

Sociology Year 10 Curriculum End Points and key vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	Introduction to Sociology Research Methods	Research Methods	Families	Families	Education	Education
Ethos Links	STEM – understanding the purpose and use of research to inform our place in the world. Milton Keynes – Social make up of MK.	STEM – understanding the purpose and use of research to inform our place in the world. Milton Keynes – Social make up of MK.	STEM – understanding the purpose and use of research to inform our place in the world. Milton Keynes – Social make up of MK.	STEM – understanding the purpose and use of research to inform our place in the world. Milton Keynes – Social make up of MK.	STEM – understanding the purpose and use of research to inform our place in the world. Milton Keynes – Social make up of MK. Considering different types of schools in MK.	STEM – understanding the purpose and use of research to inform our place in the world. Milton Keynes – Social make up of MK. Considering different types of schools in MK.
Knowledge	By the end of this unit students will know and understand: Introduction to Sociology <ul style="list-style-type: none"> • What is Sociology? • The nature/nurture debate. • Identifying the sociological issues and debates regarding sex and gender. • Identifying the sociological issues 	By the end of this unit students will know and understand: Research methods <ul style="list-style-type: none"> • An overview of the following research methods, including their strengths and limitations in Sociological research. <ul style="list-style-type: none"> ○ Surveys ○ Sampling ○ Questionnaires ○ Interviews ○ Observations 	By the end of this unit students will know and understand: Families <ul style="list-style-type: none"> • What is a family? • What different types of families are there in the UK today? • Are there alternative to family? • What are the links between families, households, 	By the end of this unit students will know and understand: Families <ul style="list-style-type: none"> • What roles exist within families? • What is a symmetrical family? • Is the symmetrical family a myth? • Has the conventional family changed? 	By the end of this unit students will know and understand: Education <ul style="list-style-type: none"> • What is the purpose of education? • Does education serve an economic and selective role for society? • What is the socialisation, social control and 	By the end of this unit students will know and understand: Education <ul style="list-style-type: none"> • How can social class affect achievement? • How can material factors affect achievement? • How can parental attitudes affect achievement?

	<p>and debates regarding race and equality.</p> <ul style="list-style-type: none"> • A brief understanding of the work of Durkheim, Marx, Weber. • The main beliefs of the functionalist, Marxist, Interactionist, Feminist and New Right perspectives in Sociology. • The key social structures in contemporary society. • The key social processes in contemporary society. • The key social issues in contemporary society. <p>Research Methods</p> <ul style="list-style-type: none"> • The difference between quantitative and qualitative data in research. 	<ul style="list-style-type: none"> ○ Official Statistics ○ Case studies ○ Longitudinal studies ○ Ethnography ○ Experiences ○ Small scale research 	<p>ethnicity and class?</p> <ul style="list-style-type: none"> • Why are there different types of families? • Are families different around the world? • How does functionalists view families? • How do Marxists view families? • How do feminists view families? 	<ul style="list-style-type: none"> • Have relationships in families changed over time? • What is marriage and divorce? • Have patterns of marriage and divorce changed over time? • What contemporary issues are there which relate to families? • How do we research families? 	<p>political roles of education?</p> <ul style="list-style-type: none"> • What is learned in formal and informal education? • How do functionalists and Marxists view education? • How is education structured in the UK? • What key changes have there been in education in the UK over time? 	<ul style="list-style-type: none"> • How might schools affect achievement? • What is the impact of gender on achievement? • What is the impact of class on achievement? • What is the impact of ethnicity on achievement? • What educational policies have had an impact on education? • How do we research education?
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	<ul style="list-style-type: none"> • Practical and ethical issues in research design. • The difference between primary and secondary research data. 					
Key Vocabulary	Introduction to Sociology Ethnicity Gender Social policies Society Theory Poverty Social issues Social problems Social processes Social structure Social stratification Culture Values Norms Agent of socialisation Roles Primary socialisation Secondary socialisation Bourgeoisie Capitalism Capitalist Communism Proletariat Marxism Functionalism Social cohesions Structural approach	Research methods Data Trend Hypothesis Pilot study Sample Research Interview Interpretivism Observation Positivism Qualitative Quantitative Triangulation Surveys Ethics Respondent Response rate Participants Generalisation Representativeness Validity Reliability Bias Cohort Longitudinal Covert Overt Ethnography	Families Civil partnership Cohabitation Dependent Diversity Reconstituted family Nuclear family Household Kin Divorce Migration Emigration Immigration Life course Stigma Labour Dysfunctional Idealisation Isolation Socialism Economic Social construction	Families Conjugal roles Expressive roles Segregated Wage Breadwinner Household Conventional Democratic Mobility Underclass Fertility Marriage Monogamy Polyandry Polygamy Polygyny Secularisation	Education Meritocratic Social mobility Social cohesion Informal Curriculum Solidary Achieved status Ascribed status Particularistic standards Universalistic standards Role allocation Correspondence principle Comprehensive Public schools Private schools Vocational Marketisation Parentocracy	Education Deprivation Material deprivation Cultural deprivation Social capital Labelling Self-fulfilling prophecy Subculture Streaming Performance Achievement Ethnocentric Stereotype Biased

	Function Consensus Discrimination Feminism Patriarchy Value consensus Institutional racism Welfare	Census Anonymity Confidentiality Informed consent				
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