

## Year 12 Sociology Curriculum Rationale

Students will study a wide range of sociological institutions, trends and theoretical viewpoints to examine and analyse UK society. Students will develop critical thinking skills to question both trends and theoretical viewpoints. Consequently, students will go on to develop written communication skills. *Families is the most popular topic nationally, so the best resourced which helps enable effective delivery. Families is particularly accessible in the textbook, so good selection to support LPAs. It also includes analysis of a range of newer theories, such as 'personal life perspective' which can be applied in the Theory questions on Paper 1 and Paper 3.*

**Paper 1: Education with Research Methods (Note – Paper 1 also include Theories; this section of Paper 1 is taught in year 13. Research Methods and Theories content is in both Paper 1 and Paper 3 content).**

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
<b>What is sociology?</b>	<p>After studying this Topic, students will:</p> <p>Know the meaning of the key terms: culture, norms, values, socialisation, status and role.</p> <p>Understand the importance of culture and socialisation for explaining human behaviour.</p> <p>Understand the difference between structural and social action views of society, and between consensus and</p>	<p>Ascertain prior knowledge, undertake a baseline assessment to evaluate sociological literacy</p>	<p>Activity p7 'Cannibalism as a norm' Activity p8 'Changing norms about homosexuality'</p>	<p><b>Glossary of key concepts</b> <b>10-mark exam question</b>  <b>Seneca</b></p>	<p>SPAG, reading for meaning Tolerance for those with different opinions</p>	<p>Big picture thinking Enquiring Abstraction Enquiring Collaboration Practice</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
	<p>conflict views of society.</p> <p>Understand the differences between traditional, modern and postmodern society</p> <p>Know the main patterns of inequality in today's society.</p> <p>Understand that sociologists use a variety of research methods and that these have both strengths and limitations.</p> <p>Know what studying sociology involves, including the exam papers, assessment objectives and ways of developing your knowledge and skills.</p>					

Education

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
<p><b>Class differences in achievement (1)</b> <b>External Factors</b></p>	<p>After studying this Topic, students will: Be able to describe the patterns of class differences in achievement. Understand the difference between internal and external factors affecting achievement. Understand and be able to evaluate the role of different external factors, including cultural deprivation, material deprivation and cultural capital.</p>	<p>Builds on: knowledge of achievement by social class Leads to: understanding of competing explanations to explain social class patterns of achievement</p>	<p>Reading textbook pp17-25 Media activity p23 Research activity p24 'Investigating cultural capital'</p>	<p>Forms Quiz Then either 4,6-, and 10-mark exam questions or 30 essay exam question <b>Seneca</b></p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns of achievement Sociology Review where appropriate</p>	<p>Metacognition Big picture thinking Abstraction Critical thinking Concern for society Enquiring Open-minded</p>
<p><b>Class differences in achievement (2)</b> <b>Internal factors</b></p>	<p>After studying this Topic, students will: Understand the effect on social class differences in educational achievement of the following factors: labelling, the self-fulfilling prophecy,</p>	<p>Builds on: prior knowledge of statistical patterns of achievement by social class and external explanations for these patterns. Leads to: greater understanding of alternative</p>	<p>Reading textbook pp26-35 Research activity p31 'Investigating the impact of setting and streaming' Webquest activity p33 'The habitus of higher education'</p>	<p>Forms Quiz Then either 4,6-, and 10-mark exam questions or 30 essay exam question <b>Seneca</b></p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns of achievement Sociology Review where appropriate</p>	<p>Self-regulation Precision Automaticity Concern for society Enquiring Open-minded</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
	<p>streaming, pupil identities and subcultures. Be able to evaluate the relative importance of internal and external factors in causing social class differences in educational achievement.</p>	<p>explanations of differential social class achievement</p>				
<p><b>Ethnic differences in achievement</b></p>	<p>After studying this Topic, students will: Be able to describe the patterns of ethnic differences in educational achievement.</p> <p>Understand and be able to evaluate the role of different external factors, including cultural deprivation, material deprivation and racism in wider society.</p>	<p>Builds on: prior of social class achievement and links are made to patterns of different ethnicities. Students' knowledge of external/internal factors. Leads to: precise understanding of competing explanations for differing achievement by ethnic group</p>	<p>Reading textbook pp36-49 Webquest activity p38 'The school where they speak 20 languages' Webquest activity p48 'Do schools disadvantage minority ethnic pupils?'</p>	<p>Forms Quiz Then either 4,6-, and 10-mark exam questions or 30 essay exam question <b>Seneca</b></p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns of achievement Ties into Black History Month Sociology Review where appropriate</p>	<p>Connection finding Seeing alternatives Critical thinking Automaticity Concern for society Enquiring Open-minded</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
	Understand and be able to evaluate the role of different internal factors, including labelling, pupil subcultures, the curriculum, institutional racism, and selection and segregation.					
<b>Gender differences in education</b>	After studying this Topic, students will: Be able to describe the patterns of gender differences in educational achievement. Understand and be able to evaluate the explanations for these differences. Understand and be able to evaluate the explanations for gender differences in subject choice. Understand the effect of school experiences in	Builds on: prior of social class achievement and ethnicity then links are made to patterns by gender. Students' knowledge of external/internal factors. Leads to: precise understanding of competing explanations for differing achievement by gender. Students will develop knowledge on how different genders experience school. Students	Reading textbook pp50-65 Research activity p53 'Investigating pupils' aspirations' Research activity p62 'Gender and subject choice'	Forms Quiz Then either 4,6-, and 10-mark exam questions or 30 essay exam question <b>Seneca</b>	SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns of achievement Ties into International Men's and Women's Day Sociology Review where appropriate	Strategy planning Intellectual confidence Intellectual playfulness Automaticity Collaboration Creative and enterprising Resilience

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
	shaping gender identities.	develop an understanding of intersectionality				
<b>The role of education in society</b>	After studying this Topic, students will: Know the functions of education that functionalists identify. Understand the neoliberal and New Right views of the role of the market in education. Understand different Marxist views of the role of education, particularly the reproduction and legitimisation of class inequality. Be able to evaluate the functionalist, neoliberal and New Right, and Marxist views of education.	Builds on: prior knowledge of sociological theories learnt during "What is sociology?" Leads to: precise understanding of theoretical views on the role of education for society and the individual	Reading textbook pp66-75 Media activity p72 'Fordism and the correspondence principle.'	Forms Quiz Then 4,6-, and 10-mark exam questions or 30 essay exam question <b>Seneca</b>	SPAG, reading for meaning Tolerance for those with different opinions Sociology Review where appropriate	Connection finding Seeing alternatives Evolutionary thinking Confident Open-minded Perseverance Collaboration
<b>Educational policy and inequality</b>	After studying this Topic, students will: Know the main features of important educational policies,	Builds on: prior knowledge of patterns of achievement by factors such as social	Webquest activity p79 'Marketisation and selection' Webquest p81 'New Labour and	Forms Quiz Then either 4,6, and 10 mark exam questions or	SPAG, reading for meaning Tolerance for those with different opinions	Intellectual confidence Seeing alternatives

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
	including the tripartite system, comprehensivisation, marketisation, privatisation and globalisation, and policies relating to gender and ethnicity. Be able to apply sociological perspectives to educational policies. Be able to evaluate the impact of educational policies on inequality of achievement.	class, ethnicity and gender, in addition to explanations for these patterns. Leads to: greater understanding of the way in which social policies have attempted to reduce social inequalities.	educational inequality' Webquest p83 'Should education be privatised?'	30 essay exam question <b>Seneca</b>	Numeracy to understand statistical patterns of achievement Sociology Review where appropriate	Intellectual playfulness Automaticity Concern for society Enquiring Practice Resilience
<b>Education</b>	Preparation for exams	Builds on: knowledge of education as a topic Leads to: effective techniques to answer examination questions	Reading textbook pp244-260 Pattern findings in examination questions	AS level practice paper Paper 1 - Education section		Intellectual confidence Imagination Complex and multi-step problem solving Precision Automaticity Speed Practice

Research methods with methods in context

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
<p><b>Choosing a research method</b></p>	<p>After studying this Topic, students will: Know what the main types of data are and what research methods sociologists use.</p> <p>Understand the practical, ethical and theoretical factors influencing choice of method and topic and be able to assess their relative importance.</p> <p>Understand the difference between positivist and interpretivist approaches to research.</p>	<p>Builds on: commonsense understanding of research methods learnt in other subjects or GCSE</p> <p>Leads to: a clearer understanding of the factors which influence a sociologists choice of research methods – practical, ethical and theoretical</p>	<p>Research Activity, p95: 'Perspective and choice of method'</p>	<p>Forms Quiz</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Sociology Review where appropriate</p>	<p>Metacognition Big picture thinking Flexible thinking Enquiring Open-mindedness</p>



Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
<p><b>Education: the research context</b></p>	<p>After studying this Topic, students will: Know the main characteristics of education as a context for sociological research.</p> <p>Understand some of the problems and opportunities that researching educational issues presents for sociologists.</p> <p>Be aware of some of the research strategies sociologists use to investigate education.</p>	<p>.</p> <p>Builds on: knowledge of educational factors which could be studied by sociologists.</p> <p>Leads to: a clearer understanding of the specific issues linked to groups under study – pupils, parents and teachers – as well as environments – schools and classrooms.</p>	<p>Research Activity, p104: 'Using school documents.</p> <p>Research Activity, p106: 'Characteristics of groups and settings in education'.</p>	<p>Forms Quiz</p>	<p>SPAG, reading for meaning</p> <p>Tolerance for those with different opinions</p> <p>Sociology Review where appropriate</p>	<p>Imagination</p> <p>Critical thinking</p> <p>Fluent thinking</p> <p>Confident</p>
<p><b>Experiments</b></p> <p><i>Using experiments to investigate education</i></p>	<p>After studying this Topic, students will: Know the similarities and differences between different types of experiments.</p> <p>Be able to evaluate the strengths and</p>	<p>Builds on: prior knowledge of practical, ethical and theoretical issues</p> <p>Leads to: understanding of how PET influences</p>	<p>Research Activity, p111: 'Carrying out a field experiment'.</p> <p>Webquest Activity, p111: 'Testing Durkheim's theory of suicide'</p>	<p>Forms Quiz</p> <p>Then either</p> <p>10-mark exam question or</p> <p>20 essay exam question</p> <p><b>Seneca</b></p>	<p>SPAG, reading for meaning</p> <p>Tolerance for those with different opinions</p> <p>Numeracy to understand statistical</p> <p>Sociology Review where appropriate</p>	<p>Generalisation</p> <p>Seeing alternatives</p> <p>Fluent thinking</p> <p>Automaticity</p> <p>Originality</p> <p>Concern for society</p> <p>Creative and enterprising</p> <p>Risk-taking</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
	limitations of experiments. Be able to apply their understanding of experiments to the study of education.	choice of using different experimental methods in sociology. Application of the experiments to educational research				
<p><b>Questionnaires</b></p> <p><i>Using questionnaires to study education</i></p>	After studying this Topic, students will: Know the different types of question used in questionnaires and the different methods of administering them. Be able to evaluate the strengths and limitations of questionnaires. Be able to apply your understanding of questionnaires to the study of education.	Builds on: prior knowledge of practical, ethical and theoretical issues  Leads to: understanding of how PET influences choice of using questionnaires in sociology. Application of the questionnaires to educational research	Research Activity, p122: 'What factors affect students' decisions about university?'	Forms Quiz Then either  10-mark exam question or 20 essay exam question <b>Seneca</b>	SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns Sociology Review where appropriate	Strategy planning Seeing alternatives Fluent thinking Automaticity Originality Concern for society Creative and enterprising Risk-taking Collaboration Practice

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
<p><b>Interviews</b></p> <p><i>Using interviews to investigate education</i></p>	<p>After studying this Topic, students will: Understand the differences between structured and unstructured interviews. Be able to evaluate the strengths and limitations of the different types of interviews. Be able to apply your understanding of interviews to the study of education.</p>	<p>Builds on: prior knowledge of practical, ethical and theoretical issues</p> <p>Leads to: understanding of how PET influences choice of using different interviews in sociology. Application of the interviews to educational research</p>	<p>Research Activity, p129: 'Comparing structured and unstructured interviews. Research Activity, p134: 'Researching sex education'.</p>	<p>Forms Quiz Then either</p> <p>10-mark exam question or 20 essay exam question</p> <p><b>Seneca</b></p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns Sociology Review where appropriate</p>	<p>Generalisation Seeing alternatives Fluent thinking Automaticity Concern for society Creative and enterprising Risk-taking Practice</p>
<p><b>Participant observation</b></p> <p><i>Using observation to study education</i></p>	<p>After studying this Topic, students will: Know the different types of observational methods. Be able to explain the main stages in conducting a participant observation study. Be able to evaluate the strengths and limitations of overt</p>	<p>. Builds on: prior knowledge of practical, ethical and theoretical issues</p> <p>Leads to: understanding of how PET influences choice of using different observational methods in</p>	<p>Webquest Activity, p138: 'Black Like Me'  Research Activity, p142: 'The rules of the game'</p>	<p>Forms Quiz Then either</p> <p>10-mark exam question or 20 essay exam question</p> <p><b>Seneca</b></p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns Sociology Review where appropriate</p>	<p>Self-regulation Connection finding Seeing alternatives Fluent thinking Automaticity Concern for society Creative and enterprising Risk-taking Practice</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
	and covert participant observation. Be able to apply their understanding of observational methods to the study of education.	sociology. Application of the observations to educational research				
<p><b>Secondary sources</b></p> <p><i>Using secondary sources to study education</i></p>	After studying this Topic, students will: Know the different types of secondary data that sociologists use. Be able to evaluate the strengths and limitations of official statistics and documents. Be able to apply your understanding of documents and official statistics to the study of education.	Builds on: prior knowledge of practical, ethical and theoretical issues  Leads to: understanding of how PET influences choice of using different secondary sources in sociology. Application of the secondary sources to educational research	Research: using statistical evidence to understand marketisation of schools	Forms Quiz Then either  10-mark exam question or 20 essay exam question <b>Seneca</b>	SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns Sociology Review where appropriate	Strategy planning Seeing alternatives Fluent thinking Automaticity Concern for society Creative and enterprising Evolutionary thinking

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
<p><b>Research methods with methods in context</b></p>	<p>Preparation for exams</p>	<p>Builds on: prior knowledge of practical, ethical and theoretical issues for all research methods</p> <p>Leads to: effective techniques to answer examination questions</p>	<p>Pattern findings in examination questions</p>	<p>A level practice paper Paper 1 or 3 - Methods in Context section <b>Seneca</b></p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns Sociology Review where appropriate</p>	<p>Intellectual confidence Imagination Complex and multi-step problem solving Precision Automaticity Speed Practice</p>

Paper 2: Families and households (This is the first of two paper 2 topics. The second Paper 2 topic (Beliefs in Society) is taught in Year 13)

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
<b>Couples</b>	<p>After studying this Topic, students will:</p> <p>Know about gender roles in the domestic division of labour.</p> <p>Know about power relationships between couples, including decision-making, control of resources and domestic violence.</p> <p>Be able to analyse how far these roles and relationships have changed over time.</p> <p>Be able to evaluate different sociological views on couples' roles and relationships.</p>	<p>Builds on: prior knowledge of theoretical views such as functionalism and feminism</p> <p>Leads to: students will understand cultural and material explanations of domestic labour, decision making and domestic violence</p>	<p>Reading pp166-177 textbook</p> <p>Research activity p172 'Are couples becoming more equal?'</p>	<p>Forms Quiz</p> <p>Then either</p> <p>2 x 10-mark exam question</p> <p>or</p> <p>20 essay exam question</p> <p><b>Seneca</b></p>	<p>SPAG, reading for meaning</p> <p>Tolerance for those with different opinions</p> <p>Numeracy to understand statistical patterns in family trends</p> <p>Sociology Review where appropriate</p>	<p>Metacognition</p> <p>Big picture thinking</p> <p>Abstraction</p> <p>Critical thinking</p> <p>Concern for society</p> <p>Enquiring</p> <p>Open-minded</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
<p><b>Childhood</b></p>	<p>After studying this Topic, students will: Understand why sociologists see childhood as a social construction. Know the reasons for the emergence of the modern notion of childhood. Be able to analyse and evaluate different views of the position of children today. Be able to analyse and evaluate different views of the future of childhood.</p>	<p>Builds on: prior knowledge of explanations linked to Couples  Leads to: students will have a clearer understanding of the position of children in families and application of sociological explanations</p>	<p>Reading pp 178-187 textbook  Webquest activity, p180: 'Child labour laws around the word' Webquest activity, p183: 'The cost of child-centredness'</p>	<p>Forms Quiz Then either  2 x 10-mark exam question or 20 essay exam question <b>Seneca</b></p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns in family trends Sociology Review where appropriate</p>	<p>Strategy planning Intellectual confidence Intellectual playfulness Automaticity Collaboration Creative and enterprising Resilience</p>
<p><b>Theories of the family</b></p>	<p>After studying this Topic, students will: Understand the functionalist, Marxist, feminist and personal life perspectives on the family. Be able to analyse the similarities and</p>	<p>Builds on: prior knowledge of explanations linked to couples and childhood  Leads to: students will have a clearer understanding of competing</p>	<p>Reading pp 188-197 textbook Webquest activity, p189: 'Alternatives to the nuclear family'</p>	<p>Forms Quiz Then either  2 x 10-mark exam question or 20 essay exam question <b>Seneca</b></p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns in family trends Sociology Review where appropriate</p>	<p>Connection finding Intellectual confidence Intellectual playfulness Precision Automaticity Creative and enterprising Open-minded</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
	differences between these perspectives. Be able to evaluate the usefulness of these perspectives on the family.	sociological perspectives.				Resilience
<b>Demography</b>	After studying this Topic, students will: Know the main population trends in the UK since 1900. Understand and be able to evaluate the reasons for population changes, including birth and death rates, family size, life expectancy, the ageing population and migration and globalisation. Understand and be able to evaluate the consequences of these changes.	Builds on: prior knowledge of trends in birth, TFR and IMR  Leads to: students will have a clear understanding on recent demographic trends and the explanations of these trends. Students will start to set connections between different topic such as childhood and couples.	Reading pp 198-209 textbook Research activity, p205: 'Media portrayals of older people' Webquest activity, p206: 'Britain's future population' Webquest activity, p208: 'The 'Life in the UK' test'	Forms Quiz Then either  2 x 10-mark exam question or 20 essay exam question <b>Seneca</b>	SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns in family trends Sociology Review where appropriate	Strategy-planning Connection finding Critical thinking Speed and accuracy Concern for society Enquiring Practice
<b>Changing family patterns</b>	After studying this Topic, students will: Know the main changes in	Builds on: prior knowledge of trends	Reading pp210-223 textbook	Forms Quiz Then either	SPAG, reading for meaning Tolerance for those with different opinions	Strategy-planning Connection finding Critical thinking Speed and accuracy



Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
	<p>partnerships, including marriage, divorce, cohabitation and civil partnerships, as well as one-person and extended family households. Know the main changes in childbearing and childrearing, including births outside marriage, lone-parent families and stepfamilies. Understand how these changes have contributed to greater family diversity. Be able to analyse and evaluate the explanations for these changes in families and households.</p>	<p>in birth, death and migration</p> <p>Leads to: students will have a clear understanding on recent trends child bearing/rearing, cohabitation, divorce and marriage as well explanations for these trends. Students will start to set connections between different topic such as childhood and couples.</p>	<p>Research activity, p222: 'Patterns of obligation'</p>	<p>2 x 10-mark exam question or 20 essay exam question <b>Seneca</b></p>	<p>Numeracy to understand statistical patterns in family trends Ties into Pride Month Sociology Review where appropriate</p>	<p>Concern for society Enquiring Practice</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
<p><b>Family diversity</b></p>	<p>After studying this Topic, students will: Be able to describe a range of different sociological views of family diversity. Understand the difference between modernist and postmodernist approaches to family diversity. Be able to analyse and evaluate sociological explanations of family diversity.</p>	<p>Builds on: prior knowledge of trends in the family from demography and changing family patterns</p> <p>Leads to: students will have a clear understanding of how trends in the family are viewed by different sociological perspectives. Particularly different views such as New Right and PLP</p>	<p>Reading pp 224-233 textbook Research activity, p228: 'How different generations view family diversity'</p>	<p>Forms Quiz Then either  2 x 10-mark exam question or 20 essay exam question <b>Seneca</b></p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns in family trends Sociology Review where appropriate</p>	<p>Strategy-planning Intellectual confidence Connection finding Critical thinking Precision Speed and automaticity Confident Open-minded Practice</p>
<p><b>Families and social policy</b></p>	<p>After studying this Topic, students will: Know some of the ways in which social policies may affect families. Understand the different sociological perspectives on families and social policy.</p>	<p>Builds on: prior knowledge of patterns of in the family and how this impacts on the structure of the family Leads to: greater understanding of the way in which social policies have attempted to support</p>	<p>Reading pp234-241 textbook Media Activity, p235: 'China's one-child policy'. Webquest activity p239 'Improving family policy'.</p>	<p>Forms Quiz Then either  2 x 10-mark exam question or 20 essay exam question <b>Seneca</b></p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns in family trends Sociology Review where appropriate</p>	<p>Intellectual confidence Imagination Critical thinking Automaticity Confident Risk-taking Resilience</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development
	Be able to analyse these perspectives and evaluate their usefulness in explaining the relationship between families and social policy.	or change the structure of the family				
<b>Families and households</b>	Preparation for exams	Builds on: prior knowledge of families and households  Leads to: effective techniques to answer examination questions		A level practice paper Paper 2 – Families and Households section	SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns	Intellectual confidence Imagination Complex and multi-step problem solving Precision Automaticity Speed Practice

<b>PPE</b>	Preparation for exams			A Level Paper 1 A Level Paper 2	SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns	Intellectual confidence Imagination Complex and multi-step problem solving Precision Automaticity Speed Practice
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<p><b>Preparation for Year 13</b></p>	<p>Summer Crime Project Overview of methods of measuring criminality Overview of theoretical perspectives Complete of primary and secondary research leading to a presentation</p>	<p>Builds on: knowledge of sociological research methods and statistical evidence on criminal behaviour Leads to: practical knowledge of research and some application of theoretical views on criminal behaviour</p>	<p>Additional knowledge used to understand findings of primary research</p>	<p>40 marks awarded for viva presentation</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical patterns</p>	<p>Metacognition Strategy-planning Seeing alternatives perspectives Originality Evolutionary thinking Collaboration Confident Creative and enterprising</p>
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