



# YEAR 12 - SOCIOLOGY

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Families and Households

### Curriculum Intent

Pupils will be taught the following: Topics in Sociology – Families and Households

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

This topic runs sequentially through from GCSE. 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.

#### 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 socialization. Theories of the family are taught at the beginning as a way to introduce the core basic 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.

### Skills/Assessment objective links

#### Assessment Objectives/Skills

- AO1: Demonstrate knowledge and understanding of:
  - 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:
  - present arguments
  - make judgements
  - draw conclusions.

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

#### SMSC:

- We foster and develop tolerance and kindness through exploring alternative family types such as same sex marriage
- 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.
- Presentation skills by working on research projects on 'family alternatives'

### Numeracy

- We analyse statistical data on family trends for example marriage and divorce rates.
- 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

	<ul style="list-style-type: none"> <li>We analyse statistical data on domestic division of labour to assess the extent of change in gender roles.</li> </ul>
Literacy	<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, Economic Factors, Ageing Population, Extended family,</p> <p><b>Tier 3 Vocabulary for Topic Families and Households</b> - Bean Pole Family, Serial Monogamy, Stabilisation of Adult Personality, Commercialisation of Housework, Dual Burden, Ideological Functions, Individualisation, Instrumental Role, Matrifocal Household, Migration, Negotiated Families, Nuclear Family, Patriarchy, Personal Life Perspective, Postmodernism, Social Construction of Childhood, Symmetrical Family, Toxic Childhood, Childcentred.</p>
Becoming future ready	<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>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<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 for example Louis T and Stacey Dooley.</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> <p><b>By Offering Optional Activities:</b> 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>
Implementation	

<b>Curriculum Delivery</b>	
<b>Learning Outcomes (Knowledge)</b>	Students must examine the following areas:
	<ul style="list-style-type: none"> <li>The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies</li> </ul>
	<ul style="list-style-type: none"> <li>Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures</li> </ul>
	<ul style="list-style-type: none"> <li>Gender roles, domestic labour and power relationships within the family in contemporary society</li> </ul>
	<ul style="list-style-type: none"> <li>The nature of childhood, and changes in the status of children in the family and society</li> </ul>
	<ul style="list-style-type: none"> <li>Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</li> </ul>
<b>Current learning to be developed in the future within:</b>	<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>
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.

