

Subject: Sociology

Medium-term plan year 10

Unit planning and evaluation sheet:

Unit:	Title: Introduction to Sociology	
Why are you teaching it? What do they need to know? Misconceptions?	The introduction to the sociology unit is essential to provide students with a grounding in the key concepts and theories that are required for success in GCSE sociology. Students need to know and understand the definitions and real world implications of the categories of class, age, gender and ethnicity. They also need to develop a baseline understanding of the theories of Functionalism, Marxism and Feminism, in order to apply these across the main topics in the GCSE.	
Why are you teaching it now? What prior learning do students have?	This is the first unit of the GCSE course, so students have little-no prior knowledge of many of the topics covered. They will have encountered Marxism and Feminism through their studies of KS3 history, but Functionalism will be entirely new to them. They will have a basic understanding of class, age, gender and ethnicity through their previous history and PSHE lessons, but will not yet understand these as socially constructed concepts.	
	Keywords (highlight in yellow for a Frayer model deep dive)	Sociology , Class, Age, Gender, Ethnicity, Functionalism, Feminism, Marxism, Communism, Capitalism, Social Construction , Conflict Theory , Consensus Theory, Society, Norms, Values, Culture, Socialisation
	Literacy (reading, writing, oracy, listening)	Reading: Use of the three whole school reading strategies where appropriate: 1. Skim, scan and zoom. 2. Choral and repeated reading 3. Use of tier 2 and 3 vocabulary Extended writing using clear success criteria. Oracy: students will use tier 2 & 3 vocabulary in their verbal answers.
	SEND	Use of PCS 10 for SEND strategies. All staff to have seating plans identifying SEND students, making sure SEND students are asked more questions and provided with more support in lessons. All staff will have pupil profiles in their teaching and learning folders.

What are you expecting students to be able to do at the end of the module that they couldn't do at the start	By the end of the module, students should be able to define several new key concepts, for example norms, values and social construction. Students will have a broader and more in depth understanding of class, age, gender and ethnicity, and will be able to explain how these are socially constructed. At the top end, students will begin to be able to critically evaluate some of the key theories and concepts, for example the relevance of feminism to modern Britain. Students will also start to develop exam techniques for answering the "explain" and "describe" 3 and 4 mark questions (AO1 and AO2), and will begin to apply the concepts learnt to answering these questions.
What amendments are you going to make following evaluation of this module?	When previously taught, this module did not go into each of the key concepts in enough depth, leaving students with insufficient schema to move onto the Family and Education modules later in Year 10. I have now lengthened this module to allow these concepts to be studied in greater depth, so that students can consolidate their understanding more effectively.

Scheme of work

	Intent (knowledge/ understanding/ skills)	Implementation (sequencing of teaching & learning)	Impact (knowledge/understanding /skills learnt)
	L/O: L1: To define Sociology L2-3: To explain socialisation L4: Baseline assessment L5-6: To explain social control L7: To define Age	Each lesson will follow this structure: Retrieval starter: 6 knowledge questions from previous lessons and previous units (at least 2 from research methods topic as interleaving) Main task: The main task of each lesson will aim at developing students' knowledge and understanding of the key sociological concepts for each lesson, as well as their ability to access Assessment Objectives 1, 2 and 3. Knowledge acquisition will be a main focus of each lesson, for example through reading tasks, generating detailed and dual-coded mind-maps, comprehension activities, and completing knowledge organisers.	In this topic, students will develop their understanding of what sociology is, and what the main sociological theories are. The main focus of this unit will be on beginning to develop a sociological vocabulary that students can use to understand the key topics of the GCSE course.

<p>L8-9: To define Social Class L10: To define Ethnicity L11-12: To define Gender L13: To discuss sources of social inequality in modern Britain L14-15: To evaluate the extent to which gender is a source of social inequality L16: To explain Feminism L17-18: To explain Functionalism L19: Knowledge quiz & R2F L20-21: To explain Marxism</p>	<p>Students will focus on the work of key sociologists, completing Key Thinkers worksheets for each of these to enable them to easily access this information through their revision.</p> <p>Plenary task: The plenary task of each lesson will take the form of an exam question. This will address Assessment Objectives 1 (Demonstrating knowledge), 2 (Applying knowledge) and 3 (Evaluating knowledge) across the unit of lessons.</p> <p>Support: Use of Ten for SEND strategies. Differentiated resources for each lesson to remove literacy barriers. Scaffolding including sentence starters, key words, Tier 2 vocabulary mats, explicit teaching of Tier 3 vocabulary (including use of the Freyer model for high frequency vocab), a key word glossary. Modelling tasks using visualiser to ensure students understand the tasks set. Challenge: Questioning linked to Bloom's and HOT. Extension tasks based on high order skills of comparison, analysis and evaluation (e.g. asking students to evaluate how far they agree with different theoretical perspectives or asking students to compare the work of different sociologists).</p>	<p>Students will begin the unit by learning to define key sociological concepts, such as norms, values, and culture, and start to apply these to real life examples. Students will then go on to develop a sociological understanding of age, class, ethnicity and gender, and will then discuss and evaluate these as sources of inequality in modern Britain. This will begin to develop their ability to critically evaluate key concepts (AO3), a key skill which they will need to access the top grades of the GCSE.</p> <p>Students will then be introduced to the three main sociological theories: Feminism, Marxism and Functionalism. Overall, this topic will provide students with essential schema required to access the rest of the GCSE.</p>
<p>Keywords: Sociology, Class, Age, Gender, Ethnicity, Functionalism, Feminism,</p>		

Marxism, Communism, Capitalism, Social Construction, Conflict Theory, Consensus Theory, Society, Norms, Values, Culture, Socialisation		
Differentiated success criteria: Success Criteria <ul style="list-style-type: none">● To define key vocabulary● To explain key sociological concepts using examples● To explain the work of key sociologists and theories● To apply the work of key sociologists and theories to sociological debates● To compare the work of key sociologists and theories● To evaluate the work of key sociologists and theories● To make judgements and draw conclusions about key sociological debates		