

INTENT: Curriculum Overview (Year 12) AS SOCIOLOGY

<p>A learner in Year 12 will know: <i>The topics of Education, Research methods and methods in context; Families & households as well as sociological perspectives towards all topics, along with how to apply content through exam technique.</i></p>		<p>A learner in Year 12 will be able to: <i>apply exam technique correctly through a PEEEL approach, be able to analyse and evaluate sociological perspectives against each other, use accurate/relevant subject terminology, recall a range of sociologists, demonstrate an understanding of up to date examples from society as evidence and be able to apply research methods to educational topics.</i></p>			
A: Paper 2: Introduction to perspectives and Education	B: Paper 1: Education with Methods in Context	C: Paper 1: Methods in Context and Families & Households	D: Paper 2: Families & Households and Theory & Methods (Paper 3)	E: Revision of Y1 content	F: Continuation of paper 3: Theory and Methods
<p>Term 1</p> <p><i>Transition unit with introduction to Course and Perspectives.</i></p> <p><i>Paper 1 – Education & Research Methods</i></p>	<p>1:1: Introduction to perspectives and Education</p>		<p>1:2: Introduction to methods + completion of education with research methods in context</p>		<p>Autumn % Assessment (<i>ensure differentiated assessment is planned too</i>)</p>
	<p>1:1 Education</p> <p><u>Knowledge:</u> Transition Unit =</p> <ol style="list-style-type: none"> 1. Introduction to course/bridging task 2. Perspectives - Marxism, functionalism, feminism and social action theories <p>Education =</p> <ol style="list-style-type: none"> 1. The role and purpose of education, including vocational education and training, in contemporary society 2. Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society 3. Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil subcultures, the hidden curriculum, and the organisation of teaching and learning <p><u>Skills:</u> Understanding of perspectives, recall key sociologists, identify relevant evidence from society, planning essay responses, analysing perspectives, use relevant subject terminology, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2/AO3 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p><u>Formative Assessment:</u> Pit Stops after each topic: focus on smaller questions (2/6/10 marks) 2x Essay response every 2 weeks (20 marks) PPE: Spring assessment – 4/16/2/2/6/20 (60 marks)</p>		<p>1:2: Education with Methods in Context</p> <p><u>Knowledge:</u> Education =</p> <ol style="list-style-type: none"> 1. The significance of educational policies, including selection, comprehensivisation and marketisation, for an understanding of the structure, role, impact and experience of education 2. The application of sociological research methods to the study of education. <p><u>Methods in Context =</u></p> <p>Each Research method from Term 1.2 should be examined:</p> <ul style="list-style-type: none"> • in terms of its general strengths and limitations; and • in terms of its usefulness in the study of educational issues. <p>Research Methods =</p> <ol style="list-style-type: none"> 1. Quantitative and qualitative methods of research; their strengths and limitations. 2. research design 3. Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics; the strengths and limitations of these sources 4. The distinction between primary and secondary data and between quantitative and qualitative data 5. The relationship between positivism, interpretivism and sociological methods; the nature of ‘social facts’ <p>The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research</p>		<p>Knowledge coverage: Education</p> <p>Skills tested:</p> <p>AO1-Knowledge and understanding AO2- concepts/evidence/ Sociologists/perspectives AO3- Analysis and evaluation</p> <p>Assessment style/questions:</p> <p>Give two reasons / factors / criticisms (4 marks) Give three reasons / factors / criticisms (6 marks) Apply & analyse (10 marks) Evaluate using the item (20 marks)</p>

	<p><u>End point:</u> Students can understand and respond to an essay style question based on perspectives/topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation and use PEEEL structure. Students can construct an academic essay in response to the question and item (if given).</p>	<p><u>Skills:</u> Understanding of perspectives, recall key sociologists, identify relevant evidence from society, planning essay responses, analysing perspectives, use relevant subject terminology, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02/A03 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p>Understand PERVERT technique when answering Methods and Contexts essay questions applying research/strengths and limitations to educational topics.</p> <p><u>Formative Assessment:</u> Pit Stops after each topic: focus on smaller questions (2/6/10 marks) 2x Essay response every 2 weeks (20 marks)</p> <p><u>End point:</u> Students can understand and respond to an essay style question based on perspectives/topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation and use PEEEL structure. Students can construct an academic essay in response to the question and item (if given). Students can apply research methods to educational topics using correct PERVERT structure.</p>	
Term 2	2.1 Families and Households	2.2 Families & Households	Spring % Assessment (ensure differentiated assessment is planned too)
	<p><u>Knowledge:</u> Families and Households =</p> <ol style="list-style-type: none"> 1. The nature and extent of changes within the family, with reference to gender roles, domestic labour and power relationships 2. The nature of childhood, and changes in the status of children in the family and society 3. Demographic trends in the UK since 1900; reasons for changes in birth rates, death rates and family size <p><u>Skills:</u> Understanding of perspectives, recall key sociologists, identify relevant evidence from society, planning essay responses, analysing perspectives, use relevant subject terminology, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02/A03 skills, accuracy and precision in</p>	<p><u>Knowledge:</u> Families and Households =</p> <ol style="list-style-type: none"> 4. Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life-course, and the diversity of contemporary family and household structures. 5. The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies. <p><u>Skills:</u> Understanding of perspectives, recall key sociologists, identify relevant evidence from society, planning essay responses, analysing perspectives, use relevant subject terminology, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02/A03 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p><u>Formative Assessment:</u> Topic Test on families and households</p>	<p>Knowledge coverage: Families and Households with Research Methods</p> <p>Skills tested: AO1-Knowledge and understanding AO2- concepts/evidence/ Sociologists/perspectives AO3- Analysis and evaluation</p> <p>Assessment style/questions: Research Methods – Outline and explain (10 marks) Evaluate using the item (20 marks)</p> <p>Families & Households - Outline and explain (10 marks) Apply & Analyse (10 marks)</p>

	<p>academic writing and know how to spell key words/terminology correctly.</p> <p><u>Formative Assessment:</u></p> <p>Essay on Theories of family</p> <p>Pit Stops after each topic: focus on smaller questions (10 marks – outline and explain / 10 marks – apply and analyse / 20 mark essays)</p> <p><u>End point:</u> Students can understand and respond to an essay style question based on perspectives/topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation and use PEEEL structure. Students can construct an academic essay in response to the question and item (if given).</p>	<p>Pit Stops after each topic: focus on smaller questions (10 marks – outline and explain / 10 marks – apply and analyse / 20 mark essays)</p> <p><u>End point:</u> Students can understand and respond to an essay style question based on perspectives/topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation and use PEEEL structure. Students can construct an academic essay in response to the question and item (if given).</p>	<p>Evaluate using the item (20 marks)</p>
<p>Term 3</p>	<p>3:1: Revision</p> <p><u>Knowledge:</u> Families and Households, education topics, research methods, methods in contexts, sociologists and key examples</p> <p>Variety of revision resources given through detailed revision packs for each topic at the end of each term for students to become independent learners.</p> <p><u>Skills:</u> Understanding essay questions, planning accurate responses, identifying relevant strengths and limitations, analysing items and studies, applying contextual knowledge, comparing and making links across topics.</p> <p><u>Formative Assessment:</u></p> <p>Summer Mock exam – Past Paper 1 AS exam (60 marks)</p> <p><u>End point:</u></p> <p>Grade in Mock exam to assess appropriate intervention for year 13 content.</p>	<p>3:2: Paper 3: Theory and Methods</p> <p><u>Knowledge:</u></p> <p>Theory and Methods =</p> <ol style="list-style-type: none"> 1. Consensus, conflict, structural and social action theories 2. The concepts of modernity and post-modernity in relation to sociological theory 3. The nature of science and the extent to which sociology can be regarded as scientific 4. The relationship between theory and methods 5. Debates about subjectivity, objectivity and value freedom 6. The relationship between sociology and social policy. <p><u>Skills:</u></p> <p>Understanding of perspectives and research approaches, recall key sociologists, identify relevant evidence from society, planning responses to 10 mark questions, analysing perspectives, use relevant subject terminology, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2/AO3 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p><u>Formative Assessment:</u></p> <p>Pit Stops after each topic: focus on 10 mark questions</p> <p>Students asked to undergo their own research project this half term on a sociological topic of their choice to present at end to promote independent learners and an interest in other areas of sociology.</p>	<p>Summer % Assessment <i>(ensure differentiated assessment is planned too)</i></p> <p>Knowledge coverage: Education with Methods in Context</p> <p>Skills tested:</p> <p>AO1-Knowledge and understanding AO2- concepts/evidence/ Sociologists/perspectives AO3- Analysis and evaluation</p> <p>Assessment style/questions:</p> <p>Outline and explain (10 marks) Evaluate using the item (20 marks) Methods in context – evaluate using the item (20 marks)</p>

		<p><u>End point:</u></p> <p>Students can understand the year 13 course and the removal of shorter questions to longer essay style questions. Students can identify strengths and limitations of each theory along with key sociologists and their arguments. Student can begin to understand sociological approaches to perspectives and analyse and apply evidence/evaluation through a PEEEL structure for ten mark questions. Students can begin to understand key arguments towards sociology as a science, being value free/objective and policies towards ethical research</p>	
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- Consider justification for sequencing of learning and spacing/interleaving and revisiting knowledge (ABCDEF etc)
- Consider cross-curricular links. What are other subjects doing – any cross over?

EIF: Overview of research and key principles - Quality of Education

- *Construct a curriculum that is ambitious for all, coherently planning and sequenced to give learners (particularly the most disadvantaged) the knowledge and skills needed to be successful.*
- *Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.*
- *Assessment is used to help learners embed and use knowledge fluently, check understanding and inform further lesson planning or remediation, without unnecessary burdens for staff or learners.*

Curriculum (i)

- 'Knowledge-engaged' school – knowledge underpins and enables the application of skills and leaders desire that both are intertwined and developed. (pg. 6)

Effective teaching (ii)

Achievement is likely to be maximised when teachers actively present material and structure it by:

- Providing overviews and/or reviews of objectives (pg. 12)
- Outlining the content to be covered and signalling transitions between different parts of lesson (pg. 12)
- Calling attention to main ideas (pg. 12)
- Reviewing main ideas (pg. 12)

Effective teaching through: (Pg. 13)

- **Effective questioning** – teachers provide substantive feedback to pupils, resulting from pupils' questions or answer to teachers' question. Correct answers should be acknowledged positively and appropriately. Partially correct answers should be prompted before moving on. If an answer is wrong it should be pointed out and ascertained how they got it wrong. Teachers should encourage responses from girls and shy pupils who may be less assertive. Teachers should use product (single response) questions and process questions (calling for explanation from pupils). Pupils should be encouraged to ask questions. (pg. 13)
- **Differentiation** – focus group is the best practice, not range of resources or activities re: workload (pg. 14)
- **Routines** - stimulating learning environments, clear goals (so what?) (pg. 15)
- **Modelling** - language and introducing new words in context/WAGOLL (pg. 15)
- **Group activity and pair** – must be structured and prepared. Explicit guidelines must be given and roles should be assigned. (pgs. 13 & 14)

Memory and Learning (iii)

- **Spaced or distributed practice** - where knowledge is rehearsed for short periods over a longer period of time is MORE effective than massed practice when we study more intensively for a shorter period of time. Good practice is to block learning and repeat practice over time as this leads to greater long-term retention. (AAABBBCCC) (pg. 16)
- **Interleaving** - mixes the practice of A, B and C e.g. (ABCABCABC). There is growing evidence that this can improve retention, and research in maths is particularly promising. (pg. 16)
- **Retrieval practice** – involves recalling something you have learned in the past and is far more effective than re-reading because it strengthens memory. It needs to occur a reasonable time after the topic has been taught and should take the form of testing knowledge either by the teacher or through pupil self-testing and should be checked for accuracy but not necessarily recorded re: workload. (pg. 16)
- **Elaboration** – describing and explaining something learned to others in some detail. Contextualising learning and making connections among ideas and connecting to one's memory and experiences. (pg. 16)
- **Dual coding** – representing information both visually and verbally enhances learning and retrieval from memory. (pg. 16 & 17)
- **Cognitive load theory (CLT)** – presenting learners with information in small chunks and embedding learning/memory before moving on to something else in order to avoid overloading. (schemata) (pg. 17)

Assessment (iv)

Assessment, if appropriately employed has a positive impact on learning and teaching. Pupils must understand the aim of their learning, where they are and how they can achieve the aim. In order for assessment to have a positive impact, two conditions need to be met:

- Pupils are given advice on how to improve (pg. 18)
- Pupils act on the advice by using materials provided by the teacher, going to the teacher for help (focus group), or working with other pupils. (pg. 18)
- Use of low stakes testing can contribute to learning in valuable ways. Working to recall knowledge that has previously been learned has a positive mental impact on learners. Learners who do a test shortly after studying material do better on a final test than those that don't – even if no feedback is given.
- Teachers should use assessment to plan/adapt lessons to tackle gaps in knowledge and re-teach where problems persist.
- Assessments at the start of learning is important, to know the level that pupils are starting from.