



## Year 10 Sociology Curriculum Plan

Key concept/ Key question	Overview of the unit	Assessment	Cross Curricular Skills	Suggested reading material and websites:
Introduction to the development of sociological thought and theory	To consider some of the most influential thinkers in sociology and the social context in which they were creating their theories: <ul style="list-style-type: none"> <li>• Karl Marx (Marxism)</li> <li>• Emile Durkheim (Functionalism)</li> <li>• Max Weber (Interactionism)</li> <li>• Charles Murray (New Right)</li> <li>• Germaine Greer (Feminism)</li> </ul>	This is a synoptic unit to give students a contextual knowledge of sociology – the content will be indirectly assessed through exam questions in the other units.  In-class assessments and exam-style questions will be used to gauge understanding	There is a lot of overlap with history in terms of skill set and setting ideas in their historical context  Analysis and evaluation will feature heavily in sociology, with students being expected to critique the theories and compare their contribution to our understanding of society	The textbook we will be using is: <b>AQA GCSE (9-1) Sociology: Rosie Owens, Ian Woodfield</b>  Although not specifically about sociology, the following books will be a great introduction to some of the concepts: <ul style="list-style-type: none"> <li>• <i>Sapiens</i> and <i>Homo Deus</i> by Yuval</li> </ul>



<p>Families</p>	<p>We will be exploring the role of the family in society, how it is changing and to what extent it contributes positively or negatively to its members:</p> <ul style="list-style-type: none"> <li>• Functions of the family</li> <li>• Family forms</li> <li>• Conjugal role relationships</li> <li>• Changing relationships in the family</li> <li>• Divorce</li> <li>• Criticism of the family</li> </ul>	<p>Students will be assessed using exam questions ranging from multiple choice to 12 mark essays</p>	<p>Analysis and evaluation will feature heavily in sociology, with students being expected to critique the theories and compare their contribution to our understanding of the family</p> <p>Statistical analysis through the interpretation of data from the census and opinion polls</p>	<p>Harari</p> <ul style="list-style-type: none"> <li>• <i>Watching the English</i> by Kate Fox</li> <li>• Anything by Naomi Klein (<i>Shock Doctrine, No Logo</i>)</li> <li>• Anything by Own Jones (e.g. Chavs; the Establishment)</li> <li>• <i>We Should All Be Feminists</i> by Chimamanda Ngozi Adichie</li> <li>• <i>Full Frontal Feminism</i> by Jessica Valenti</li> <li>• For the roots of New Right thinking, read <i>The Fountainhead</i> by Ayn Rand</li> <li>• <i>1984</i> and <i>Animal Farm</i> by George Orwell</li> </ul>
-----------------	---	--	--	--



<p>Education</p>	<p>What is the point of education? Does school help or hinder students? How is it changing and is it for the better – will it prepare our children for the future? To answer these questions we will be focussing on:</p> <ul style="list-style-type: none"> <li>• Theories of education</li> <li>• Education and capitalism</li> <li>• Achievement data</li> <li>• Processes within schools</li> </ul> <p>Throughout the topic, we will be applying the synoptic content of the sociological theories</p>	<p>Students will be assessed using exam questions ranging from multiple choice to 12 mark essays</p>	<p>Analysis and evaluation will feature heavily in sociology, with students being expected to critique the theories and compare their contribution to our understanding of the education</p> <p>Statistical analysis through the interpretation of data from the census and opinion polls</p> <p>This topic can also be advantageous in contributing to students' citizenship knowledge, especially if they choose to create an action project focussed on school</p>	<p>Watching talks by Ken Robinson about the education system will give students a good insight into a critical perspective</p>
<p>Crime and Deviance</p>	<p>What is crime? How do we define and measure it? What causes people to become criminals? How do we prevent crime? Is all crime negative? To answer these questions we will be focussing on:</p> <ul style="list-style-type: none"> <li>• Crime data</li> <li>• The social construction of crime</li> <li>• Consider the difference between crime and deviance</li> <li>• Social control</li> </ul> <p>Throughout the topic, we will be applying the synoptic content of the sociological theories</p>	<p>Students will be assessed using exam questions ranging from multiple choice to 12 mark essays</p>	<p>Analysis and evaluation will feature heavily in sociology, with students being expected to critique the theories and compare their contribution to our understanding of the education</p> <p>Statistical analysis through the interpretation of data from the census and opinion polls</p> <p>This topic can also be advantageous in contributing to students' citizenship knowledge</p>	<p>Films such as <i>The House I Live In</i>; <i>La Haine</i> and <i>Moonlight</i> and series such as <i>The Night Of</i> and <i>The Wire</i> are all good for getting an insight into the social context in which crime occurs and is created by society (NB: some of them contain adult themes, discretion advised)</p> <p>There are also numerous podcasts dedicated to the topic of</p>



				wrongful arrest and the state of both the UK and US justice systems
--	--	--	--	---