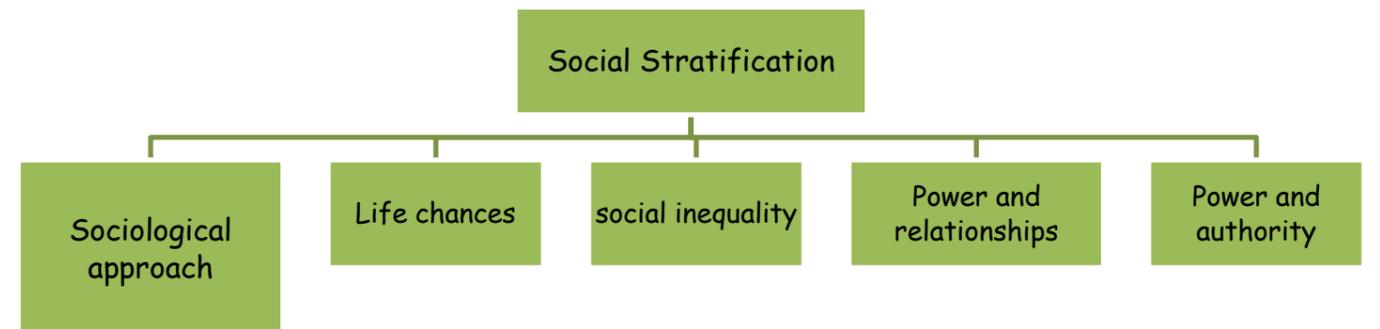
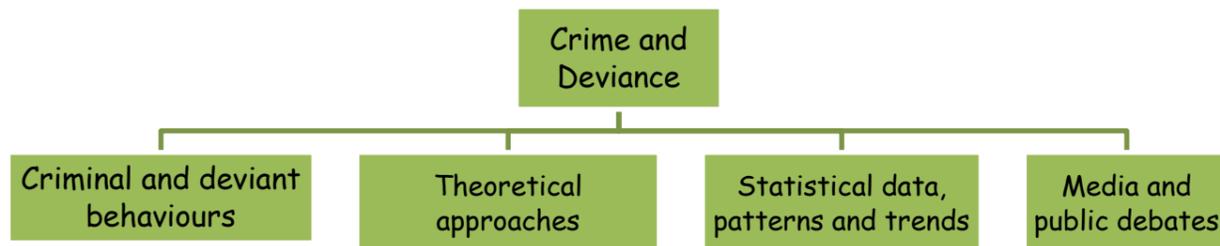
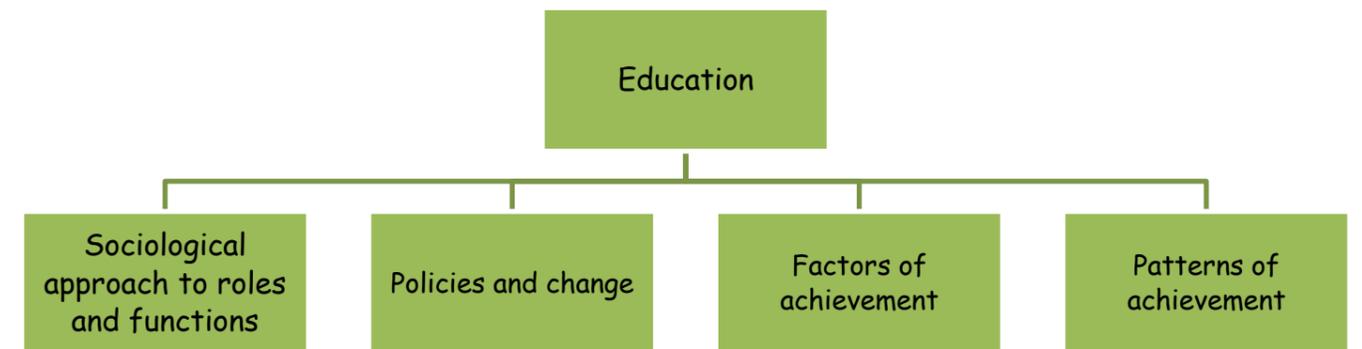
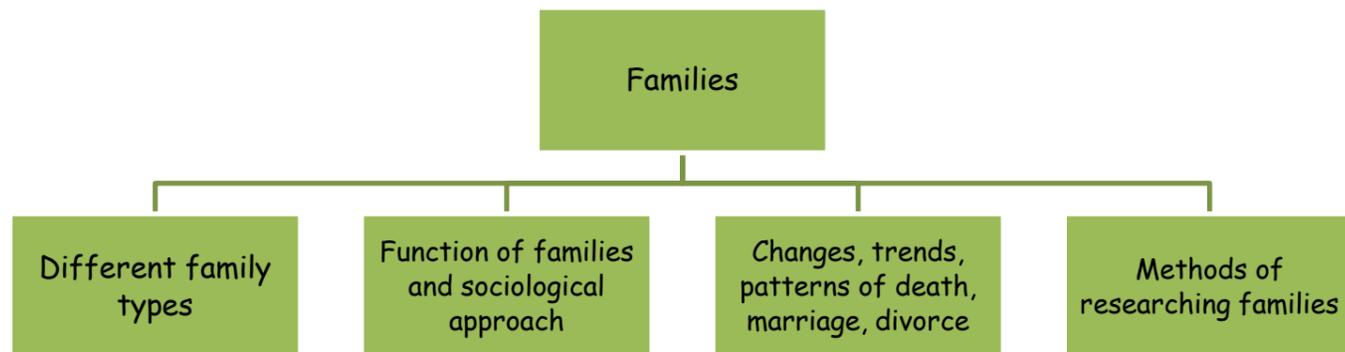
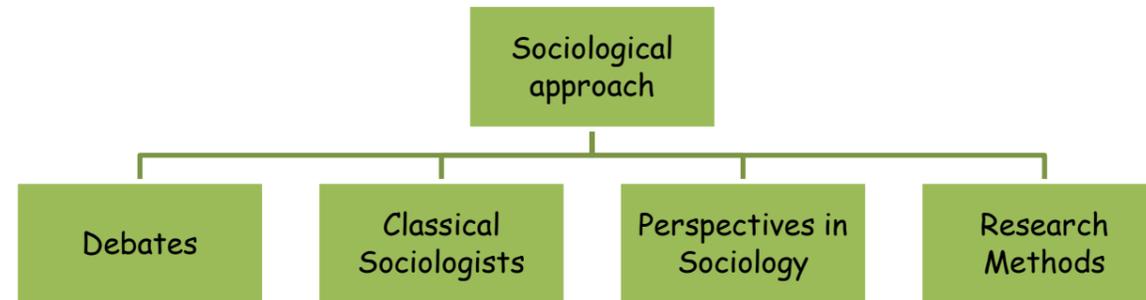


Higher Level Planning and though rationale behind sequencing of the curriculum

Subject	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Psychology	10	Memory	Research Methods	Research Methods/ Perception	Perception	Brain development	Brain development/ Language/ thought and communication
	11	Language, thought and communication	Social Influence	Brain neuropsychology	Psychological problems		
Sociology	10	Key sociologists and research methods	The sociology of families	The sociology of families	The sociology of education	The sociology of education	Sociological research and methods
	11	The sociology of crime and deviance	The sociology of crime and deviance	The sociology of social stratification	The sociology of social stratification		
Health and Social	10	Human Lifespan and development	Coursework completion	Coursework completion	Health and social care services	Coursework completion	Coursework completion
	11	Health and well-being	Health and well-being	Exam	Health and wellbeing re-sits		

Composites and components for Sociology



Higher Level Planning	Composites	Components	Rationale for order/ sequencing
<u>YEAR 10</u>			
S O C I O L O G Y L O N G T E R M P L A N N I N G	AUT 1	Sociological approach	Social structures, processes and debates of social issues
			Key perspective of classical sociologists.
			Types of research methods
			Benefits and limitations of research methods
Assessment will be ongoing in the course of sociology. All elements will have knowledge checks, and any reviewing and addressing of misconceptions will be provided before moving onto the next element. Quizzes that increases retrieval practice will be carried each lesson; these quizzes will also follow the method of interleaving, in which knowledge of different elements to the one currently being studied will be provided. Exam questions will be included in most lessons, so students will develop A01, A02 skills continually and A03 skills will be part of deeper learning and understanding assessments. Knowledge organisers and keyword banks will also be provided, so students are aware of the core knowledge and language needed for assessment, forming the basis of long-term preparation for exams.			
HTP	AUT 2	Families	Types of families
			Function of families and sociological approach
			Changes of relationships in families
Assessment will be ongoing in the course of sociology. All elements will have knowledge checks, and any reviewing and addressing of misconceptions will be provided before moving onto the next element. Quizzes that increases retrieval practice will be carried each lesson; these quizzes will also follow the method of interleaving, in which knowledge of different elements to the one currently being studied will be provided. Exam questions will be included in most lessons, so students will develop A01, A02 skills continually and A03 skills will be part of deeper learning and understanding assessments. Knowledge organisers and keyword banks will also be provided, so students are aware of the core knowledge and language needed for assessment, forming the basis of long-term preparation for exams.			
	SPR 1	Families	Changes, trends and patterns of death, marriage and divorce
Students will learn how to examine statistical data to identify patterns and trends of death, marriage and divorce. Students will already have knowledge that significant changes have taken place over the decades in the structure			

			and function of families, so the data will provide supporting evidence of these changes. Students will learn to evaluate the data and consider if it is an accurate reflection of what they have learnt.
		Methods of researching families	Building on from their knowledge of research methods and key sociological approaches, students will re-examine research carried out by feminists such as Delphy and Leonard and functionalists such as Young and Willmott. Students will now evaluate the chosen method to research families, identifying benefits, strengths and limitations of the methods. This area of study will also present itself again in the next topic.
Assessment will be ongoing in the course of sociology. All elements will have knowledge checks, and any reviewing and addressing of misconceptions will be provided before moving onto the next element. Quizzes that increases retrieval practice will be carried each lesson; these quizzes will also follow the method of interleaving, in which knowledge of different elements to the one currently being studied will be provided. Exam questions will be included in most lessons, so students will develop A01, A02 skills continually and A03 skills will be part of deeper learning and understanding assessments. Knowledge organisers and keyword banks will also be provided, so students are aware of the core knowledge and language needed for assessment, forming the basis of long-term preparation for exams.			
SPR 2	Education	Roles and functions	Students will draw on their personal knowledge and experience in the school system to see how they view the roles and functions of education against varying theories. Students will use this opportunity to research and examine a range of different schools in order to compare their views to what they have found.
		Sociological approach	Students will already have prior knowledge of different sociological approach and will now develop their understanding of the approach to education. The approach of functionalists such as Durkheim and Parsons, Marxists such Bowles and Gintis will enable students to make links with their experience and knowledge from the previous element of roles and functions learnt.
		Policies and change	Leading on from understanding the sociological approaches on the roles and functions of education as a system in society, it becomes important for students to learn about key historical changes to the system by different governments. This should enable them to understand why and how our education system is the way it is today in contemporary Britain. This element looks at how each major government have set out different policies for education that has impacted on the lives of young people including the organisational structures of schools.
Assessment will be ongoing in the course of sociology. All elements will have knowledge checks, and any reviewing and addressing of misconceptions will be provided before moving onto the next element. Quizzes that increases retrieval practice will be carried each lesson; these quizzes will also follow the method of interleaving, in which knowledge of different elements to the one currently being studied will be provided. Exam questions will be included in most lessons, so students will develop A01, A02 skills continually and A03 skills will be part of deeper learning and understanding assessments. Knowledge organisers and keyword banks will also be provided, so students are aware of the core knowledge and language needed for assessment, forming the basis of long-term preparation for exams.			
SUM 1	Education	Factors affecting achievement	Students will now have the knowledge of different educational change, but no understanding of how those changes become factors affecting educational achievement. As sociologists look fundamentally at social groups according to age, gender, social class and ethnicity, factors affecting each of the groups will be examined. Students will learn how the approach of sociologists examines internal factors such as school processes, and external factors such as material deprivation to be influential in educational achievement. This element will set the scene for the next area of study looking at statistics to support the viewpoints.
		Patterns and trends of achievement	Again, students will learn how to examine statistical data to identify patterns and trends. The data will be linked to gender, social class and ethnicity in their educational achievement. Students will already be aware that statistical data does not always provide a complete picture; this knowledge will be based on prior learning. As a continually learning process, students will evaluate statistical data and consider ideas and opinions on its validity and significance.
		Methods of researching education	After understanding that there are varying approaches used to explain educational achievement, it's essential to ensure that the link is continued to develop deeper understanding of the methods sociologists such as Gilborn and Youdell, Ball, Bowe and Gewirtz use to research education.
Assessment will be ongoing in the course of sociology. All elements will have knowledge checks, and any reviewing and addressing of misconceptions will be provided before moving onto the next element. Quizzes that increases retrieval practice will be carried each lesson; these quizzes will also follow the method of interleaving, in which knowledge of different elements to the one currently being studied will be provided. Exam questions will be included in most lessons, so students will develop A01, A02 skills continually and A03 skills will be part of deeper learning and understanding assessments. Knowledge organisers and keyword banks will also be provided, so students are aware of the core knowledge and language needed for assessment, forming the basis of long-term preparation for exams.			

PAPER 1 MOCK.

SUM 2	Sociological research and methods	Research methods	It's a common error for students to link the wrong research method to a specific scenario. Although an ongoing learning activity throughout the topics, there will be a final focused learning on the different methods used in research. A range of scenarios will be used for students to apply the most suitable research method and to justify their choice, identifying benefits, strengths and limitations.
		Paper 1 revision – families and education	It will be essential to ensure that time is allocated to recap on previous learning and for reteaching to be done as a way of securing student recall of knowledge and understanding. This will consolidate the learning and mastering of all elements of the topics in preparation for mock exams.

Assessment will be ongoing in the course of sociology. All elements will have knowledge checks, and any reviewing and addressing of misconceptions will be provided before moving onto the next element. Quizzes that increase retrieval practice will be carried each lesson; these quizzes will also follow the method of interleaving, in which knowledge of different elements to the one currently being studied will be provided. Exam questions will be included in most lessons, so students will develop A01, A02 skills continually and A03 skills will be part of deeper learning and understanding assessments. Knowledge organisers and keyword banks will also be provided, so students are aware of the core knowledge and language needed for assessment, forming the basis of long-term preparation for exams.

Higher Level Planning		Composites	Components	Rationale for order/ sequencing
<u>YEAR 11</u>				
S O C I O L O G Y L O N G T E R M P L A N N I N G	AUT 1	Sociology of crime and deviance	Criminal and deviant behaviour	Students will learn what is meant by crime and deviance. They will understand that deviant behaviour often goes against society's standards and expectations but can also be illegal. They will learn that deviance is suggested to be socially defined, therefore, there are historical and cultural variations in what is classed as crime and deviance.
			Social order and social control	Having learnt what how crime and deviance is defined, the concept of social order and social control will enable students to learn about the differences between formal and informal social order and control. They will examine how formal and informal rules shapes individuals and groups in many social settings such as schools, workplaces, motorways, public transports and many more. They will also learn the important role of the agencies of formal social control. For example, the police, judiciary and courts, Houses of Parliament, prison service and probation service that regulates and controls people's actions and behaviour. They will also master the knowledge of the role of informal agents of social control. For example, family members, peers, teachers or work colleagues whose reactions to behaviour may show approval or disapproval and is based on unwritten roles and processes. Students will learn that understanding the perspective of classical functionalist and Marxist sociologists is the foundation of sociological study; that all views have validity; essentially there is no right or wrong perspective – it's a viewpoint. This foundation will be the thread that interleaves explanations in exam writing.
			Theoretical approaches	Students will transition on to the learning of sociological approaches in explaining crime and deviance. Students will have already learnt the foundation of key approaches such as functionalism and Marxism, so they will be able to make links with new knowledge. For example, they will examine the theory of functionalism based on the idea that there is a function for everything – therefore no advantages or disadvantages, so crime and deviance in society contribute to social cohesion with everyone coming together. Marxism on the other hand explains crime as resulting from the way capitalist society is structured; feminism suggesting that male dominance provides women with fewer opportunities to commit crime than men; interactionism pointing out the use of labelling based on the social reaction to the person who commits a criminal or deviant act.
			Sources of statistical data	Students will use their previous schemas of using data and drawing conclusions about sources of statistical data that explain patterns of crime. As budding sociologists, students will learn how data can be viewed as useful but also with limitations on obtaining an accurate picture. As data is a result of police recorded crime statistics, students will learn about how trends can be affected by changes in the way crimes are recorded by the police or an increase in police-recorded crime might be linked to the improvement of recording crime by the police rather than an increase in crime. Students will develop their understanding on how to treat police-recorded statistical data with caution.
HTP	Assessment will be ongoing in the course of sociology. All elements will have knowledge checks, and any reviewing and addressing of misconceptions will be provided before moving onto the next element. Quizzes that increases retrieval practice will be carried each lesson; these quizzes will also follow the method of interleaving, in which knowledge of different elements to the one currently being studied will be provided. Exam questions will be included in most lessons, so students will develop A01, A02 skills continually and A03 skills will be part of deeper learning and understanding assessments. Knowledge organisers and keyword banks will also be provided, so students are aware of the core knowledge and language needed for assessment, forming the basis of long-term preparation for exams.			
	AUT 2	Sociology of crime and deviance	Relationship between social groups and crime	As in previous topics, sociologists will again examine different social groups according to age, gender, social class and ethnicity, and the relationship between crime. Though there is no condoning of criminal or deviant behaviour, students will learn how sociologists seek to identify causes to the involvement of different social groups in crime and the impact; for example, material deprivation, inadequate socialisation, social inequality.
			Media and public debate	Students will be have knowledge of the influence of different media format in presenting information. Based on their knowledge and experience, students will learn how that influence is developed to stimulate people's thoughts and generate views whether negative or positive. They will examine current day issues and consider what crime-related issues causes public concerns and what causes public debates.
			Methods of researching crime and deviance	As a key focus to learning, students will again review research methods. In addition, students will be expected to know about the research and methods of Frances Heidenshon, Pat Carlen and Howard Becker.

Assessment will be ongoing in the course of sociology. All elements will have knowledge checks, and any reviewing and addressing of misconceptions will be provided before moving onto the next element. Quizzes that increases retrieval practice will be carried each lesson; these quizzes will also follow the method of interleaving, in which knowledge of different elements to the one currently being studied will be provided. Exam questions will be included in most lessons, so students will develop A01, A02 skills continually and A03 skills will be part of deeper learning and understanding assessments. Knowledge organisers and keyword banks will also be provided, so students are aware of the core knowledge and language needed for assessment, forming the basis of long-term preparation for exams.

SPR 1	Sociology of social stratification	Forms of social stratification	Throughout the study of the different concepts, students will have learnt that the structure of society have different layers; different components to families, education, crime and deviance. Subsequently, this final topic will stretch their understanding of what is meant by stratification and how it applies to all previous topics and in society as a whole. Students will learn the historical nature of hierarchy in society and how it still applies in contemporary society.
		Sociological approach to social stratification	Students will once again examine the functionalist and Marxist approach to stratification and able to make reference and confidently infer the viewpoint of feminist sociologists. Students will examine the approach of classical sociologist and decide how far their perspectives reflect modern day society.
		Measuring of social class	As stratification examines the layers and disparity within society, the question initially will be about how this is known. Students will learn about two different measuring systems – The Registrar General’s classification that distinguished your social class based on a scale of manual occupations and non-manual occupations. The other system which replaced the first system- The National Statistics Socio-economic Classification (NS-SEC), still based on occupation but covered the whole adult population.
		Life chances	As the measuring of social class was considered important, this has been suggested to be heavily linked to the life chances of individuals in society. Students will look at the factors that impacts on life chances such as disability, age, sexuality, ethnicity, gender, social class, religion/belief and to describe the relationship between the chances and factors.

Assessment will be ongoing in the course of sociology. All elements will have knowledge checks, and any reviewing and addressing of misconceptions will be provided before moving onto the next element. Quizzes that increases retrieval practice will be carried each lesson; these quizzes will also follow the method of interleaving, in which knowledge of different elements to the one currently being studied will be provided. Exam questions will be included in most lessons, so students will develop A01, A02 skills continually and A03 skills will be part of deeper learning and understanding assessments. Knowledge organisers and keyword banks will also be provided, so students are aware of the core knowledge and language needed for assessment, forming the basis of long-term preparation for exams.

SPR 2	Sociology of social stratification	Social inequality	Students will draw on their developed learning of stratification to study the varying inequalities based on being from specific social groups such as gender, ethnicity and age, both young and old. Students will examine statistical data to see trends and patterns of inequality over the decades such as: inequality in the workplace; pay inequality; inequality of opportunity; age discrimination; perception of youth subculture.
		Poverty	Following on, the controversial issue of poverty is examined looking at the two broad approaches to defining poverty – absolute and relative poverty. Students will develop their understanding of how poverty is defined differently based on the society you live in and the government’s response. Students will study the work of Peter Townsend who used a deprivation index to measure relative deprivation on and will also study counter arguments to its validity. In addition to this, students will examine views put forward by sociologists on the causes of poverty and its effect. Arguments put forward will be from functionalist, Marxist, Feminist, New Right. The services of the welfare state will also be examined as a means to help inequality and poverty.
		Power	The focus of power as the final element, enable students to learn and understand how power is exercised in the political process. Students will develop their understanding on how political power impact on the lives of individuals and certain groups in society. Students will also study the link between power relationships in the workplace, home and wider society – in particular the approach put forward by feminist.

Assessment will be ongoing in the course of sociology. All elements will have knowledge checks, and any reviewing and addressing of misconceptions will be provided before moving onto the next element. Quizzes that increases retrieval practice will be carried each lesson; these quizzes will also follow the method of interleaving, in which knowledge of different elements to the one currently being studied will be provided. Exam questions will be included in most lessons, so students will develop A01, A02 skills continually and A03 skills will be part of deeper learning and understanding assessments. Knowledge organisers and keyword banks will also be provided, so students are aware of the core knowledge and language needed for assessment, forming the basis of long-term preparation for exams.

