

Co-op Academy North Manchester - Year 10 Sociology Curriculum

Y10	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Sociological Perspectives	Research Methods	Sociology of the Family	Sociology of the Family	Sociology of Education	Sociology of Education
Substantive Knowledge (Know That...)	<ul style="list-style-type: none"> <li>What is sociology?</li> <li>Social structures, process and issues</li> <li>Values and Norms</li> <li>Socialisation</li> <li>Nature v Nurture and culture</li> </ul> <p>Introduction to the founders of sociology:</p> <ul style="list-style-type: none"> <li>Functionalism</li> <li>Marxism</li> <li>Conflict Vs consensus</li> <li>Anomie</li> <li>Weber</li> </ul> <ul style="list-style-type: none"> <li>Macro Vs Micro Sociology</li> <li>Role conflict, status and social mobility</li> </ul>	<ul style="list-style-type: none"> <li>Research Process</li> <li>Positivism, Interpretivism &amp; Mixed Approaches</li> <li>Sample selection</li> <li>Analysis of data</li> <li>Qualitative &amp; Quantitative data</li> <li>Evaluating research</li> <li>Interviews</li> <li>Social surveys/postal questionnaires</li> <li>Longitudinal studies</li> <li>Participant observations</li> <li>Official statistics</li> <li>Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Family and Types</li> <li>Roles within a family</li> <li>Families, ethnicity and social class</li> <li>Alternative families</li> <li>Oakley and Conjugal Roles</li> <li>Changes to the family in the UK - science, divorce and culture</li> <li>Functionalist perspectives on the family</li> <li>Parsons's perspective on the family</li> <li>Marxist perspectives on family</li> <li>Weber's perspective</li> </ul>	<ul style="list-style-type: none"> <li>Relationships between parents and children</li> <li>Global comparisons</li> <li>Feminist perspectives</li> <li>New Right perspectives</li> <li>Life Chances</li> <li>Poverty: <ul style="list-style-type: none"> <li>Wealth</li> <li>Sociological measurements</li> <li>Functionalism</li> <li>Marxism</li> <li>New Right</li> <li>Feminism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Functionalism and education</li> <li>Marxism and education</li> <li>Comparison</li> <li>Connections between school and the rest of society</li> <li>Changes to education</li> <li>Marketisation and Parental Choice</li> <li>Role of education</li> <li>Deschooling</li> </ul>	<ul style="list-style-type: none"> <li>Barriers to Educational Achievement</li> <li>Educational achievement and ethnicity</li> <li>Educational achievement and gender</li> <li>Labelling and the self-fulfilling prophecy</li> <li>Feminism and education</li> <li>Interactionism and education</li> <li>The New right and education</li> <li>Comparison</li> </ul>
Disciplinary Knowledge (Know How...)	<p>Know and understand:</p> <ul style="list-style-type: none"> <li>Social Structures</li> <li>Social Processes</li> <li>Social issues</li> </ul>	<p>Know and understand:</p> <ul style="list-style-type: none"> <li>Methods</li> <li>Ethics</li> <li>Research</li> <li>Data</li> </ul>	<p>Know and understand, analyse and evaluate:</p> <ul style="list-style-type: none"> <li>Functions of the family</li> <li>Family Forms</li> <li>Conjugal roles</li> </ul>	<p>Know and understand, analyse and evaluate:</p> <ul style="list-style-type: none"> <li>Changing relationships within families</li> <li>Criticisms of the family</li> </ul>	<p>Know and understand, analyse and evaluate:</p> <ul style="list-style-type: none"> <li>Roles and functions of education</li> <li>Education and capitalism</li> </ul>	<p>Know and understand, analyse and evaluate:</p> <ul style="list-style-type: none"> <li>Educational achievement</li> <li>Processes within schools</li> </ul>

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<p>Assessment</p>	<p>End of unit test that covers AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.</p>	<p>End of unit test that covers AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.</p>		<p>Paper 1 section 1 which End of unit test that covers AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p>		<p>Paper 1 FULL which covers AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions. EOY EXAM</p>
<p>Homework</p>	<ul style="list-style-type: none"> <li>● Table of sociologists</li> <li>● Genetics and crime</li> <li>● Predeterminism extended writing</li> <li>● Criticisms of theories</li> <li>● Short answer revision Q</li> </ul>	<ul style="list-style-type: none"> <li>● Sampling knowledge organiser</li> <li>● Social policy exam questions</li> <li>● What is the research telling us?</li> </ul>	<ul style="list-style-type: none"> <li>● Functionalism and family</li> <li>● Families around the world</li> <li>● Why are increasing numbers of women choosing to be single?</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss how far you agree that nuclear families are bad for women</li> <li>● Liberal feminist perspective</li> </ul>	<ul style="list-style-type: none"> <li>● Cultural Capital</li> <li>● How is the education system organised in contemporary Britain?</li> <li>● School Swap the class divide</li> </ul>	<ul style="list-style-type: none"> <li>● Stephan Ball theory 1</li> <li>● Parsons</li> <li>● Patriarchal education</li> <li>● Stephan Bal theory 2</li> <li>● Bowles and Gintis</li> </ul>

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	• Key terms				• Sands School	
Wider reading	<a href="#">Chavs: The Demonization of the working class – Damien Owen</a>	<a href="#">Feminists Don't Wear Pink (And Other Lies) – Scarlett Curtis</a>	<a href="#">1984 - George Orwell</a>	<a href="#">How Not To Be a Boy - Robert Webb</a>	<a href="#">The Myth of Meritocracy: Why Working-Class Kids Still Get Working-Class Jobs- James Bloodworth</a>	<a href="#">Criminal Classes: Offenders at School - Angela Devlin</a>
How to help at home	<ul style="list-style-type: none"> <li>- Discuss with your pupil your norms and values. Where do they come from? Consider your culture, religion, social class, age etc.</li> <li>- Have these changed over time? Why?</li> </ul>	<p>Consider any research you have come across in your life, career, education etc. What was its purpose? What did it aim to find out?</p> <p><a href="https://online.king.edu/news/psychology-experiments/">https://online.king.edu/news/psychology-experiments/</a></p>	<p>Consider roles within the family. Who does what? Why is this? Ask your child to explain socialisation and canalisation to you. Can you come up with some examples together?</p>	<p>Hold a conversation about family types, marriage and divorce. Discuss why these attitudes change in different cultures/religions/places etc</p>	<p>Discuss how you choose our academy. What other options were there? How have the types of schools on offer changed?</p>	<p>Look at examples of labelling, ask your pupil to explain Becker's theory. Can you think of any examples together? Can you link it to race, social class, gender etc?</p>