




YEAR 1 2023-2024 AUTUMN TERM - SOCIOLOGY

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Mass Media year 1 into year 2

Curriculum Intent	<p>Pupils will be taught the following: Topics in Sociology – Mass Media</p> <p>Why do we teach this to students? This is at the very core of what Sociology is: an agent of secondary socialization, key in the 21st century. It is a key part of the course, assessed in paper 2.</p> <p>Why do we teach this now? After students start to gain a good understanding of primary and secondary socialization via Family and Education as well as knowledge of research methods, they move on to mass media. The mass media is a hugely important part of Society with the New Media in particular having a significant impact on people's lives, especially the young.</p>
Skills/Assessment objective links	<ul style="list-style-type: none">• AO1: Demonstrate knowledge and understanding of:<ul style="list-style-type: none">○ sociological theories, concepts and evidence○ sociological research methods• AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues• AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:<ul style="list-style-type: none">○ present arguments○ make judgements○ draw conclusions.
Spiritual, moral, social, and cultural development	<p>SMSC: understanding the effect of the mass media on society and people's lives. Discussion of the use of social media and the moral effects of that. Understanding issues like Fake News and manipulation of the media plus the representations of gender, ethnicity etc on the consumer.</p> <p>PSHE: The role of the mass media in current society – again, how the media impacts on people's lives, aspects of the treatment of gender such as body image which have an impact on people's health.</p> <p>British Values: Discussion of aspects of the mass media involving Britishness in the media, how newspapers like the Daily Mail have an agenda of British values. Also how the BBC operates in modern society as young people use other sources for their news and information.</p> <p>Skills Builder: An awareness of the impact of the mass media in our lives, how Fake News can have a dangerous impact on people's opinions. Understanding how organisations like Cambridge Analytica harvest data on our social media use. Discussion skills, empathy and presentation skills by working on an aspect of the new media.</p>
Numeracy	Usage of mass media – hours spent on social media sites, TV viewing figures, changes in mass media usage, ownership statistics. Value of the mass media to large organisations.
Literacy	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. 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. 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

	<p>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>Tier 2 – Mass Media, brainwashing, audience, effects, racism, stereotype, effects, violence, Internet, Social Media, TV, newspapers, cinema, advertising, frameworks, values, norms, ownership, gaming</p> <p>Tier 3 – McDonaldisation, Disneyfication, Cultural Imperialism, Popular Culture, ideology, cultural hegemony, hypodermic syringe, sexualisation, size zero, male gaze, postmodernism, hybridity, Old Boys Network, Marxism, Feminism, Postmodernism, Interactionism, Functionalism, Pluralism</p>	
Becoming future ready	<p>Personal Skills: 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.</p> <p>Employability: An understanding of the power of the mass media is crucial in many jobs, especially working with young people who may experience cyber-bullying, or in the police where cyber crime is growing each year.</p>	
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: differential outcomes using must, could, should.</p> <p>By resource: PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p>By Intervention: by providing different levels of supervision and support, Sociology drop ins, catch up sessions.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: 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> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>	
QFT/SEND Provision		
Implementation Curriculum Delivery		
Learning Outcomes (Core Knowledge)	Students must examine the following areas:	
	the new media and their significance for an understanding of the role of the media in contemporary society	
	the relationship between ownership and control of the media	
	the media, globalisation and popular culture	
	the processes of selection and presentation of the content of the news	
	media representations of age, social class, ethnicity, gender, sexuality and disability	
Current learning to be developed in the future within:	<p>Year 2 Sociology of Crime and Deviance – the final topic</p> <p>Also move on to Theories and Issues which links back to Mass Media as well as other topics already learnt.</p>	
Assessment	Refer to assessment maps for formative and summative assessment opportunities.	
Impact	Attainment and Progress – Refer to assessment results / data review documentation.	