

	Content Taught	Ref	Essential knowledge	Assessment	Rationale why this content is taught in this year group at this point (Sequencing/progression of knowledge)
HT1	In half term one, two and three students will study a unit of work that focuses on: Sociology of the family	Sociology of the Family	<p>Students will develop essential knowledge of...</p> <p>Gender roles, domestic labour and power relationships within the family in contemporary society</p> <p>Introduction to the family</p> <p>The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies</p> <p><u>Essential knowledge reading for breadth: - https://www.theguardian.com/society/2012/apr/08/marriage-and-class-study</u></p>	<p>Summative assessment- during this half term bring it all together tasks are completed for sub topics and a bring it all together end of unit test is completed to assess essential knowledge for the whole unit</p> <p>Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson</p> <p>Students are given opportunities to 'bring altogether' their knowledge in given tasks</p>	This is an ambitious and engaging for students. It provides opportunities for 'discussion' prior to reading and writing tasks with multiple opportunities for real life application to inform future learning. The introduction of challenging theory into this unit offers students the opportunity to begin to develop understanding of key features of Marxist and Functionalist, New Right and Feminist thinking in a context familiar to them which will support future learning
HT2	During this half term students will continue to study the Sociology of the family		<p>The nature of childhood, and changes in the status of children in the family and society</p> <p>Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</p> <p><u>Essential knowledge reading for consolidation:- Changes to childhood since Victorian Times – ReviseSociology</u></p> <p>changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures</p>	<p>Summative assessment- during this half term bring it all together tasks are completed for subtopics and a bring it all together end of unit test is completed to assess essential knowledge for the whole unit</p> <p>Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson</p> <p>Students are given opportunities to 'bring altogether' their knowledge in given tasks</p>	

HT3	<p>During this half term students will continue to study the Sociology of the family and begin Research methods</p> <p>Sociology of Family cont ...</p> <p>Research methods</p>	<p>Sociology of Education</p> <p>Research Methods</p>	<p>Differential educational achievement of social groups by social class, gender and ethnicity</p> <p><u>Essential knowledge reading for consolidation:</u> https://www.theguardian.com/world/2017/oct/10/huge-effect-of-ethnicity-on-life-chances-revealed-in-official-uk-figures</p> <p>Quantitative and qualitative methods of research and sources of data including questionnaires and Interviews</p>	<p>Summative assessment- during this half term bring it all together tasks are completed for subtopics and a bring it all together end of unit test is completed to assess essential knowledge for the whole unit</p> <p>Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson</p> <p>Students are given opportunities to 'bring altogether' their knowledge in given tasks</p>	<p>The Sociology of education Unit build on prior knowledge of Sociological theory eg Marxism; New Right, Functionalism an alternative context to Family and offers opportunities to further develop knowledge and understanding of Research methodology ie. Methods in Context. The unit supports future learning as it supports the development of synoptic understanding of the course and how the structures of society covered on the course are interlinked.</p> <p>Research methods underpins units across the A level and is therefore useful to teach research methods and their evaluations early in the course. This encourages confidence in knowledge and understanding in preparation for future extended written tasks across the course. Research methods begins with quantitative methods such as questionnaires that supports the concurrent delivery of the Education unit.</p>
HT4	<p>During this half term students will continue to study Research methods and begin the Sociology of education</p> <p>Sociology of Education</p> <p>Research Methods</p>	<p>Sociology of Education cont ..</p> <p>Research Methods cont..</p>	<p>Relationships and processes within schools including teacher -pupil relationships, subcultures, labelling, self fulfilling prophecy, setting and streaming</p> <p>Theories of education- Functionalist, Marxist, New Right</p> <p>Participant and non-participant observation, experiments, documents and official statistics.</p> <p><u>Essential knowledge reading for breadth: examples of observation studies:</u> https://revisesociology.com/2017/06/30/participant-observation-sociology-recent-examples-research-studies/</p>	<p>Summative assessment- during this half term bring it all together tasks are completed for subtopics and a bring it all together end of unit test is completed to assess essential knowledge for the whole unit</p> <p>Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson</p> <p>Students are given opportunities to 'bring altogether' their knowledge in given tasks</p>	
HT5	<p>During this half term students will continue to study Research methods and the Sociology of education</p>	<p>Sociology of Education cont ..</p>	<p>Theories of education- Functionalist, Marxist, New Right</p> <p><u>Essential knowledge reading for consolidaton:</u> https://revisesociology.com/2016/05/16/privatisation-education-neoliberalism/</p>	<p>Summative assessment- during this half term bring it all together tasks are completed for sub topics and a bring it all together end of unit test is completed to assess essential</p>	

	Research Methods	Research Methods cont..	<p>The distinction between primary and secondary data and between quantitative and qualitative data.</p> <p>The theoretical, practical and ethical considerations influencing choice of topic, choice of methods and conduct of research</p>	<p>knowledge for the whole unit</p> <p>Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson</p> <p>Students are given opportunities to 'bring altogether' their knowledge in given tasks</p>	
HT6	<p>In this half term students will study the</p> <p>Research methods</p>	<p>Sociology of Education cont ..</p> <p>Research Methods cont..</p>	<p>Theories of education- Functionalist, Marxist, New Right</p> <p>Educational policies of selection, marketisation and privatisation.</p> <p><u>Essential knowledge reading for consolidaton:https://revisesociology.com/2016/05/16/privatisation-education-neoliberalism/</u></p> <p>Methods in context</p>	<p>Summative assessment- during this half term bring it all together tasks are completed for sub topics and a bring it all together end of unit test is completed to assess essential knowledge for the whole unit</p> <p>Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson</p> <p>Students are given opportunities to 'bring altogether' their knowledge in given tasks</p>	<p>Our Mass Media unit offers the opportunity to revisit Sociological theories such as Marxism, Feminism and Pluralism from previous learning around Education and the Family and apply them to a different topic to reteach and further develop application skills. Ownership and control as a first section for delivery means that students are already developing the building blocks for synoptic links across the whole unit e.g. media representations</p>