



Key Stage 4
Long-Term
Plan

Sociology

Equipping students with the knowledge and skills to understand how society shapes individuals and opportunities, empowering them to make informed decisions, challenge inequality, and engage confidently in the world around them.

Year 10

Year 11

Autumn 1	Key Concepts & Cultural Transmission Core concepts (culture, norms, values, roles); how identity is shaped; primary & secondary socialisation; agents of socialisation; nature vs nurture debate; cultural diversity; social control	Social Stratification Key concepts (class, status, life chances); theories of stratification; causes and extent of inequality; discrimination (gender, ethnicity, age, disability); poverty and deprivation
Autumn 1 Assessment:	Component 1 Question 1-3. A range of multiple choice, short and medium answer questions on Key Concepts	N/A – Only teaching Year 10 in 2026/7
Autumn 2	Families (Part 1) Types of family (nuclear, extended, diverse); global family structures; impact of social policy; changing marriage patterns; causes of family diversity	Crime & Deviance (Part 1) Definitions of crime and deviance; social control (formal/informal); patterns of crime (age, class, gender, ethnicity); Functionalist and Marxist explanations
Autumn 2 Assessment:	Component 1 Question 4 A range of short, medium and answer questions on Families	N/A – Only teaching Year 10 in 2026/7
Spring 1	Families (Part 2) Divorce trends and explanations; changing gender roles; conjugal roles and equality; power in	Crime & Deviance (Part 2) Interactionist approaches (labelling, self-fulfilling prophecy); gender and crime; ethnicity and crime;

	relationships; impact of technology on family life	media and moral panics; role of institutions in shaping crime
Spring 1 Assessment:	Mid-Year Assessment (18/01/27-29/01/27) Component 1 Questions 1 – 4 on Key concepts and Families	N/A – Only teaching Year 10 in 2026/7
Spring 2	Families (Part 3) Childhood as a social construct; changing experiences of childhood; debates (decline, disappearance, toxic childhood); ageing population; theoretical perspectives (Functionalist, Marxist, Feminist)	Crime & Deviance (Part 3) Evaluation of sociological theories; comparison of perspectives; use of evidence; exam-style extended responses and application of knowledge
Spring 2 Assessment:	Component 1 Question 5d Extended answer question on education	N/A – Only teaching Year 10 in 2026/7
Summer 1	Research Methods Types of data (qualitative/quantitative); primary vs secondary; research methods (questionnaires, interviews, observations); sampling; ethics; validity, reliability, representativeness	Applied Research Methods Designing research (aims, hypotheses); selecting appropriate methods; evaluating methods in context; interpreting data (graphs, trends, patterns)
Summer 1 Assessment:	Component 1 Question 6 Mix of short, medium and extended questions on Research Methods	N/A – Only teaching Year 10 in 2026/7
Summer 2	Education Functions of education; key perspectives (Functionalist, Marxist, Feminist); school types; privatisation; factors affecting achievement (class, gender, ethnicity); in-	Revision & Exams Synoptic revision across all topics; retrieval and interleaving; exam technique (AO1, AO2, AO3); timed practice and GCSE exams

	school processes (labelling, streaming, hidden curriculum)	
Summer 2 Assessment:	End of Year Assessment (21/06/27-02/07/27) Complete all of Component 1 Paper	N/A – Only teaching Year 10 in 2026/7
What will a student know by the end of each year? Why?	By the end of Year 10, students will understand key sociological concepts such as culture, identity, socialisation, norms and values, and how these influence individuals and society. They will apply this knowledge to the study of families and education, exploring issues such as diversity, inequality and social change. Students will also develop an understanding of sociological perspectives and research methods, enabling them to investigate and explain social issues. Why? This provides students with the foundational knowledge and analytical skills needed to understand society from a sociological perspective and prepares them for the more evaluative and synoptic demands of Year 11.	By the end of Year 11, students will understand how inequality, power and social control affect society through the study of social stratification and crime and deviance. They will be able to apply and evaluate sociological theories, analyse evidence from different sources and construct well-developed written arguments using appropriate sociological terminology. Students will also make links across topics and apply research methods to a range of social contexts. Why? This prepares students for GCSE success by developing critical thinking, evaluation and analytical skills, enabling them to understand and make informed judgements about contemporary social issues and the world around them.
Extra-Curricular Opportunities Students are provided with opportunities to extend their sociological understanding beyond the classroom, including: -Engagement with current social issues and debates -Opportunities for discussion and critical thinking -Use of real-world case studies and contemporary examples		

-Revision sessions and targeted exam support

These opportunities support students in applying their knowledge to the wider world and developing their analytical skills.

In addition we are looking to organise:

-Links with Sixth form college taster days

-Potential in Year 11 to visit law courts

-Seeking speakers: Headteacher, police, etc.