

# Sackville School Sociology Curriculum - Year 10 (2022-24)



TERM	WHAT? (Is delivered?)	WHY? (Is this important?)	WHY NOW? (Why is this taught now?)	IMPACT? (What is the impact at the end of this half term?)	ASSESSMENT
Aut 1	<p>Paper 1: Sociology of Families (contd. from Y9 summer term). Learning Qs:</p> <ul style="list-style-type: none"> <li>• Why is the idea of the nuclear family so powerful?</li> <li>• How have sociologists explained family diversity?</li> <li>• What are the trends in marriage, divorce and lone-parent families and how can we explain them?</li> <li>• How have sociologists researched the family?</li> </ul>	<ul style="list-style-type: none"> <li>• Develops understanding of core concepts &amp; theories</li> <li>• Introduces core skills assessed at GCSE (AO1, AO2, AO3)</li> <li>• Gives opportunities to apply knowledge of research methods and core concepts introduced in Y9</li> <li>• Introduces students to more contentious debates in the sociology of the family</li> </ul>	<ul style="list-style-type: none"> <li>• An accessible topic for students (all have personal experience of living in a family/household structure)</li> <li>• Provides an early opportunity to critically examine a familiar social institution from a variety of sociological perspectives</li> <li>• Lays important foundations for students' later study of education, crime &amp; deviance and social stratification</li> <li>• Students have prior knowledge of the main sociological perspectives of the family from Y9, which they can apply</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply the recommended structures to 3, 4 and 12-mark exam Qs, with support/examples</li> <li>• Attempt 12-mark Qs with appropriate scaffolding</li> <li>• Apply knowledge of the 6 key studies of the family to 4-mark Item Qs</li> <li>• Apply knowledge of research methods to the study of the family</li> <li>• Explain and evaluate a range of sociological perspectives and studies, applied to a familiar social institution</li> <li>• Analyse and evaluate sources of sociological data on the family</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit assessment (October)</li> <li>• Year 10 exam (June)</li> </ul>
Aut 2	<p>Paper 1: Sociology of Education Learning Qs:</p> <ul style="list-style-type: none"> <li>• How do sociologists explain the role and functions of education in society?</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforces understanding of sociological perspectives through application to education</li> <li>• Further develops core skills assessed at GCSE (AO1, AO2, AO3)</li> <li>• Gives opportunities to apply knowledge of research methods and core concepts introduced in Y9</li> </ul>	<ul style="list-style-type: none"> <li>• An accessible topic for students (all have personal experience of the education system)</li> <li>• Provides a further opportunity to critically examine a familiar social institution from a variety of sociological perspectives</li> <li>• Students have prior knowledge of the main sociological perspectives of the family from Y9, which they can apply</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply the recommended structures to 3, 4 and 12-mark exam Qs, with some support</li> <li>• Attempt 12-mark Qs with some scaffolding</li> <li>• Apply knowledge of the 7 key studies of education to 4-mark Item Qs</li> <li>• Apply knowledge of research methods to the study of education</li> <li>• Explain and evaluate a range of sociological perspectives and studies applied to a</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-unit assessment</li> <li>• Year 10 exam (June)</li> </ul>

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Spr 1	<p>Paper 1: Sociology of Education</p> <p>Learning Qs:</p> <ul style="list-style-type: none"> <li>• How do sociologists explain the role and functions of education in society?</li> <li>• How have education policies changed since 1944 and what has their impact been?</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforces understanding of sociological perspectives through application to education</li> <li>• Introduces the concept of laws/government policy and their role in the education system</li> </ul>	<ul style="list-style-type: none"> <li>• Students can now apply their prior knowledge of the main sociological perspectives of the family to the study of education</li> <li>• Students need an understanding of education policy (historical and contemporary) to explain: <ul style="list-style-type: none"> <li>○ the performance of different groups within the education system</li> <li>○ laws/policies as a factor affecting achievement</li> </ul> </li> </ul>	<p>familiar social institution</p> <ul style="list-style-type: none"> <li>• Explain and evaluate the relative importance of internal &amp; external factors affecting educational achievement for different social groups</li> <li>• Analyse and evaluate sources of sociological data on education</li> </ul>	
Spr 2	<p>Paper 1: Sociology of Education</p> <p>Learning Qs:</p> <ul style="list-style-type: none"> <li>• How can we explain differences in educational achievement?</li> <li>• How do sociologists research education?</li> </ul>	<ul style="list-style-type: none"> <li>• Develops understanding and application of core aspects of social identity: social class, gender &amp; ethnicity</li> <li>• Gives further opportunities to apply knowledge of research methods and core concepts introduced in Y9</li> </ul>	<ul style="list-style-type: none"> <li>• Students can apply prior knowledge of class, gender &amp; ethnicity from Y9</li> <li>• Students can make connections with prior learning on the family e.g. the role of the home environment in educational achievement and subject choices</li> <li>• Lays the foundations for students' later study of crime &amp; deviance and social stratification e.g. the importance of education to life chances and links with social class, gender &amp; ethnicity</li> </ul>		
Sum 1	<p>Paper 2: Sociology of crime &amp; deviance</p> <p>Learning Qs:</p> <ul style="list-style-type: none"> <li>• How can we define crime &amp; deviance?</li> <li>• How do different</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces students to the darker side of human social behaviour; challenging preconceptions about what crime &amp; deviance are</li> </ul>	<ul style="list-style-type: none"> <li>• A more challenging topic, removed from everyday experience, that requires solid prior knowledge of a range of core concepts taught in Y9/10 e.g.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply the recommended structures to 3, 4 and 12-mark exam Qs, with less support</li> <li>• Attempt 12-mark Qs with less scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>• Summer work set &amp; assessed early in Y11</li> </ul>

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	sociologists explain crime?	<p>and why they happen</p> <ul style="list-style-type: none"> <li>Reinforces understanding of sociological perspectives through their application to crime &amp; deviance</li> <li>Introduces the social construction of crime and deviance</li> <li>Refines the core skills assessed at GCSE sociology (AO1, AO2, AO3) and scaffolds ability to tackle all formats of exam Qs, including 12-marks</li> </ul>	<p>socialisation, social control</p> <ul style="list-style-type: none"> <li>Requires confident understanding of sociological perspectives to apply to criminal and deviant behaviour</li> <li>Some of the examples and visual resources used in this topic are more appropriate for students age 14+</li> </ul>	<ul style="list-style-type: none"> <li>Apply their knowledge of the 5 key studies of crime to 4-mark Item Qs with less support</li> <li>Explain and evaluate a range of sociological perspectives and studies applied to a less familiar social phenomenon</li> </ul>	
Sum 2	<p>Paper 2: Sociology of crime &amp; deviance</p> <p>Learning Qs:</p> <ul style="list-style-type: none"> <li>How do different sociologists explain crime?</li> </ul>				

#### Links to L4L Curriculum and Gatsby Benchmarks:

##### SMSC:

- Social: Understanding how communities and societies function
- Moral: Investigating moral values and ethical issues; Moral codes and models of moral virtue; recognising right and wrong and applying it
- Cultural: Exploring, understanding and respecting diversity; preparing for life in modern Britain
- Spiritual: Exploring the values and beliefs of others

**SRE:** families, respectful relationships & being safe

##### Citizenship:

- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems

##### British values:

- Individual liberty
- Mutual respect & tolerance
- The rule of law