

HT	Unit Title	Key knowledge/ content to learn and retain	Essential skills to acquire (subject and generic)	Link to subject intent and ethos	Anticipated misconceptions	Link to previous KS	Link to Future KS	Opportunity to stretch higher attainers	SMSC & British Values	Cultural Capital	Career Link
1	Thinking sociologically	<p>*How does society work? Rules, laws, values, culture & primary socialisation – lots of examples of things we do ‘together’.</p> <p>*Agencies of socialisation; family, education, media, the state. Formal and informal social control</p> <p>*What is sociology? Structure, action, consensus, conflict</p> <p>*Sociological perspectives; functionalism, Marxism, feminism, and interactionism</p>	The ability to see the social world from different perspectives.	Laying the foundations for academic study	Students often misunderstand the Marxist perspective and believe they want a capitalist society.	Students understand the notion of rules and laws.	This knowledge and understanding underpins the study of sociology at all levels and is directly applicable to the study of sociology at KS4 and 5	Direct access to GCSE and A level resources and ideas	Rules, laws, values & culture complements the delivery of Personal Development, SMSC and British values	<p>A deeper understanding of the organization of society than is usually provided in KS3 e.g., the role of the social institutions in formal and informal control.</p> <p>Tier 3 vocabulary and specialist use of ‘everyday’ words e.g., socialization, consensus and conflict.</p>	Education Law Media
2	Topic taster, families,	<p>*What are the functions of the family? *What is a family? *How has the family changed over time?</p>	Analysis of structures normally taken for granted e.g., the family.	The practical application of sociological theory via role play and creative writing.	Students easily confuse qualitative and quantitative data	Qualitative and quantitative data in Maths.	This unit provides a taster for the main topics studied at GCSE and A Level	<p>Direct access to GCSE and A level resources and ideas.</p> <p>Choice of topic area – students can be directed towards a greater application of knowledge and understanding.</p>	Students are analysing the main elements of British culture; the family, education, and criminal justice.	The application of the concept of cultural capital to educational outcomes.	Family worker Social work
3	Topic taster, stratification	<p>*Systems of stratification in society. *Life chances including achieved and ascribed status *Poverty *Patriarchy *Ethnicity</p>	Students are required to look past taken-for-granted assumptions.	Empowering students to recognise oppression and identify examples of prejudice and discrimination in society.	Some students may find it harder to challenge prejudice than others, particularly if they are reinforced in the home.	Themes of prejudice and discrimination reflected in English texts. Immigration and globalization in geography. History of oppression and slavery.	Social stratification is a GCSE topic, this prepares students for the application of thinking skills required for this unit.	Higher achieving students will make connections to their learning elsewhere. Wider key vocabulary and themes from GCSE and A level. Leading discussion and debate.	Themes of racisms, sexism, poverty, prejudice, discrimination, and oppressions.	The use of data and statistics e.g., over and underrepresentation of oppressed groups in positions of power, reports into racism in the criminal justice system and statistics showing inequalities throughout British society equip students to join debates about	Critical view of some employment sectors such as the criminal justice system and abuses of position of power.

										current affairs in society.	
4	topic taster crime & deviance	Key ideas. *What is crime? *What is deviance? *Crime statistics *The impact of crime on victims – use of documentary/literature *Does prison work? An investigation into the usefulness of prison. Students present their findings	Secondary research skills – using data to support theoretical learning. The process of labelling.	Conceptual understanding e.g., being overrepresented in statistics can be a symptom of a wider problem in society. Putting learning into action by carrying out research. Exploring personal interests.	Many students will see crime statistics and take them at face values e.g., BME are more criminal because they are overrepresented in prison.	Largely new and specialized content	This provides students with an insight to some of the concepts covered in the GCSE and A level crime and deviance	Wider conceptual and synoptic understanding e.g., discussion connecting the ethnocentric curriculum to job opportunities and crime.	The impact of crime on victims and wider communities	Understanding of causes of crime and victimization to broaden understanding of issues in the news.	Criminology Police and other roles in the criminal justice system
5	Topic taster methods	An introduction to methods and examples *Primary and secondary research methods and data *Qualitative and quantitative data *Sampling methods *Ethics	Student-led research into an issue from the topic taster Research skills. Interpreting data.	Small-scale sociological research	Students may confuse qualitative & quantitative data	Students may have looked at the use of statistics and data in maths, statistics & geography.	This prepares students for the theme of sociological research that runs through the GCSS and A level	Choice of topics and range of methods used.	Supporting students to find appropriate data sources to support an argument or opinion	The ability to analyse data and statistics and understand how they may be used selectively to support a cause.	Academic/market research - students carry out their own research, collate their data, and present their data
6	Topic taster education	*Differential achievement in education – social class. Barry and Bradley creative writing – crossover with family so nice segue into education	Interpreting data. Understanding the connected nature of family, education and future life chances	Challenging taken for granted assumptions & reconsidering the purpose of social institutions	Some students may find it more challenging to understand the structural nature of education inequality and instead blame the individual	Largely new and specialized content, although some students may have first-hand experience of some of the concepts covered.	Preparing students for the education units at both GCSE and A level	Introduce a wider range of concepts and key vocabulary. Encourage students to make connections to other topic areas	Systemic inequality.	Understanding the causes of educational inequality, including a lack of cultural capital.	Education Teaching Policymaking