues that impact on conjugal role relationships within the contemporary family including decision making, money management, dual career families, child rearing and leisure activities
- identify, describe and explain how relationships within families have changed over time (pre-industrial, industrial and contemporary/modern)
- identify, describe and explain contemporary family related issues, the quality of parenting, the relationships between teenagers and adults, care of the disabled/elderly and arranged marriage
- describe the key ideas of [Willmott and Young](#).
- describe the key ideas of [Zaretsky](#) on families
- describe the key ideas of [Delphy and Leonard](#) on families
- identify, describe and explain the pattern of divorce in Britain since 1945 using relevant statistical data
- explain reasons for the rise in divorce since 1945 including: changes in the law, changes in social attitudes and values, secularisation, changes in the status of women in society
- describe the consequences of divorce for family members (husband and wife, children and extended family) and the increase in the numbers of lone parent familie

**Current learning  
to be developed  
in the future  
within:**

students move onto the education topic next which draws on a lot of the key themes such as considering family and socialisation as a reason for educational underachievement

**Assessment**

Refer to assessment maps for formative and summative assessment opportunities.

**Impact**

Attainment and Progress – Refer to assessment results / data review documentation.