

**INTENT-**

- To develop knowledge and understanding of key themes within sociology
- Developing analytical and evaluative skills
- Students will be able to critically evaluate key thinkers who have made a significant contribution to an area of sociology.
- Teaching plan during lockdown - Sociology teaching of new content: Flip learning - students are emailed a scanned copy of forthcoming chapter. Expectation is students read ahead, make notes if they wish and PPT is uploaded onto Class charts before the lesson. Teams lesson is manageable chunks lasting approx. 40 minutes going through main points/exam skills. Students have opportunity to ask questions. with students receiving personal feedback through email (template to save time with space for personal feedback). For all exam questions class feedback is given on what went well, common mistakes etc
- Assessment consists of an exam question each week and end of topic quick check questions.

**The bigger picture:**  
Links to the broader school ethos

Embedding skill keys for A- Level.

**AS Sociology**  
**Bilton School Planning for Progress over Time**  
**Programme of Study 2020/21**  
**CXT/JZG**

AO1 – Knowledge and understanding;  
AO2 – The skill of Application and Interpretation  
AO3 – The skills of Analysis and evaluation

**IMPLEMENTATION**

|  | <b>Term 1</b><br><b>P2 Introduction to Sociology</b><br><b>Families and Households</b> | <b>Term 2</b><br><b>P2 Families and Households</b> | <b>Term 3</b><br><b>P1 and P2 Research Methods Education</b> | <b>Term 4</b><br><b>Paper 1 Education</b> | <b>Term 5</b><br><b>Exam skills</b> |
|--|--|--|--|---|-------------------------------------|
|  | 31/8/20  |  |  |   |                                     |
| <b>Introduction to course. Overview of perspectives. Functionalism, Marxism, Feminism.</b>   |  |  |  |   |                                     |
| Overview Social Action. Functionalism and the family. New Right. 1 hour RM   | 7/9/20   |  |  |   |                                     |
| Marxism and the family. Feminism & the family. 1 hour RM   | 14/9/20  |  |  |   |                                     |
| Feminism – Gender Roles 1 hour RM  | 21/9/20  |  |  |   |                                     |
| Feminism and Gender Roles. Social Policy. 1 hour RM  | 28/9/20  |  |  |   |                                     |
| Changing family patterns . 1 hour RM   | 5/10/20  |  |  |   |                                     |
| Exam technique. Family Diversity. . 1 hour RM  | 12/10/20   |  |  |   |                                     |
| Family Diversity. X2 Exam technique  | 19/10/20   |  |  |   |                                     |
| HOLIDAY: 1 WEEK  |  |  |  |   |                                     |
| Demography. 1 hour RM  | 2/11/20  |  |  |   |                                     |
| Childhood - 1 hour RM  | 9/11/20  |  |  |   |                                     |
| Research Methods practice paper  | 16/11/20   |  |  |   |                                     |
| Revision P2 to date  | 23/11/20   |  |  |   |                                     |
| Revision P2 to date  | 30/11/20   |  |  |   |                                     |
| PPE  | 7/12/20  |  |  |   |                                     |
| PPE  | 14/12/20   |  |  |   |                                     |
| HOLIDAY: 2 WEEKS   |  |  |  |   |                                     |
| PPE feedback to all students. Changing family patterns   | 4/1/21   |  |  |   |                                     |
| Topic: Family Diversity<br>Modern theories and Postmodernism.<br>Plan 20 marker  | 11/1/21  |  |  |   |                                     |
| Topic: Social Policy and the Family: A comparative view of social policy – student project. Perspectives on family policy. Review of Families and Households – PLC | 18/1/21  |  |  |   |                                     |
| Family assessment TBC<br>Unit: Education Introduction to topic. Theories of education, Functionalism, Neo Liberalism   | 25/1/21  |  |  |   |                                     |
| Theories of education: Marxism and Postmodernism<br>Class and educational achievement – external factors   | 1/2/21   |  |  |   |                                     |
| Educational Policy and Inequality: Educational policy in Britain before 1998, Marketisation  | 8/2/21   |  |  |   |                                     |
| HOLIDAY: 1 WEEK  |  |  |  |   |                                     |
| Globalisation of education   | 22/2/21  |  |  |   |                                     |
| Class Differences – internal -   | 1/3/21   |  |  |   |                                     |
| PPE TBC  | 8/3/21   |  |  |   |                                     |
| Class Differences – internal - exam technique  | 15/3/21  |  |  |   |                                     |
| Ethnicity differences  | 22/3/21  |  |  |   |                                     |
| Gender differences   | 29/3/21  |  |  |   |                                     |
| HOLIDAY: 2 WEEKS   |  |  |  |   |                                     |
| Exam technique - Assessment  | 19/4/21  |  |  |   |                                     |
| Exam technique   | 26/4/21  |  |  |   |                                     |
| Exam technique   | 3/5/21   |  |  |   |                                     |
| Exam technique - mock paper.   | 10/5/21  |  |  |   |                                     |
|  | 17/5/21  |  |  |   |                                     |
|  | 24/5/21  |  |  |   |                                     |
| HOLIDAY: 1 WEEK  |  |  |  |   |                                     |

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| <p><b>Progress and assessment</b></p>   | <p><b>Two FAR/assessment pieces.</b></p> <p><b>AS Exam Technique:</b> discuss skills needed for the short answer questions.<br/>ALL students to complete short answer questions in timed conditions: Define the term nuclear family (2 marks) Define the term expressive role (2 marks) Define the term instrumental role (2 marks).<br/>Using one example, briefly explain how the family performs positive functions (2 marks).<br/>Outline three functions of the family according to the functionalist view (6 marks).<br/>Discuss requirements for the 'Outline and explain question' – needed for both AS and A level papers.</p> <p><b>AS Exam Technique:</b> short answer questions - Define the term dual burden (2 marks). Using one example, briefly explain how the gender division of labour continues to exist among many couples (2 marks). Outline three reasons why the symmetrical family may have become more common over the last century (6 marks).</p> <p><b>Timed essay:</b> 25 minutes: Outline and explain question on divorce (10 marks)</p> <p><b>TIMED ASSESSMENT:</b> 'Outline and explain' question relating to childbearing and/or childrearing' (10 mark)</p> <p>Couples – Identify two differences between segregated conjugal roles and joint conjugal roles. (4 mark exam qu).</p> <p><b>Task 1 – Gender Extended reading task</b></p> <p>w/b 16/9/19 – Applying material from Item B and your own knowledge, evaluate the view that the division of labour and power relationships in couples are equal in modern life (20) Specimen A-Level Paper 2.</p> <p>Theories of the Family – Class test – Functionalism, Marxism and Feminism</p> <p>10 Knowledge question regarding last week's lessons beginning of each week.</p> | <p><b>Two FAR/assessment pieces.</b></p> <p>Pair work - Essay plan on Demography</p> <p>Outline and explain two reasons for changes in the size of families and households in the last 50 years or so. (10)</p> <p>Define the term birth rate? (2)<br/>Using one example, explain how migration may affect the age structure of the population. (2)</p> <p><b>PPE dates changed.</b></p> <p>10 Knowledge question regarding last week's lessons beginning of each week.</p> <p>Begin research methods table. A01, A02 A03.</p> <p>Plan all essays relating to childbearing and childrearing, marriage, cohabitation and divorce - looking at both 'Outline and explain' questions (10 marks) and 'Applying material from Item B and your knowledge, evaluate' questions (20 marks).</p> <p>10 Knowledge question regarding last week's lessons beginning of each week.</p> <p><b>Timed essay:</b> 25 minutes: Outline and explain question on divorce (10 marks)</p> | <p><b>Two FAR/assessment pieces.</b></p> <p><b>Class - Plan 20 marker</b></p> <p><b>Individual students' feedback on PPE</b></p> <p>Applying material from Item B, analyse two criticism of the individualisation thesis. 10 marks<br/><b>Class and individual feedback sheets</b></p> <p>Define the myth of meritocracy (2 m)<br/>Outline and explain two roles that education fulfil according to Functionalists (10 marks)</p> <p>Outline three ways in which the correspondence principle operates within schools. (6 marks)<br/>Class feedback</p> <p>Define the term 'immediate gratification'. 2 marks<br/>Using one example briefly explain how the restricted speech code may lead to underachievement. (2 marks)<br/>Class feedback</p> <p>Education Policy timeline task</p> <p>Evaluation and analysis. Table highlighting each governments aims for education policy</p> <p>10 Knowledge question regarding last week's lessons beginning of each week.</p> | <p><b>Two FAR/assessment pieces.</b></p> <p>TBC</p> <p>10 Knowledge question regarding last week's lessons beginning of each week.</p>                            |   |  |
| <p><b>Homework</b><br/><i>(ensure that this is NOT stand alone, but clearly advances or embeds knowledge and understanding)</i></p> | <p><b>HMWK:</b> outline and explain question relating to functionalism (10 marks).<br/>Scoopit quiz available on this topic.</p> <p>Revision activities: 7 key things for each topic: make revision cards (functionalism, New Right, Marxism, feminism, gender roles, policy, changing family patterns).</p> <p>Couples complete Gender task sheet.</p> <p>Domestic Violence project</p> <p>23/09/19 – 2,4,6 and 10 questions on Theories for family.</p> <p>6 mark question on Personal Life<br/>Childhood – AS exam questions p187</p>  | <p>Extra reading on Family Diversity – Sociological Review</p> <p>Students complete family diversity table.</p> <p>Revision for PPE</p> <p>Revision activities: 7 key things for each topic: make revision cards (functionalism, New Right, Marxism, feminism, gender roles, policy, changing family patterns).</p>  | <p>Revision activities: 7 key things for each topic: make revision cards</p> <p>Jan – 21 – Introduction of booklets. Students complete weekly homework tasks.</p>  | <p>Revision activities: 7 key things for each topic: make revision cards</p> <p>Jan – 21 – Introduction of booklets. Students complete weekly homework tasks.</p> |   |  |
| <p><b>Key Vocabulary/literacy opportunities</b></p>   | <p>Further extension work: ask students to watch Channel 4's Benefits street/Skint and give a review as if they were the New Right. KW: <b>Benefits street/Skint.</b></p> <p>Keyword test</p> <p>Wider reading - Sociology Review</p>   | <p>Exam practice</p> <p>Wider reading - Sociology Review</p>   | <p>Wider reading - Sociology Review</p> <p>Link topics – Families and Education..</p>  | <p>Wider reading - Sociology Review</p>   | <p>Wider reading - Sociology Review</p> |  |

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|--|--|---|---|--|--|--|
| <p><b>Connected knowledge C&amp;C</b></p> <p><i>Making connections theme/topic/year group?</i></p> | <p>Research Methods runs through the whole of the course.</p> <p>C &amp; C – Black History Month and Family Diversity.</p> | <p>Research Methods runs through the whole of the course.</p> | <p>Link Research Methods runs through the whole of the course. to all topics. All topics interlink.</p> <p>Methods in Context</p> | <p>Research Methods runs through the whole of the course.</p> <p>Link to all topics. All topics interlink.</p> <p>Methods in Context</p> | <p>Research Methods runs through the whole of the course.</p> <p>Link to all topics. All topics interlink.</p> |  |
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At the end of AS content students will be able to:

- 1) Have a sound knowledge of sociological content.
- 2) Begin to evaluate and analyse perspectives on the family and education.
- 3) Be able to apply key studies to exam questions.
- 4) To be able to make links between units, theories and methods.

They will be able to do this by:

- 1) Showing progress in key term and key study class tests by applying sound knowledge and understanding to exam answers.
- 2) Link perspectives and sociological ideas
- 3) Show progress through assessments.