



Medium Term Plan: Sociology A Level Year One

Subject: Sociology (Teacher One)

Year: 12

Unit: Families and Households

Topic & Week	Learning Intentions/Key Questions	Learning Goals for Students	Learning Activities (including differentiation)	Resources
<p>19 Introduction and couples</p>	<p>What is a family?</p> <p>Gender roles, domestic labour and power relationships within the family in contemporary society.</p>	<ul style="list-style-type: none"> • Understand the feminist approach to the family. • Identify key theorists. • Demonstrate an understanding of the different types of feminism. • Compare and contrast the four types. • Criticise feminism. • Explore gender roles. 	<p>Discussion of KW: HeForShe campaign and link to Emma Watson's talk at the UN (YouTube).</p> <p>Opinion finder: four different types of feminism - students given a type of feminism and they have to find three different opinions about what that type of feminism is and what they believe.</p> <p>Review of knowledge.</p> <p>Radical: discussion of Firestone, Millet and Greer.</p> <p>Liberal: discussion of laws.</p> <p>Marxist: discussion of Ansley.</p> <p>Difference: discussion of key views and use to evaluate the different perspectives.</p> <p>Which type of feminist: recap, statements on the board - students to identify which type of feminist it is.</p> <p>Question run: questions on all learnt in the last lesson - differentiation. Students have to work through a pile of questions on the teacher's table. They are given one question at a</p>	<ul style="list-style-type: none"> • YouTube – UN campaign (KW: UN HeForShe Campaign) <ul style="list-style-type: none"> • Opinion finder • Question run questions and instructions •

			<p>time and have to race to complete the pack of questions.</p> <p>Review of all material.</p> <p>Discussion: evaluation of all types of feminism.</p> <p>Re-cap Parsons views of the conjugal roles - identify the difference between instrumental and expressive roles.</p> <p>Explore the difference between segregated and joint conjugal roles.</p>	
20 Couples	Gender roles, domestic labour and power relationships within the family in contemporary society.	<ul style="list-style-type: none"> Summarise Parsons instrumental and expressive roles. <p>Identify the work of Elizabeth Bott. Establish the changes in the family - symmetrical family.</p>	<ul style="list-style-type: none"> Discussion: review and recap Parsons and the gender roles. <p>Discussion about the work of Bott. Introduce Wilmott and Young – linking to the symmetrical family and the ‘new man’. Butterfly activity: review of symmetrical family - evaluation on the back (See RB for this Butterfly activity). Randomiser: PowerPoint on speed shuffle which has key words on it – it will randomly select a student, they have to pick a key word and define it (See RB for this activity).</p>	<ul style="list-style-type: none"> Paper resources Textbooks Writing frames Paper based starter (See RB) Butterfly sheet (See RB) Randomiser (See RB) Sociology Review article (Volume 23, 1st September 2013) Are we in the age of the ‘super-dad’? and the advance of women Sociology Review article (Volume 20, 1st September 2010) The rise of the female breadwinner

<p>21 Consensus theories on the family</p>	<p>The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies.</p>	<ul style="list-style-type: none"> • Understand the different family types that exist. • Establish the key aspects of functionalism. • Identify the work of Murdock. • Review how industrialisation has changed the role of the family. • Compare and contrast Parsons and Murdock. • Evaluate both perspectives. • Identify and evaluate the work of Parsons. • Examine the two functions of the family. • Understand the roles of men and women in the household. 	<p>PowerPoint on the different family types (including, for example symmetrical family, beanpole, matrifocal, serial monogamy, lone-parent family).</p> <p>Cards to depict different family types: students to add annotations to the cards.</p> <p>Discussion: Murdock – what does universal mean?</p> <p>Students to note down Murdock's definition of the nuclear family.</p> <p>Identify four key functions of the family.</p> <p>Look at case studies to evaluate. For example, KW: the Nayar tribe with matriarchal family relationships.</p> <p>Discuss notions of family diversity.</p> <p>Questions on the whiteboard about Murdock.</p> <p>Paired task: primary socialisation and stabilisation cards – students to create definitions and compare answers to create ideal definitions.</p> <p>Mind maps: expressive and</p>	<ul style="list-style-type: none"> • Paper based starter • PowerPoint • Cards • Case studies • Questions • Pots of bubble bath • Worksheet: pre-industrial and industrial society

			<p>instrumental leaders – what they mean and what they do?</p> <p>Board work: two types of society (pre-industrial to industrial society) draw on the board and discuss what the two societies were like. Discuss industrialisation and link to the family. Students have a worksheet with the two types of society, students to write down notes off the board and draw pictures to represent the family types and the different societies. See RB for this worksheet.</p> <p>Learning log: three things from the lesson. See the RB for an example of a learning log.</p>	
<p>22 Conflict theories on the family</p>	<p>The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies.</p>	<ul style="list-style-type: none"> • Understand the Marxist approach to the family. • Explore key Marxist concepts in relation to the family. • Assess the Marxist approach. • Identify and explore the work of Engels. • Examine the role of the nuclear family. • Consider the effectiveness of the work of Engels. • Identify and explore the work of Zaretsky and his theory of the family. • Summarise the key ideas of Zaretsky. • Evaluate the work of Zaretsky. 	<p>Marxism: capitalism smartie task – students to work in smartie factory, linking to means of production. See RB for details of the Capitalism Smartie Task.</p> <p>Discussion: key concepts of Marxism; capitalism, bourgeoisie, proletariat, exploitation, communism.</p> <p>Students to complete lines x 20 (The bourgeoisie exploit the proletariat in a capitalist society) – link to ideology, control.</p> <p>Link power and control to education and religion.</p> <p>Discuss and question students about</p>	<ul style="list-style-type: none"> • Quick quiz questions • Smarties • Instructions for Capitalism Smartie Task (see RB) • PowerPoint • Blankety blank PowerPoint (See RB for an example of the PowerPoint). • Toys for students to use to create a sales pitch

			<p>key concepts looked at.</p> <p>Round the room: one key fact about Marxism.</p> <p>Discuss notions of inheritance - linking to two case studies John D Rockefeller and the Du Pont Family.</p> <p>Extension: research a British family that have become wealthy e.g. Kate Middleton's family.</p> <p>PowerPoint on the differences between primitive communism and today's society.</p> <p>Blankety blank re-cap of Engels: PowerPoint with words missing in a sentence – students use whiteboards to fill in the missing word. Timer and music element – students have to complete the sentence before the time runs out.</p> <p>Evaluation of Engels: too economically deterministic, ignores the oppression of women, ignores family diversity.</p> <p>Paired activity: think of as many examples of how parents and family socialise children into accepting hierarchy and authority.</p> <p>Discuss notions of the private family: behind closed doors, linking to safe haven, comparing with functionalism.</p> <p>Discuss the unit of consumption function</p> <p>Activity: create a sales advertisement for a product and aim</p>	
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			<p>it at families. Teacher to select groups and to give them a product - e.g. iPad, Xbox, "Frozen" dolls. Students to vote for a product (they can't vote for their own) and the winning team get a prize.</p> <p>Evaluation: linking to feminism and functionalism, discuss economic determinism, link to family diversity.</p>	
<p>23 Theories on the family - Feminism</p>	<p>Gender roles, domestic labour and power relationships within the family in contemporary society.</p>	<ul style="list-style-type: none"> Recall the key aspects of the symmetrical family. Evaluate whether the symmetrical family exists. Review the work of Oakley and Boulton. Examine what the dual burden is. Apply feminist views to the debate do women suffer from a dual burden. Outline the impact of paid work on the division of labour. Review work on the dual burden. Discuss feminist views on decision making and financial control. Investigate the reasons why domestic violence occurs. 	<p>PowerPoint: on the work of Oakley and Boulton.</p> <p>Graph work: Kagan - drawing graphs to represent Oakley and Boulton, one student in a pair to have a graph (they must not show the graph to the other student they are working with). The student with the graph instructs the student without the graph how to draw it. Student draws it on a piece of graph paper. Both students to annotate the graph to describe the patterns when they have finished.</p> <p>Quick quiz recap.</p> <p>Complete a summary grid of the key theories discussed – Parsons, Wilmott and Young, Oakley, Boulton. See RB for blank concept grid.</p> <p>Discussion about dual burden: define what this is.</p> <p>Discussion: roles more equal - Bott, Wilmott and Young, Gershuny, Silver and Schor.</p> <p>Discussion: roles not equal (dual</p>	<ul style="list-style-type: none"> Paper based starter Graphs Graph paper Pencils Ruler Quick check questions A3 sheet to mind map Text book Questions

			<p>burden) - Edgell, Oakley, Boulton, Duncombe and Marsden, Dunne.</p> <p>Mind map arguments: yes there is a dual burden versus no there isn't.</p> <p>Link to Man Yee-Khan (KW: Man Yee-Khan) who discusses how women who have a degree are now in a better position with regards to housework (they don't have a dual burden), however, if they earn more than their husband/partner they do have a dual burden as their partner's masculinity is threatened.</p> <p>Link to Arber and Ginn (KW: Arber and Ginn) who discuss how middle class women don't have a dual burden and working class do.</p> <p>Paper based starter: matched theories - who said what from last lesson.</p> <p>Discussion about the division of economic resources: Pahl and Edgell.</p> <p>Discussion about same-sex relationships and how there has been a move towards equality of decision making and financial control within same sex couples.</p>	
24 Demography	Demographic trends in the UK since 1900; reasons for changes in birth rates, death rates, family size, NC : life expectancy, ageing population, and migration and globalisation.	<ul style="list-style-type: none"> Identify key terminology of demography. Examine birth rates and death rates over the last 100 years. Assess the reasons why they have changed. Review reasons for changes 	<p>Examine key trends for birth rates and death rates.</p> <p>Students to use information sheet (which can be created using textbooks) to complete a key reasons worksheet for changes in</p>	<ul style="list-style-type: none"> A3 grid Pension book Positive images of ageing YouTube Mini whiteboards

		<p>birth rates and death rates.</p> <ul style="list-style-type: none"> • Explore the effects on the population. • Understand what an ageing population is. 	<p>birth rates and death rates. Four reasons for decline in birth rate (changes in the position of women, decline in IMR, children as an economic liability and child-centredness). Four reasons for decline in the death rate (improved nutrition, medical improvements, public health measures and environmental improvements and other social changes).</p> <p>Discussion: class discussion to develop understanding of child-centredness and economic liability.</p> <p>Discussion: infant mortality rate.</p> <p>Kagan structures: fan and pick – recap knowledge from today’s lesson.</p> <p>Class consider a timeline of medical improvements.</p> <p>Class explore welfare measures.</p> <p>Discussion on life expectancy and the ageing population.</p> <p>Discussion of dependency ratio and impact of having more older people in society.</p> <p>Discussion of social construction of ageing: links to pension book.</p> <p>Discussion of positive aspects of ageing and positive age stereotypes: watch KW: ‘Off their rockers’ on YouTube.</p> <p>Students to create a grid: positive versus negative aspects of an ageing population - linking to policy</p>	<ul style="list-style-type: none"> • Sociology Review (Volume 23, Issue 3rd February 2014) • Who are the ‘immigrants’? • Football • Question grid • PowerPoint questions
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			<p>implications.</p> <p>Mini whiteboards: students are given a test on definitions - independent learning.</p>	
<p>25 Demography</p>	<p>Demographic trends in the UK since 1900; reasons for changes in birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</p>	<p>Review all key trends.</p> <p>Understand all reasons.</p> <p>Examine the impact on the population.</p>	<p>Paper based starter: students match terms and definitions to recap from last lesson.</p> <p>Mini whiteboard: push/pull factors. Teacher puts statements on board – students identify whether this is a push or pull factor.</p> <p>Map of migration: students have to annotate and discuss</p> <p>Discussion of internal migration.</p> <p>Concepts: paired definitions.</p>	<p>Mini whiteboards</p> <p>Maps</p> <p>PowerPoint: push/pull factors</p> <p>Specimen AS Paper 2</p> <p>Specimen Exam Papers</p>
<p>26 Changing Family Patterns</p>	<p>Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life course including the sociology of personal life, and the diversity of contemporary family and households structures.</p>	<p>Identify key trends of divorce.</p> <p>Explain why changes have occurred.</p> <p>Examine key divorce policy.</p> <p>Review explanations for changes.</p> <p>Explore key theoretical perspectives on divorce.</p> <p>Develop exam technique.</p>	<p>Discussion of interactionism and review of social action. Emphasis on choice and the sociology of personal life. Look at the significance of relationships beyond the traditional family structures.</p> <p>Floor tiles: key questions on A4 paper (with a number on the back), questions upside down in the middle of the room (on the floor or table) and students have to pick a number and answer that question.</p> <p>Randomiser taken from class tools.</p> <p>See: classtools.net random names</p>	<p>Text book</p> <p>Floor tiles</p> <p>Essay plan</p> <p>PowerPoint</p> <p>Information for the carousel</p> <p>Mini whiteboards</p>

			<p>picker.</p> <p>Discussion: on the patterns of marriage.</p> <p>PowerPoint: students to complete a grid on reasons for changes in patterns of marriage.</p> <p>Information carousel: the classroom should be set up with a station for each of the following: cohabitation, same-sex relationships, one-person households, child bearing and step-families, one-parent families and ethnic differences in families. The students must visit each station which will provide the answers to questions on a worksheet that they must complete by the end of the lesson.</p> <p>Mini whiteboard quiz.</p>	
<p>27 Changing Family Patterns</p>	<p>Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life course including the sociology of personal life, and the diversity of contemporary family and households structures.</p>	<p>Review partnerships.</p> <p>Examine same-sex relationships and examine why they have become more commonplace.</p> <p>Assess the reasons why single-person households have increased.</p>	<p>Paper based starter: students are set a list of questions to test their knowledge which they answer at the beginning of the lesson. These questions are on trends on changing family patterns.</p> <p>Students create a mind map of the Sociology Review Article: (Volume 23, Number 2, November 2013) What is Marriage? And The end of the 'traditional' family. They will need at least six key features from the article.</p> <p>Students create an A3 summary</p>	<p>Sociology Review Article (Volume 23, Number 2, November 2013) What is Marriage? And The end of the 'traditional' family.</p> <p>A3 summary grid - see RB for a blank summary grid</p> <p>Exit cards</p>

			<p>sheet of key trends and patterns - see RB for an example of a summary grid that can be adapted for this purpose.</p> <p>Exit cards: re-cap of knowledge. These cards contain questions on what they have learnt and students to complete and hand back before they leave the classroom. This is a good way of assessing what they have learnt that lesson.</p>	
<p>28 Changing Family Patters</p>	<p>Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life course, including the sociology of personal life, and the diversity of contemporary family and households structures.</p>	<p>Identify the main changes in child bearing and child rearing.</p> <p>Prioritise the reasons for changes.</p> <p>Develop exam technique.</p>	<p>Paper based starter: a number of statements on childrearing or childbearing are provided and the students have to determine whether they are false or true.</p> <p>Discussion about the key reasons for changes in childbearing and childrearing.</p> <p>Prioritise the reasons and discuss how this can be used to show evaluation by prioritising arguments.</p> <p>Plan all essays relating to childbearing and childrearing, marriage, cohabitation and divorce - looking at both 'Outline and explain' questions (10 marks) and 'Applying material from Item B and your knowledge, evaluate' questions (20 marks).</p>	<p>Essay plans</p>

Year: 12
Unit: Families and Households

Topic & Week	Learning Intentions/Key Questions	Learning Goals for Students	Learning Activities (including differentiation)	Resources
18 Childhood	The nature of childhood, and changes in the status of children in the family and society.	<ul style="list-style-type: none"> Identify what social construction means. <p>Consider the modern notion of western childhood. Establish cross cultural and historical differences in childhood.</p>	<p>Discuss paintings to summarise Aries: look at the rights and responsibilities of children.</p> <p>Pictures of cultural differences between children.</p> <p>Paragraph writing structure session.</p> <p>PowerPoint delivered on march of progress and conflict theory: students to make notes on the presentation.</p>	<p>Textbook Pictures Paragraph tips PowerPoint Textbook Quick check questions</p>
19 Childhood	The nature of childhood, and changes in the status of children in the family and society.	<ul style="list-style-type: none"> Judge whether the position of children has improved. <p>Compare the march of progress and conflict view.</p>	<p>PowerPoint delivered on march of progress and conflict theory: students to make notes on the presentation.</p> <p>Quick quiz questions.</p> <p>Group debate – has childhood improved?</p> <p>A3 summary sheet is completed summarizing the students knowledge of this topic.</p> <p>Concepts: students complete an exercise where they are given terms/concepts via a PowerPoint and they need to note down the definitions.</p>	<ul style="list-style-type: none"> PowerPoint Debate outline Quick quiz

20 Childhood	The nature of childhood, and changes in the status of children in the family and society.	<ul style="list-style-type: none"> Review the march of progress and conflict view. Examine whether childhood is disappearing. Explore the notions of toxic children. 	<p>Discussion review: march of progress versus conflict.</p> <p>Links to website: KW: Sue Palmer and Video: KW: toxic childhood.</p> <p>Discussion on the future of childhood.</p> <p>Plenary: in groups students list 20 key concepts, ideas or themes from the lesson.</p> <p>Learning log: students complete three things from the lesson - independent learning. See RB for a blank learning log.</p>	<ul style="list-style-type: none"> Website Video Activity sheet
21 Family Diversity	Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life course, NC: including the sociology of personal life, and the diversity of contemporary family and households structures.	<ul style="list-style-type: none"> Distinguish what family diversity is. Summarise modernity. Explore the process of globalisation and assess its impact. Identify what modern society 	<p>Discussion: Functionalism and New Right: highlighting links to two elements - whether diversity is happening and whether diversity is a good or bad thing.</p> <p>Students given five pieces of paper: students to note down questions based</p>	<ul style="list-style-type: none"> Textbook Exit cards PowerPoint Post it notes

		<p>looks like.</p> <ul style="list-style-type: none"> • Explore key modern theorists: Parsons and the New Right. • Evaluate modern theories. 	<p>on the material covered.</p> <p>Paired work: students to answer each other's questions.</p> <p>Discussion: evaluation of Parsons and the New Right and their modern views on family diversity.</p> <p>PowerPoint on Chester: students to make notes.</p> <p>Life cycle activity: ask students to complete the life cycle of a typical person.</p> <p>Extension: at which points are they likely to live in a nuclear family.</p> <p>PowerPoint: discussion of five types of family diversity according to the Rapoport's.</p> <p>Memory techniques to remember five types.</p> <p>Post-it note: students to recall the five types without looking at their notes.</p>	
<p>22 Family Diversity</p>	<p>Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life course, NC: including the sociology of personal life, and the diversity of contemporary family and households structures.</p>	<ul style="list-style-type: none"> • Understand the post-modern theory of society. • Focus on the process of globalisation. • Analyse the changes to the family in post-modern world. • Understand the post-modern views of the family. • Explore the work of Giddens, Stacey, Beck and Weeks. 	<p>PowerPoint containing statements: students have to work out which theorist said what (to re-cap modern theories).</p> <p>Complete wordsearch to introduce key terms for post-modernity.</p> <p>Review and discuss globalisation and post-modernity.</p> <p>Discuss key changes in a post-modern</p>	<ul style="list-style-type: none"> • PowerPoint • Questions on post-modernity • PowerPoint • Wordsearch • Text book

		<ul style="list-style-type: none"> Relate the key concepts to the key theories. 	<p>society.</p> <p>PowerPoint: modernity versus post-modernity - use a textbook to create this PowerPoint.</p> <p>Group work: summary activity - groups given questions on post-modern theories to answer.</p> <p>Stand up sit down: students to stand up and state one thing they can recall from the lesson.</p>	
23 Family Diversity	Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life course including the sociology of personal life, and the diversity of contemporary family and households structures.	<ul style="list-style-type: none"> Re-cap and review Stacey, Beck, Giddens and Weeks. Explore key notions of post-modernity. Evaluate post-modern theories. Review modern theories. Recap post-modern theories. Develop exam technique. 	<p>Paperchain people: students to create a paperchain (from A3 paper) with four people on it. They write AO1 (knowledge) on the front for each of the four post-modern theorists and AO3 (evaluation) on the back to evaluate the post-modern theorists.</p> <p>Chain quizzes: students to write a question and they ask the person next to them the question, the person next to them answers and then asks their question to the person next to them - this follows the room round.</p> <p>Treasure hunt: paired work - concepts hidden around the room and students have to find the definition and work out which concept it refers to.</p> <p>Students plan essay question which they will then complete in a timed assessment.</p>	<ul style="list-style-type: none"> A3 paper Scissors Instructions on how to create paperchain people Definitions of concepts: hide around the room Essay plan A3 summary sheet - see RB for a blank summary sheet Essay plans

<p>24 Family and social policy</p>	<p>The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies.</p>	<ul style="list-style-type: none"> • Identify what social policy is. • Recognise how policy impacts family. • Establish an understanding of key policies. 	<p>Discussion on policy: linking to how it affects the family, define what social policy is and what social problems are.</p> <p>Examine functionalist views on policy - linking to key policies: compulsory schooling, free healthcare, right to buy and Anti-Social Behaviour Act.</p> <p>Discussion: evaluate functionalist view.</p> <p>Examine feminist views on policy: linking to key policies: maternity leave, custody of children, benefits.</p> <p>Evaluate feminist views: linking to key policies: Equal Pay Act, benefits for lone parents, women only refuges, divorce reform act.</p> <p>Students to note down key policies.</p> <p>Post-it note summaries.</p>	<ul style="list-style-type: none"> • Information sheets on each of the key perspectives and their views on policy • Post-it notes
<p>25 Family and social policy</p>	<p>The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies.</p>	<ul style="list-style-type: none"> • Discuss what policy is and give examples. • Identify different social policies and sociological perspectives. • Consider the merits of different perspectives. 	<p>Discussion of New Right views on policy: linking to council houses, benefits to lone parent families, benefits to unemployed people.</p> <p>Evaluate the New Right perspective: differentiation</p> <p>Discussion: Marxism views and New Labour</p> <p>A3 summary grid of key perspectives. See RB for a blank summary grid.</p> <p>Wheel of fortune re-cap: students to create eight key summary questions and write the questions on the wheel</p>	<ul style="list-style-type: none"> • A3 paper • Wheel of fortunes printed on to card • Paper fasteners • Policy grid

			<p>(use paper fastener to attach the arrow to the wheel). Students to spin the wheel and ask a question to their partner.</p> <p>Discussion of Donzelot and the policing of families.</p> <p>Students to be given a grid of key policies and they have to identify their significance.</p>	
<p>26 Family and social policy</p>	<p>The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies.</p>	<ul style="list-style-type: none"> • Review theory and policy. • Examine the bedroom tax and same sex marriage. • Evaluate key policies. 	<p>Discussion circle surrounding key ideas and theories. A series of statements are placed in an envelope and students are sat in a circle. One student picks a statement out of the envelope and states whether they agree or disagree and why. The next student adds their opinion and then it continues round the circle. A student can ask for a new statement at any time. The idea is to be as contentious as possible with the statements</p> <p>Read Sociology Review Article. Using a mind map students identify at least key points from the article.</p> <p>Complete concept grid: PowerPoint with key definitions on. See RB for an example of a concept grid.</p> <p>Evaluate the impact of key policies.</p>	<ul style="list-style-type: none"> • Discussion circle statements • Sociology Review Article (Volume 20, 1st September 2010) • Families and social policies PowerPoint of a concept grid



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