

KS4 Social Sciences

Head of Department: Mr Read



Curriculum Intent

We **serve** our students with an adaptive curriculum that meets the needs of all. Our different subjects have carefully identified plans outlining, what they teach and why. This is shared with all students, staff and parents to empower our community in their learning journey and includes careful consideration of sequencing of knowledge and skills. Cardinal Pole is committed to providing **opportunities** for staff and students to become life-long lovers of learning through personalised feedback, opportunities for reflection and progression. We are a community of **aspirant** learners where teachers are experts and students are critical scholars. This is achieved through absolute clarity of expectations and constant re-evaluation of needs through a shared language. We **reward** our community of learners by celebrating the successes, progress and achievements of all.

How do all KS4 Sociology lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepare students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to learn activities in **Sociology** look like this:

Y10 Sociology

Year 11

AP2

AP1

Theories of crime

Introduction to crime and deviance

Data on crime

Revision of education

Gender differences in achievement

Ethnic differences in achievement

Ethnic differences in achievement

Social class differences in achievement

Internal and external factors

Divorce

Conjugal roles and relationships

Importance of nuclear families and alternative family types

Types of schools

Functions of education in society

Sociological perspectives of family functions

Family forms and diversity

Sources of data

Issues with research

Quantitative methods

Qualitative methods

Introduction to sociology

Research methods fundamentals

How is your attainment measured in Year 10 in Autumn term?

Autumn: HT1

Autumn: HT2

Assessment Point 1

What is assessed?	% of course	Why?

Topic:

Autumn Term 1 Golden Nuggets and Work Hard

[illegible]

How is your attainment measured in Year 10 in Spring term?

Spring: HT1

Spring: HT12

Topic:

Spring Term 1 Golden Nuggets and Work Hard

[illegible]

Topic:

Spring Term 2 Golden Nuggets and Work Hard

[illegible]

How is your attainment measured in Year 10 in Summer term?

Summer: HT1

Summer: HT2

Assessment Point 2

What is assessed?	% of course	Why?

Topic:

Summer Term 1 Golden Nuggets and Work Hard

[illegible]

Topic:

Summer Term 2 Golden Nuggets and Work Hard

[illegible]

How do all KS4 Sociology lessons start? (Ready to Learn)

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Ready to learn activities in **Sociology** look like this:

How do the sociological perspectives view social stratification?

DO NOW

Describe what sociologists mean by the term 'social stratification' (3 marks)

Define the term

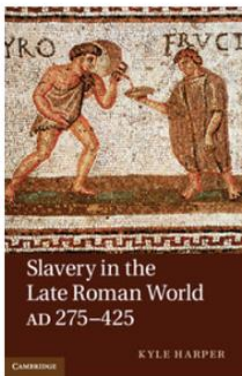
Social stratification means...

Give an example

This is often based around income, for example...

How would a sociological perspective view social stratification?

Marxists/functionalists would argue that...



Y11 Sociology

GCSE EXAMS

Social stratification revision

Education revision

Crime and deviance revision

Families revision

Power, Weber and politics

Welfare State and Globalisation

Research Methods revision

AP2

Poverty and relative Deprivation

Patriarchy

Life Chances

Crime and Deviance consolidation

Methods in Context

Theory and Stratification

Stratification

Debates on Crime

Ethnicity and Crime

Age and Crime

Gender and Crime

Social Class and Crime

Informal / Formal Social Control

Crime and deviance consolidation

How is your attainment measured at GCSE in Autumn term?

Autumn: HT1

Autumn: HT2

Assessment Point 1

What is assessed?	% of course	Why?

Topic: Introduction to Sociology

Autumn Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
	Define norms, values and roles and status	Matching task
	Define consensus and conflict theory	Label the consensus and conflict theory
	What are three main beliefs of functionalism and who is it's founder?	3 marker and multiple choice questions
	What are three main beliefs of Marxism and who is it's founder?	3 marker and multiple choice questions
	What are three main beliefs of Feminism and who is one key Feminist sociologist?	3 marker and multiple choice questions
	What are three main beliefs of Interactionism and who is one key sociologist?	3 marker and multiple choice questions
	What are three main beliefs of Interactionism and who is one key sociologist?	3 marker and multiple choice questions
	What is the difference between sex and gender?	"Label the scenario" task

Topic: Research methods

Autumn Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
	Define a pilot study and define a hypothesis	Matching activity and comprehension
	Define the main types of sampling	Matching activity and comprehension
	Identify three key features of an experiment	Comprehension of case study
	Define what a survey is and define and explain two types of survey	Summarise information sheet
	Define what a questionnaire is and define two types of Questions	Scenario task regarding identifying the the Open and Closed-ended questions and advantages and disadvantages of the method
	Define what an interview is and define three types of interview	Scenario task regarding identifying the different types of interview being used and 3-mark questions
	Define what an interview is and define two types of observation	Scenario task regarding identifying the Participant and Non-participant observation and advantages disadvantages of the method
	Define what an ethnography is	Comprehension and 3-mark questions
	Define what a case study is.	Comprehension and advantages disadvantages of the method
	Define what a secondary source is.	Matching activity and comprehension
	Define the five main types of data	Matching activity and comprehension
	State the main practical issues someone will need to consider	3-marker exam questions

Topic: Families and Households

Autumn Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
	Define the Functionalist view of the family	Matching task and 3-marker
	Define the Marxist view of the family	Comprehension and 3-marker
	Define the Feminist view of the family	Comprehension and 3-marker
	Define the main family forms	Matching task and 3-marker
	Define the main types of family diversity	Matching task and 3-marker
	Explain one reason why the nuclear family is still important in modern Britain today and one reason why it is not	Comprehension and 3-marker
	Identify and explain two alternatives to the family	Matching task and 3-marker
	Define conjugal relationships and the difference between segregated and joint	Label the scenario
	Explain Marxist and Functionalist views of conjugal roles	Comprehension and 4-marker
	Explain the feminist view of conjugal roles and identify one statistic that highlights whether or not conjugal roles are equal	Comprehension and 4-marker
	Explain the state of the family in each era and how relationships between children and parents were in the prior to the 16th Century and during and after the 16th century	Comprehension and 4-marker
	Explain the stages of the symmetrical family	Matching activity
	Identify and explain reasons for changing relationships within the	Comprehension and 4-marker

Topic: Families and households

Autumn Term 2 Golden Nuggets and Work Hard

[illegible]

Topic: The sociology of education

Autumn Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
	Explain the Functionalist perspective of education	Comprehension, matching activity, 4-marker
	Explain the Marxist view of education and the correspondence principle	3-marker
	Explain the Sociological perspectives on the role of education	Comprehension, matching activity, 4-marker
	Identify and explain the different types of school	Matching activity
	Explain the difference between private and state schools	Compression and 4-marke
	Explain the benefit of alternative education	Comprehension and 4-marker
	Identify and explain external factors beyond school	Summary sheet
	State the 1944 Butler act, one educational policy since 1979 and one educational policy since 1997	Comprehension and 3-marker
	Identify and explain external factors beyond school	Summary sheet
	Identify three statistics that highlight social class differences in attainment	Comprehension and 3-marker
	Outline three reasons for social class differences in attainment	Matching activity and 3 marker
	Identify three statistics that highlight gender differences in attainment	Comprehension and 3-marker
	Outline three reasons for gender	Matching activity and 3 marker

Autumn Term 2 Golden Nuggets and Work Hard

[illegible]

Topic: Crime and deviance

Summer Term 3 Golden Nuggets and Work Hard

[illegible]

Year 10 'I Can' statements			
Emerging		Achieving	Excelling
Introduction to Sociology	- I can define core terms like socialization, culture, norms, and values. - I can identify the main sociological perspectives such as Functionalism and Marxism. - I can outline the basic difference between consensus and conflict theories. - I can list the primary agencies of socialization like family and education.	- I can explain how different perspectives view the structure of society. - I can describe the functionalist view of society as an organism. - I can explain Karl Marx's ideas on class conflict and capitalism. - I can use relevant sociological evidence to support my written answers.	- I can critically evaluate the strengths and weaknesses of each perspective. - I can contrast macro-sociological structural theories with micro-sociological interactionist approaches. - I can analyse how patriarchy is maintained according to different feminist perspectives. - I can apply complex sociological theories to contemporary social issues accurately.
	- I can identify basic primary and secondary methods like questionnaires and official statistics. - I can define the difference between quantitative data and qualitative data. - I can list basic ethical issues in research like consent and privacy. - I can recognize common sampling methods such as random and stratified sampling.	- I can explain the advantages and disadvantages of specific research methods. - I can describe how sociologists operationalize concepts and conduct pilot studies. - I can explain why a researcher might choose qualitative methods over quantitative methods. - I can interpret simple sociological data from tables, charts, and graphs.	- I can evaluate research methods using the concepts of validity, reliability, and representativeness. - I can assess how a sociologist's theoretical perspective influences their choice of method. - I can critique the practical, ethical, and theoretical limitations of specific classic studies. - I can design a coherent research strategy to investigate a specific social issue.
	- I can define different family forms including nuclear, extended, and reconstituted families. - I can identify the core functions of the family according to functionalist sociologists. - I can recognize major trends in marriage, divorce, and cohabitation over time. - I can list key terms related to family diversity and cultural differences.	- I can explain how different sociological perspectives view the role of the family. - I can describe Murdock's four functions and Parsons' warm bath theory clearly. - I can explain feminist criticisms of the traditional nuclear family and patriarchy. - I can use sociological evidence to explain the rising rates of family diversity.	- I can evaluate the Marxist view that the family serves the needs of capitalism. - I can contrast structural perspectives of the family with the personal life perspective. - I can analyse the impact of changing social attitudes and legislation on family structures. - I can construct well-debated essays assessing whether the nuclear family remains the norm.
	- I can define all major family types, conjugate roles, and demographic trends like aging populations. - I can identify primary methods used to study families, such as unstructured interviews and questionnaires. - I can outline how functionalists, Marxists, and feminists generally view the family's role. - I can recognize basic ethical issues, like anonymity, when researching sensitive family topics like domestic abuse.	- I can explain changing relationship dynamics, including the symmetrical family, dual-earner couples, and childhood experiences. - I can describe the strengths and weaknesses of using qualitative methods to study private family life. - I can explain how social policies and legislation have directly caused changes in family structures. - I can interpret quantitative data from official statistics regarding marriage, divorce, and birth rates.	- I can evaluate the dark side of the family using feminist theory and contrast it with consensus models. - I can assess the validity and reliability of research methods used in classic family studies like Willmott and Young. - I can analyze how a sociologist's theoretical perspective shapes their method choice when researching households. - I can construct a sophisticated 12-mark essay evaluating complex debates around family decline versus family diversity.
Research methods			
Families and households mid-unit			
Families and households end of unit (including research methods)			

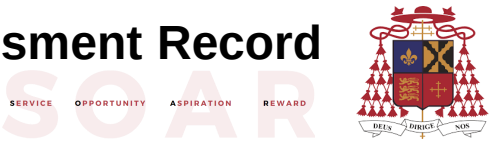
Education
mid-unit

Education
End of unit

Year 10 'I Can' statements		
Emerging	Achieving	Excelling
- I can define core concepts such as the hidden curriculum, formal curriculum, and meritocracy. - I can identify the main functions of education according to functionalist and Marxist perspectives. - I can list key types of schools in the UK, including academies, comprehensive schools, and private schools. - I can recognize basic terms related to educational achievement and social class.	- I can explain Durkheim's ideas on social solidarity and Parsons' view of education as a bridge. - I can describe Bowles and Gintis's correspondence principle and how education serves capitalism. - I can explain how the hidden curriculum reinforces social norms, gender roles, or class inequality. - I can use sociological evidence to explain the link between marketisation policies and school choice.	- I can critically evaluate the functionalist claim that the education system is truly meritocratic. - I can contrast structural perspectives of education with interactionist or feminist viewpoints. - I can analyze the strengths and limitations of Marxist explanations of the schooling system. - I can construct well-structured arguments comparing different sociological views on the role of education.
- I can define key terms relating to educational achievement, including labelling, subcultures, and material deprivation. - I can identify primary research methods used to study schools, such as participant observation and official school statistics. - I can outline how subcultures develop within schools and list the main types of pupil identities. - I can recognize specific ethical issues when researching schools, such as gaining access and protecting vulnerable pupils.	- I can explain how internal school factors (like teacher expectations) and external factors (like language codes) affect student achievement. - I can describe the advantages and disadvantages of using covert observation to study classroom behavior and peer groups. - I can explain the impact of ethnic and gender differences on educational achievement using sociological evidence. - I can interpret quantitative education data, including Progress 8 scores, exclusion rates, and league tables.	- I can evaluate the interactionist view of education by comparing labelling theory with structural explanations like Marxism. - I can assess the validity, reliability, and representativeness of research methods used in classic educational studies, such as Paul Willis. - I can analyze how a researcher's choice of method (e.g., structured vs. unstructured interviews) is limited by the institutional environment of a school. - I can construct a sophisticated 12-mark essay analyzing the intersection of class, gender, and ethnicity on educational outcomes.

Subject:	
Teacher:	

Year 11 Assessment Record



Date	Topic	Mark	Percentage	Flightpath

Year 11 'I Can' statements		
Emerging	Achieving	Excelling

How is your attainment measured at GCSE in Spring term?

Spring: HT1

12 marker	Discuss how far sociologists agree that those with economic power have the most authority in society
Key study questions	Identify and Describe one way Devine suggests that class attitudes and values have no changed significantly, including what you know of her perspective (4 marks) Identify and describe one factor that Weber believed to be important when deciding an individual's social status, including what you know of his perspective on this issue (4 marks)
12 marker	Discuss how far sociologists agree that the behaviour and culture of individuals is one of the most important reasons for poverty in modern Britain
3 mark definition questions	Describe what sociologists mean by the term social stratification Identify and describe one example of social stratification in society Describe what sociologists mean by absolute poverty Describe what sociologists mean by relative deprivation

Assessment Point 2

What is assessed?	% of course	Why?
Paper One – Families and Education	50	All content taught
Paper Two – Crime and Deviance and Social Stratification	50	All content taught

How is your attainment measured at GCSE in Spring term?

Spring: HT2	
12 marker	• Discuss how far sociologists would agree that family roles are becoming more equal (12 marks)
Key thinker questions	• Identify and describe one impact of marketization of schools, including what you know of Ball, Bowe and Gerwitz's perspective on education (4) • Identify and explain one reason why Murray believed that welfare reform was needed, including what you know of his perspective on the issue
12 marker	• Discuss the view that education creates equal opportunities for all (12 marks)
Methods in context	• Identify and explain one disadvantage of using structured interviews to investigate attitudes towards arranged marriage.(4) • Identify and explain one advantage of using unstructured interviews to investigate young people's experiences of bullying at school (4)

Topic: Social Stratification

Spring Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
	How does Weber explain the different types of authority in society?	Different types of authority worksheet
	How do power dynamics shape relationships?	Discuss how far sociologists agree that those with economic power have the most authority in society (12 marks)
	Consolidation of Social Stratification – key concepts	Describe what sociologists mean by the term social stratification Identify and describe one example of social stratification in society Describe what sociologists mean by absolute poverty Describe what sociologists mean by relative deprivation
	Consolidation of social stratification – exam skills	Discuss how far sociologists agree that the behaviour and culture of individuals is one of the most important reasons for poverty in modern Britain (12 marks)
	Consolidation social stratification – key studies	Identify and Describe one way Devine suggests that class attitudes and values have no changed significantly, including what you know of her perspective (4 marks) Identify and describe one factor that Weber believed to be important when deciding an individual's social status, including what you know of his perspective on this issue (4 marks)
	Consolidation social stratification – contemporary examples.	Identify and explain one factor that may have led to an increase in the number of female MPs being elected (4 marks) Identify and explain one factor that may have led to an increase in the number of people using food banks (4 marks)

Topic: Revision

Spring Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
	Revision – methods in context	Identify and explain one disadvantage of using structured interviews to investigate attitudes towards arranged marriage.(4) Identify and explain one advantage of using unstructured interviews to investigate young people's experiences of bullying at school (4)
	Revision – key studies	Identify and describe one way in which the family can be seen as important for society, including what you know of Parsons' perspective on the family (4) Identify and describe one impact of marketization of schools, including what you know of Ball, Bowe and Gerwitz's perspective on education (4)
	Revision – 4 mark data analysis	Data analysis questions
	Revision – 12 markers	Discuss the view that the nuclear family is the most important family type in society. (12 marks)
	Revision – families	Discuss how far sociologists would agree that family roles are becoming more equal (12 marks)
	Revision – education	Discuss how far sociologists would agree that education prepares people for the workplace (12 marks)
	Revision – crime and deviance	Discuss the view that crime is a result of social inequality (12 marks)
	Revision - social stratification	Discuss how far sociologists would agree that inequality is fair (12 marks)

Topic:

Spring Term 2 Golden Nuggets and Work Hard

[illegible]