

Subject	Year 10 Core Knowledge – Autumn/Spring/Summer term	How to support students' learning
<b>Social Science – Sociology</b>	<p><b>Autumn term</b>  <b>Topic 1: Introduction –</b></p> <ol style="list-style-type: none"> <li>1. Define a range of basic sociological key terms.</li> <li>2. Outline and explain a range of sociological theories: functionalists, Marxists, feminists, and interactionists.</li> <li>3. Evaluate the strengths and weaknesses of a range of research methods.</li> <li>4. Evaluate the strengths and weaknesses of a range of sampling methods.</li> <li>5. Identify and explain practical and ethical factors which researchers might need to overcome when conducting social research.</li> </ol> <p><b>Autumn/Spring term</b>  <b>Topic 2: Families –</b></p> <ol style="list-style-type: none"> <li>6. Identify and describe a range of different family types.</li> <li>7. Outline and explain the contributions of functionalist, Marxist and feminist sociologists in relation to the function of the family.</li> <li>8. Evaluate the contributions of different theoretical perspectives on the family.</li> <li>9. Outline and explain a range of points to suggest that family roles are becoming more equal between men and women.</li> <li>10. Outline and explain the changing position of children and extended relatives in the modern family.</li> <li>11. Evaluate the view that family roles and relationships have become more equal.</li> <li>12. Outline and explain reasons for changes in family patterns (marriage and divorce).</li> <li>13. Evaluate the view that there is a wide range of family diversity in modern Britain.</li> </ol>	<ul style="list-style-type: none"> <li>• All required information has been provided to students in the form of bespoke booklets which students work through and complete during lessons. Whilst these are stored in folders at school, you are welcome to ask your child to bring these home if you wish to test them on things (so long as they are then returned to school for use in lessons).</li> <li>• Key terminology is defined in “Key Terms” booklets. You can test your child on these.</li> <li>• Have your child attempt to explain the pros and cons of different research methods – the “Research Methods” booklet contains this information.</li> <li>• Each core knowledge statement listed can be put as a challenge to your child. If they are unable to confidently respond, content booklets should be used to look over the material. If there is still confusion, students should ask their teacher for help.</li> <li>• Point 2 can be found in the Sociological Theories booklet.</li> <li>• Points 3-5 can be found in the Research Methods booklet.</li> <li>• Points 6-8 can be found in Families Booklet 1.</li> <li>• Points 9-11 can be found in Families Booklet 2.</li> <li>• Points 12-15 can be found in Families Booklet 3.</li> <li>• Points 16-18 can be found in Education Booklet 1.</li> <li>• Points 19-21 can be found in Education Booklet 2.</li> <li>• Points 22-24 can be found in Education Booklet 3.</li> <li>• Key theorists are found throughout each booklet.</li> </ul>

14. Outline and explain the specific issues that researchers may face when conducting research into families.
15. Outline and explain the contribution of a range of key theorists on the family.

**Spring/Summer term**

**Topic 3: Education –**

16. Identify and define a range of different types of school and alternatives to conventional schooling (including why parents may/may not wish to send their child there).
17. Outline and explain the contributions of functionalist and Marxist sociologists in relation to the function of the education system.
18. Evaluate the contributions of different theoretical perspectives on education.
19. Outline and explain the key education policies brought in since 1944 (with reference to fairness, privatisation and marketisation).
20. Evaluate the effectiveness of education policies.
21. Outline and explain the impact that globalisation has had on the UK education system.
22. Outline and explain a range of factors explaining differences in educational achievement relating to class, gender and ethnicity.
23. Evaluate the relative importance of factors outside of school versus factors inside of school for class, gender and ethnic differences.
24. Outline and explain a range of factors explaining gender differences in subject choice.
25. Outline and explain the specific issues that researchers may face when conducting research into education.
26. Outline and explain the contribution of a range of key theorists on education.

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