



Long Term Plan

Sociology

KS4 (Year 10 and Year 11)

D Hoy
2026/2027

Subject intent/vision:

In Sociology students are encouraged to critically analyse the society they live in. GCSE Sociology allows students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance, social stratification, gender, ethnicity and class, as well as how the discipline of Sociology has changed over time and how Sociologists carry out research.

By critically studying the way that our everyday lives are affected by and related to such institutions, Sociology seeks to provide students with the necessary “tools” to analyse and evaluate information, understand historical social development, form coherent written arguments, make decisions and form judgements about themselves and the world around them which will be of lasting value for the successful navigation of their future.

To enable all students to achieve, our subject curriculum is underpinned by the following principles:



Ambitious - The Sociology Curriculum at Eastlea has been designed to introduce and develop their knowledge over the entire course. Throughout, they will be able to develop their thinking, predict and recognise patterns and to develop their critical thinking skills. We constantly push students to recognise patterns and features in society and link this to theoretical concepts and classic sociological texts.



Sequenced / Spiral - The curriculum was designed following the AQA Sociology syllabus. This splits the course into four main concepts with additional units (i.e. research methods) being interleaved into these. We regularly link the different aspects together, and this is encouraged for students to access the higher tariff questions. This way, instead of teaching these topics as distinct units, we build up a tapestry of knowledge of sociological theory and concepts for our students.



Literacy - Literacy underpins the subject, we focus on teaching students to become confident in using key scientific, sociological or psychological terms in their verbal contributions, this will then be more confidently applied to written work, showcasing evidence that a rich vocabulary is embedded in our teaching.



Cultural Capital - Students design, carry out and evaluate their own small scale observational research. Additionally, throughout the course, the sociological concepts taught are linked to students' own lives, that of their community and the wider world, including local and national news and political events.



KS4 Sociology Programme of Study

Year 10 (1 Double + 1 Single)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Introduction a. Key Concepts b. Social Constructs c. Ethnicity d. Social Stratification e. Social-economic class and Marx f. Functionalism g. Feminism h. Interactionism	Family a. Family Diversity c. The nuclear family and alternatives. d. Functionalist and Marxist views of Family e. Feminist Views on Family f. Relationships within Families g. How families have changed over time	Family a. Marriage and Divorce b. New Right views of the family Education a. Types and Range of School b. Roles and Functions of Education c. Different perspectives on education	Education a. Alternatives to Education b. Education Achievement and Class c. External Factors d. Marketisation of Education e. Internal Factors f. Educational Achievement f. Wealth Poverty Class Research Methods Design and carry out own small scale research project	Education a. Gender Education b. Ethnicity c. Processes within Schools d. Anti-School Subculture Crime and Deviance a. Social Construction b. Functionalist / Marxist Theory of Crime Research Methods	Crime and Deviance a. Cohen Status Frustration b. Merton - Strain Theory c. Becker Labelling d. Age and Class e. Official statistics. f. Social Control Research Methods
	Research Methods Research Design and Purpose Qualitative and Qualitative Data Primary and Secondary Sources	Research Methods Social Surveys, interview and Focus Groups Sampling Ethics and Ethical Issues	Research Methods Case Studies Ethnography Longitudinal Studies Observation			
	Assessment: Introductory Unit Assessment - 21 marks	Assessment:	Assessment: (Paper 1) Half Paper Family - 50 marks	Assessment:	Assessment: (Paper 1) Half Paper Education - 50 marks	Assessment: Y10 Mock Exam Paper 1 - Family + Education - 100 marks

Year 11 (1 Double + 1 Single)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
	Crime and Deviance a. Gender and ethnicity b. Young Offenders c. Prison d. Media and Crime Social Stratification a. Introduction b. Socio - Economic Class c. Marx / Weber on Class d. Functionalism on class	Social Stratification a. Life Chances b. The affluent worker c. Social Mobility d. Poverty explanations Family Unit Revision	Social Stratification a. Relative Deprivation b. The Underclass c. The Welfare State d. Globalisation e. Political Power f. Power Relationships g. Patriarchy Exam Preparation and Revision	Exam Preparation and Revision	Exam Preparation and Revision	
	Assessment: Paper 1 - Half Paper Crime - 50 marks	Assessment: Y11 Mock Exam 1 Paper X - Crime + Family - 100 marks	Assessment: Paper 2 - Half Paper Social Stratification - 50 marks	Assessment: Y11 Mock Exam 2 Paper X - Social Strategy + Education - 100 marks	Assessment: -	



GCSE Exam:

Paper 1: The Sociology of Families and Education - 1 hour 45 minutes

What's assessed – 50%

- The Sociology of Families
- The Sociology of Education
- Relevant Areas of Social Theory and Methodology

Paper 2: The Sociology of Crime and Deviance and Social Stratification - 1 hour 45 minutes

What's assessed 50%

- The Sociology of Crime and Deviance
- The Sociology of Social Stratification
- Relevant Areas of Social Theory and Methodology

Learning Resources:

<https://studywise.co.uk/gcse-revision/>

www.gcseguide.co.uk - Use the 'bookshop' option to see what revision guides are available in each subject area

<https://www.s-cool.co.uk>

<https://getrevising.co.uk>

<https://www.bbc.co.uk/bitesize/subjects>