Year 10 Sociology 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-** developing an understanding of how evidence, research and critical thinking can be used to understand and improve society. **Milton Keynes-** exploring the social structure, diversity and inequalities within our local community. **Sustainability-** considering how social structures, resources and inequalities shape people's opportunities to live sustainable lives.	**STEM-** developing students' ability to collect, interpret and critically evaluate evidence. **Milton Keynes-** applying sociological research methods to investigate issues within the local community. **Sustainability-** understanding how reliable research and evidence can inform sustainable decision-making and help communities respond to social challenges.	**STEM-** using sociological research and demographic data to understand patterns of family life. **Milton Keynes-** exploring family diversity, migration and changing household structures within our local community. **Sustainability-** considering how families and households share resources and contribute to sustainable communities.	**STEM-** using evidence and research to examine changing relationships, roles and inequalities within families. **Milton Keynes-** considering how changing family structures and relationships are reflected within our local community. **Sustainability-** exploring how resources, income and caring responsibilities are distributed within households and their impact on sustainable communities.	**STEM-** using data and research to understand educational patterns, trends and inequalities. **Milton Keynes-** exploring different types of schools and educational experiences within our local area. **Sustainability-** considering the role of education in developing knowledgeable, responsible citizens who can contribute to the long-term wellbeing of society.	**STEM-** analysing data and research to investigate differences in educational achievement and experiences. **Milton Keynes-** exploring how social class, gender and ethnicity can shape educational experiences within our local community. **Sustainability-** considering how equal access to education can support long-term social and economic sustainability by reducing inequality and increasing opportunity.
Knowledge By the end of this unit students will	**Introduction to Sociology** • What is Sociology? • The nature/nurture debate.	**Research methods** • An overview of the following research methods, including their strengths and	**Families** • What is a family? • What different types of families	**Families** • What roles exist within families?	**Education** • What is the purpose of education?	**Education** • How can social class affect achievement?

know and understand:	• Identifying the sociological issues and debates regarding sex and gender. • Identifying the sociological issues and debates regarding race and equality. • 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. **Research Methods**	limitations in Sociological research. • Surveys • Sampling • Questionnaires • Interviews • Observations • Official Statistics • Case studies • Longitudinal studies • Ethnography • Experiences • Small scale research	are there in the UK today? • Are there alternative to family? • What are the links between families, households, ethnicity and class? • 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?	• What is a symmetrical family? • Is the symmetrical family a myth? • Has the conventional family changed? • 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?	• Does education serve an economic and selective role for society? • What is the socialisation, social control and political roles of education? • 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?	• How can material factors affect achievement? • How can parental attitudes affect achievement? • 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?

	• The difference between quantitative and qualitative data in research. • Practical and ethical issues in research design. • The difference between primary and secondary research data.					
Skills	By the end of this unit students will be able to: • Analyse key information from data sources, including official statistics. • Answer short A01 exam questions	By the end of this unit students will be able to: • Analyse key information from data sources, including official statistics. • Begin to make links between sociological research and perspectives. • Develop skills of AO1, AO2 and AO3 in written work.	By the end of this unit students will be able to: • Analyse key information from data sources, including official statistics. • Develop links between sociological research and perspectives. • Notice key information and trends from trends. • Apply knowledge from real world examples to sociological problems. • Being to apply sociological examples to extended answers. • Complete a full section of an exam paper, applying skills of AO1, AO2 and AO3. • Identify key features of an excellent exam answer, reflecting on feedback to improve their work.		By the end of this unit students will be able to: • Analyse key information from data sources, including official statistics. • Develop links between sociological research and perspectives. • Notice key information and trends from trends. • Evaluate the contribution of key sociological perspectives. • Apply knowledge of sociological research to develop longer examination answers. • Use and apply key terms confidently in work. • Reflect on written work, including the written work of others, to identify excellent examples and how to improve. • Understand methods to summarise key information for revision. • Understand effective time management for a whole exam paper.	
Key Vocabulary	**Introduction to Sociology** Ethnicity Gender Social policies	**Research methods** Data Trend Hypothesis Pilot study	**Families** Civil partnership Cohabitation Dependent Diversity	**Families** Conjugal roles Expressive roles Segregated Wage	**Education** Meritocratic Social mobility Social cohesion Informal	**Education** Deprivation Material deprivation Cultural deprivation Social capital

	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 Function Consensus Discrimination Feminism Patriarchy Value consensus Institutional racism Welfare	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 Census Anonymity Confidentiality Informed consent	Reconstituted family Nuclear family Household Kin Divorce Migration Emigration Immigration Life course Stigma Labour Dysfunctional Idealisation Isolation Socialism Economic Social construction	Breadwinner Household Conventional Democratic Mobility Underclass Fertility Marriage Monogamy Polyandry Polygamy Polygyny Secularisation	Curriculum Solidary Achieved status Ascribed status Particularistic standards Universalistic standards Role allocation Correspondence principle Comprehensive Public schools Private schools Vocational Marketisation Parentocracy	Labelling Self-fulfilling prophecy Subculture Streaming Performance Achievement Ethnocentric Stereotype Biased
Assessment	• GCSE Pod - key knowledge retrieval tasks.	• GCSE Pod - key knowledge retrieval tasks. • Seneca retrieval tasks.	• GCSE Pod - key knowledge retrieval tasks.	• GCSE Pod - key knowledge retrieval tasks.	• GCSE Pod - key knowledge retrieval tasks.	• GCSE Pod - key knowledge retrieval tasks.

	• Seneca retrieval tasks. • Regular short exam questions at the end of each lesson- review of learning. • Knowledge checkers every three lessons/topics.	• Regular short exam questions at the end of each lesson- review of learning. • Knowledge checkers every three lessons/topics.	• Seneca retrieval tasks. • Regular short exam questions at the end of each lesson- review of learning. • Knowledge checkers every three lessons/topics.	• Seneca retrieval tasks • Regular short exam questions at the end of each lesson- review of learning. • Knowledge checkers every three lessons/topics.	• Seneca retrieval tasks • Regular short exam questions at the end of each lesson- review of learning. • Knowledge checkers every three lessons/topics.	• Seneca retrieval tasks • Regular short exam questions at the end of each lesson- review of learning. • Knowledge checkers every three lessons/topics.