

Programme of study for Year 12 Sociology

| Autumn (1 st term) | Autumn (2 nd term) | Spring (1 st term) | Spring (2 nd Term) | Summer (1 st term) | Summer (2 nd term) |
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| From: September To: November | From: November To: December | From: January To: February | From: February To: April | From: April To: May | From: May To: July |
| Topic / Big Question: Interleaving of Families & Households and Education topics: F&H MT1 - Family diversity F&H MT2 - Theories on the role of the family Edu MT1 - Class and achievement Skills: AO1 - knowledge and understanding AO2 - application AO3 - analysis and evaluation | Topic / Big Question: Interleaving of Families & Households, Education and Research Methods topics: F&H MT3 - Gender roles in the family Edu MT2 - Ethnicity and achievement RM MT1 - Introduction to research methods Skills: AO1 - knowledge and understanding AO2 - application AO3 - analysis and evaluation | Topic / Big Question: Interleaving of Families & Households, Education and Research Methods topics: F&H MT4 - Marriage, cohabitation and divorce Edu MT3 - Theories on the role of education RM MT2 - Questionnaires Skills: AO1 - knowledge and understanding AO2 - application AO3 - analysis and evaluation | Topic / Big Question: Interleaving of Families & Households, Education and Research Methods topics: Edu MT4 - Gender and achievement Edu MT5 - Educational Reforms RM MT3 - Interviews RM MT4 - Observations Skills: AO1 - knowledge and understanding AO2 - application AO3 - analysis and evaluation | Topic / Big Question: Interleaving of Families & Households, Education and Research Methods topics: RM MT5 – Experiments RM MT6 - Secondary sources of data - documents and official statistics F&H MT5 - Childhood F&H MT6 - Demography Skills: AO1 - knowledge and understanding AO2 - application AO3 - analysis and evaluation | Topic / Big Question: Interleaving of Families & Households, Beliefs in Society and Crime and Deviance topics: F&H MT7 - Social policies BinS MT1 – Theories on the role of religion C&D MT1 – Theories on crime Skills: AO1 - knowledge and understanding AO2 - application AO3 - analysis and evaluation |
| Key Learning Outcomes (students should know): - the diversity of contemporary family and household structures. - the relationship of the family to the social structure and social change. - differential educational | Key Learning Outcomes (students should know): - gender roles, domestic labour and power relationships within the family in contemporary society. - differential educational achievement of social groups by ethnicity in contemporary | Key Learning Outcomes (students should know): - changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life. - the role and functions of the education system, | Key Learning Outcomes (students should know): - differential educational achievement of social groups by gender and ethnicity in contemporary society, including the relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities | Key Learning Outcomes (students should know): - the PET considerations of using experiments in sociological research, including the Methods in Context application of experiments to the study of education. - the PET considerations of | Key Learning Outcomes (students should know): - the relationship of the family to state policies. - the relationship between social change and social stability, and religious beliefs, practices and organisations |

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| <p>achievement of social groups by social class in contemporary society, including the relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures and the organisation of teaching and learning.</p> | <p>society, including the relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning.</p> <p>- quantitative and qualitative methods of research, research design, the distinction between primary and secondary data, and between quantitative and qualitative data, the relationship between positivism and interpretivism and sociological methods; the theoretical, practical and ethical considerations influencing choice of topic, sampling methods.</p> | <p>including its relationship to the economy and to class structure.</p> <p>- the PET considerations of using questionnaires in sociological research, including the Methods in Context application of questionnaires to the study of education.</p> | <p>and subcultures, the hidden curriculum, and the organisation of teaching and learning.</p> <p>- the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity, the impact of globalisation on educational policy.</p> <p>- the PET considerations of using interviews in sociological research, including the Methods in Context application of interviews to the study of education.</p> <p>- the PET considerations of using participant and non-participant observations in sociological research, including the Methods in Context application of participant and non-participant observations to the study of education.</p> | <p>using secondary sources of data in sociological research, including the Methods in Context application of secondary sources of data to the study of education.</p> <p>- the nature of childhood, and changes in the status of children in the family and society.</p> <p>- demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</p> | <p>- crime, deviance, social order and social control</p> |
| <p>End of term 1 assessment to cover: Students will complete in-class assessments (timed essays) throughout the term. These will cover all the topics covered during the term.</p> | | <p>End of term 2 assessment to cover: Students will complete in-class assessments (timed essays) throughout the term. These will cover all the topics covered since the start of the year, but in a random order to further build R&R.</p> | | <p>End of year assessment to cover: Students will complete the End of Year 12 formal, internal exams on all the topics taught in Year 12 (the entire Paper 1 and 1/2 of Paper 2). Students will also complete in-class assessments (timed essays) throughout the term. These will cover all the topics covered since the start of the year, but in a random order to further build R&R.</p> | |
| <p>Building understanding and Rationale / breakdown for your sequence of lessons: The three broad topics taught in Year 12 are covered using the interleaving method. This is in order to improve students' recall and retention of content, with frequent recap of previously covered material through activities such as the Memory Challenge.</p> | | | | | |

The Mini Topics are covered in a sequence that allows students to build on their previous knowledge. For example, to understand issues covered in Edu MT4 - Gender and achievement, students need to have first studied Edu MT1 - Class and achievement and Edu MT4 - Theories on the role of education. Similarly, there are links across different topics. For example, studying F&H MT2 - Theories on the role of the family sets the foundation for the study of Edu MT3 - Theories on the role of education. Therefore, attention is given to drawing out links with other topics studied in the AQA Sociology specification so students can identify the evidence of and the sociological explanations for the content. This will enable students to foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course.

At the end of each Mini Topic, students will have the opportunity to practice exam questions and develop their exam techniques so that, by the end of the year, they would have seen and worked on an essay/exam question for each topic. In addition, they will have regular in-class assessments.

Home Learning:

Students will be set regular compulsory HL tasks. These will include reading ahead of the next lesson's topic, completing worksheets for further development of AO1 and AO2 skills, reading Sociology Review or online articles and linking them to the content under study.

In addition, students will also be given advice on how to use their LRCG and NCP time effectively and productively. These 'suggested', non-compulsory, tasks will include carrying out their own research, reading newspapers for the most up to date current events linked to the subject content, watching online documentaries, reading around the subject through the non-set textbooks available in the library, etc.

Both HL and 'suggested' activities are pre-planned, however, if a current event occurs that links to the content, the HL will change on ad hoc basis.

Both Yr12 classes are shared by two teachers. The topics they teach are not pre-set, but are discussed on a fortnightly basis and depending on the rate at which each teacher covers the topics. This enables both teachers to teach any topic which strengthens their overall subject knowledge. This is crucial in enabling teachers to draw out links between the topics so students can also understand them.

Reading / literacy:

Development of literacy is innate to T&L of Sociology and it covers all aspects of literacy and communication skills: reading of texts, extended (essay) writing, speaking and listening (including discussions of sociological theories and evidence) and introduction of new vocabulary as well as emphasising the importance of SPaG.

Numeracy:

Numeracy is developed through the interpretation and analysis of data presented in a variety of forms including bar and line graphs, pie charts and statistical tables. For example, students have to be able to identify and explain demographic patterns such as birth and death rates, marriage and divorce rates, etc.

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

Students are provided with the 'Independent enrichment activities list' which includes a reading list, documentaries, independent research suggestions, online resources and activities students can complete independently.

In addition, students are encouraged to independently pursue Sociology related enrichment activities such as attending taster courses, masterclasses and lectures. These are promoted by teachers in lessons.