

Long Term Plan Y12 Sociology

“One part at a time, one day at a time, we can accomplish any goal”

Half term	Unit title	Key knowledge / Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconceptions	Links to previous KS	Links to other KS5	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Autumn One	Introduction	What is society? Basic introduction to Marxism, Feminism, Functionalism and Postmodernism. Basic difference between positivists and interpretivists.	Description Knowledge recall Organisation Comparison		Misunderstanding what sociology is the study of. Thinking Marxists want a society divided by class. Thinking all feminists hate men.	N/a	Law - how society functions	Giving them one of the topics they won't have come across before (Postmodernism or Functionalism rather than Feminism or Marxism) to research.	Democracy Rule of law Individual liberty Social - how society can be perceived.	Learning about the fact that society can be interpreted in different ways.	Sociologist
Autumn Two	Research Methods Paper 2 Choosing a research method (2 lessons) Questionnaires (3 lessons) Experiments (2+)	Factors involved in choosing a research method and topic: Practical Ethical Theoretical (PET)	Knowledge recall Comparison Description Explanation Analysis Evaluation Primary research: planning, conducting, analysing		Confusion between research topic and method. Confusion between qualitative and quantitative data.	PSHE	Science, Criminology, Media research	Inclusion of specific studies for each method to give more sociologists and case studies to exemplify the methods.	Social - participation in research. Moral - ethical considerations. Spiritual - can mention that these methods are	Completing their own primary research on a small scale gives this valuable experience if they want to go into sociology.	Anthropologist

	<p>lessons)</p> <p>Secondary sources (3 lessons)</p> <p>Observation (3 lessons)</p> <p>Interviews (3 lessons)</p> <p>Consolidation, assessment and DIRT (3 lessons)</p>				<p>Thinking questionnaires are only compiled of closed questions.</p> <p>Thinking questionnaires and interviews are exactly the same.</p> <p>Confusion between covert and overt.</p>				<p>used in a variety of topics, including religion.</p> <p>Cultural - link to the work of anthropologists where relevant e.g. Margaret Mead.</p>		
<p>Autumn Two to Spring One</p>	<p>Culture and Identity</p> <p>Different conceptions of culture, including subculture, mass culture, folk culture, high and low culture, popular culture and global culture</p> <p>The socialisation process and the role of the agencies of socialisation.</p>	<p>Functionalism and Culture</p> <p>Marxism and Culture</p> <p>Feminism and Culture</p> <p>Interactionism and Culture</p> <p>Postmodernity and Culture</p>	<p>How the different sociological approaches view the formation of culture and how they are formed. To be able to analyse and evaluate these approaches</p>		<p>Misconception that in one country it holds the same 'culture' across its entirety</p>	<p>PSHE/RE</p>	<p>Philosophy and Ethics</p>	<p>To give opportunities of analysis of events that have influenced cultural norms and values.</p>	<p>Social - how society can be perceived.</p> <p>Culture- Learning about different cultures that exists in the world</p>	<p>Learning about different types of cultures and the socialisation processes.</p>	<p>Sociologist</p> <p>Politician</p>

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Spring One	Culture and Identity	<p>The relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society.</p> <p>The self, identity and difference as both socially caused and socially constructed .The relationship of identity to production, consumption and globalisation</p>	<p>Analyse Separate information into components and identify their characteristics.</p> <p>Define Specify meaning.</p> <p>Evaluate Judge from available evidence.</p> <p>Explain Set out purposes or reasons.</p>		Misconceptions about peoples norms and values due to previous stereotypes	PSHE/RE	Philosophy and ethics	To give opportunities of analysis of events that have influenced cultural norms and values.	<p>Social - how society can be perceived.</p> <p>Culture-Learning about different cultures that exists in the world</p>	<p>Learning about the fact that identity and culture is influenced by a variety of factors.</p>	<p>Sociologist</p> <p>Politician</p> <p>Anthropologist</p>
Spring One to Two	Education Class differences in educational achievement: external factors (7	Internal and external factors affecting educational	<p>Knowledge recall</p> <p>Comparison</p> <p>Description</p> <p>Explanation</p>		Many assumptions based on their own perspectives	N/a	Government and Politics - educational policies.	Developing the higher level thinking and analysis skills of	Social -study of the relationships, identities and subcultures	Cultural capital is taught in this unit - the ideas of	

	<p>lessons)</p> <p>Class differences in educational achievement: internal factors (7 lessons)</p> <p>Ethnic differences in educational achievement (8 lessons)</p> <p>Gender differences in educational achievement (8 lessons)</p> <p>Education policy (4 lessons)</p> <p>Role of education in society (4 lessons)</p>	<p>achievement based on class, gender and ethnicity</p> <p>Material deprivation</p> <p>Cultural deprivation</p> <p>Cultural capital</p> <p>Language barriers</p> <p>Subcultures</p> <p>Identities</p> <p>Teacher labelling</p> <p>Streaming and setting</p> <p>Self-fulfilling prophecy</p> <p>Subject choice gendered</p> <p>Marketisation and privatisation</p> <p>Government educational policies</p> <p>Sociological perspectives on</p>	<p>Analysis Evaluation Application Selecting appropriate sources Interpretation</p>		<p>- thinking that everyone sees society as they do/has had the same experiences as them e.g. thinking all children have access to educational toys and are read to at night before bed.</p> <p>Ethnicity topic - potential for confusion between races and correct names for races.</p> <p>Gender topic - potential for sexist remarks on gender stereotyping, gendered subject choice, feminine or sexual identities etc. based on their own experiences/upbringing.</p> <p>Privatisation</p>		<p>PSHE - protected characteristics.</p>	<p>selecting appropriate sources, sociologists, case studies, examples and quotes to use.</p> <p>Developing the higher level skill of proper evaluation rather than juxtaposition.</p> <p>Developing the skill, and taking a lead in collaborative work, on primary research.</p>	<p>of students and teacher-student relationships.</p> <p>Moral - ethics of setting, streaming, teacher labelling and the self-fulfilling prophecy. Immoral and unjust policies keeping some people in material or cultural deprivation.</p> <p>Cultural - Cultural deprivation, subcultures.</p> <p>Tolerance.</p>	<p>Bordieu and Sullivan are explored.</p>	
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