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Sociology Curriculum Intent	Year 10

GCSE Sociology enables students to understand the social world through the study of social structures, social processes and social issues. Students develop an understanding of how society shapes individual behaviour and how individuals contribute to social change. Through the study of key sociological concepts, theories, perspectives and research methods, students become critical thinkers who can analyse contemporary social issues using evidence and reasoned argument.

Year 10 introduces students to the sociological imagination and develops their understanding of the sociological approach before exploring the core topics of Families and Education. Students learn to evaluate different sociological perspectives, analyse evidence, and develop the disciplinary literacy required to succeed in GCSE Sociology and beyond.

By the end of Year 10, students will be able to:

- Apply key sociological concepts accurately.
- Explain and evaluate sociological perspectives.
- Use evidence and sociological studies effectively.
- Understand and evaluate research methods.
- Construct GCSE-style extended responses.
- Make informed connections between sociology and contemporary society.

Term 1 Topic	**Introduction to Sociology and the Sociological Approach**

Big Picture
What are the main ideas and big questions in this topic?

This enquiry introduces students to the AQA GCSE Sociology course, exploring Sociology as the study of society, human behaviour and social relationships. Students investigate how sociologists examine the world around them, questioning everyday assumptions and exploring why individuals and groups behave in different ways. Throughout the enquiry, students develop an understanding that society is shaped by a complex interaction of culture, identity, socialisation and social institutions, whilst recognising that sociologists often offer different explanations for the same social issue.

Students begin to appreciate Sociology as a subject that encourages curiosity, critical thinking and evidence-based enquiry, helping them to better understand the society in which they live.

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Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by introducing Sociology as the scientific study of society. Students explore the key concepts of society, culture, norms, values, identity and socialisation, considering how individuals develop their beliefs, behaviours and identities through interactions with family, education, peers and the media. This provides students with the conceptual foundations required throughout the AQA GCSE Sociology course.

Attention then turns to the major sociological perspectives. Students investigate Functionalism, Marxism, Feminism and Interactionism, exploring how each perspective offers a different explanation for how society functions and why inequality exists. Students begin to recognise that sociologists often disagree, encouraging them to compare theories and evaluate contrasting viewpoints using evidence.

The enquiry concludes by introducing students to sociological research and evidence. Students investigate how sociologists collect data, evaluate the strengths and limitations of different research methods and consider the importance of reliability, validity and ethics. Throughout the enquiry, students strengthen their disciplinary understanding by interpreting sociological evidence, analysing different perspectives and constructing balanced arguments supported by research and sociological terminology.

Students explore key questions including:

- What is Sociology?
- How does society influence our behaviour?
- Why do sociologists disagree?
- How do sociologists investigate society?
- Why is evidence important in Sociology?

Key vocabulary including society, culture, norms, values, identity, socialisation, Functionalism, Marxism, Feminism, Interactionism, reliability, validity, ethics and research methods is explicitly taught and revisited throughout the enquiry.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build upon their understanding of society, identity, diversity and equality developed through Key Stage 3 Humanities, Citizenship, PSHE and Religion & Worldviews. They also draw upon prior learning surrounding critical thinking, evaluating evidence and respectful discussion of different viewpoints.

Pitch Up
How will we challenge ourselves?

Students are challenged to question assumptions about society and recognise that there is often more than one explanation for human behaviour. They compare contrasting sociological theories, evaluate

Students continue to develop disciplinary skills including analysing evidence, recognising bias, interpreting data and constructing balanced arguments.	research evidence and begin applying sociological concepts to contemporary issues. Students develop increasingly sophisticated analytical and evaluative skills through GCSE-style extended responses, using sociological terminology and evidence to justify balanced conclusions.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry provides the conceptual foundation for the AQA GCSE Sociology course. The key concepts, theories and research skills introduced here underpin the study of families, education, crime, social stratification and research methods throughout the remainder of the qualification. The enquiry also develops critical thinking, evidence evaluation and analytical writing skills that support learning across the wider curriculum.	Students explore how Sociology influences public policy, government decision making and contemporary debates surrounding education, inequality, crime, identity, the media and social change. They investigate how sociological research informs discussions about artificial intelligence, social media, gender equality and cultural diversity, recognising Sociology as a subject that helps explain the rapidly changing world around them. Students also consider the work of influential sociologists including Émile Durkheim, Karl Marx, Max Weber and Harriet Martineau, recognising how their ideas continue to shape modern sociological thinking.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	
Through this enquiry, students develop spiritual understanding by reflecting upon identity, belonging and what shapes who we are. Moral understanding is strengthened through exploring issues of fairness, equality and social responsibility, whilst social and cultural understanding is developed by investigating the diversity of communities and experiences within modern Britain. The enquiry makes explicit links to the British Values of mutual respect, individual liberty, democracy and tolerance of different beliefs and lifestyles, encouraging students to appreciate different perspectives whilst recognising the importance of evidence when discussing social issues. There are strong cross-curricular links with History, through social change over time; Geography, through population and migration; Citizenship, through equality, rights and democracy; English, through critical reading and extended writing; and Mathematics, through interpreting statistics and sociological data.	

The enquiry has strong explicit links to RSHE, supporting students in exploring identity, belonging, diversity, respectful relationships and the influence of peers, family and the media on attitudes and behaviour.

The enquiry supports the Skills Builder Universal Framework, particularly Listening, through understanding different viewpoints; Creativity, by considering alternative explanations for social behaviour; and Planning, through organising and communicating evidence-based sociological arguments. Students also explore careers including teaching, social work, journalism, the police, marketing, human resources, public policy, research, the civil service and community development, where analytical thinking and understanding society are essential.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Students will utilise the AQA GCSE Sociology specification, academic texts, current affairs articles, documentaries, statistical evidence and digital learning platforms to support their learning and develop independent study skills, such as: - AQA GCSE Sociology Specification - BBC Bitesize Sociology - Tutor2u Sociology - Sociology Central - Office for National Statistics (ONS) - UK Census data - UK Parliament Education - BBC News - Current affairs articles - Documentary clips exploring contemporary British society	Students demonstrate their understanding through knowledge retrieval activities, interpretation of sociological evidence, structured discussion and GCSE-style examination questions from the AQA GCSE Sociology specification. Students explain sociological concepts, compare different theoretical perspectives and construct balanced evaluations using appropriate sociological terminology and evidence. Substantive Knowledge (60%) assesses students' understanding of key sociological concepts, perspectives, research methods and the ways in which society influences individuals and groups. Disciplinary Knowledge (40%) assesses students' ability to interpret sociological evidence, compare theoretical perspectives, evaluate research and construct balanced sociological arguments using accurate terminology and evidence.

Term 2 Topic/Theme/Enquiry	**The Sociology of Families**

Big Picture
What are the main ideas and big questions in this topic?

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This enquiry forms part of the AQA GCSE Sociology course and explores how families and households have changed over time and how they continue to shape individuals and society. Students investigate the role of the family as one of the most influential social institutions, considering how changing social attitudes, laws and cultural expectations have transformed family life in Britain. Throughout the enquiry, students explore different sociological explanations for family diversity, relationships and childhood, recognising that there are often contrasting perspectives on the role and purpose of families within society.

Students begin to appreciate that families are not fixed institutions but are continually shaped by social, economic and cultural change.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by exploring the role and functions of the family. Students investigate how families provide care, socialisation, economic support and emotional security, considering how these functions contribute to both individuals and wider society. They examine changing family structures, including nuclear, extended, lone-parent and reconstituted families, recognising the increasing diversity of family life in contemporary Britain.

Attention then turns to changing patterns in marriage, divorce, cohabitation and childhood. Students investigate the reasons behind these changes and consider how legislation, changing gender roles, economic factors and social attitudes have influenced family life. They also explore sociological perspectives on childhood, the role of parents and the experiences of children in modern society.

The enquiry concludes by comparing sociological explanations for family life. Students investigate Functionalist, Marxist and Feminist perspectives, evaluating differing views on the purpose of families, gender roles and inequality. Throughout the enquiry, students strengthen their disciplinary understanding by interpreting sociological evidence, analysing statistical data, comparing theoretical perspectives and constructing balanced arguments supported by evidence.

Students explore key questions including:

- Why do families exist?
- How has family life changed over time?
- Why are families becoming more diverse?
- Has childhood improved?
- Which sociological perspective best explains family life today?

Key vocabulary including family, household, socialisation, nuclear family, extended family, lone-parent family, reconstituted family, cohabitation, marriage, divorce, childhood, patriarchy, gender roles and family diversity is explicitly taught and revisited throughout the enquiry.

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Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build upon the sociological concepts introduced in The Sociological Approach, including culture, norms, values, identity, socialisation and sociological perspectives. They also draw upon prior learning from Key Stage 3 PSHE, Citizenship and Religion & Worldviews relating to relationships, diversity and family life.

Students continue to develop disciplinary skills including analysing evidence, interpreting statistical data, comparing theories and evaluating differing sociological explanations.

Pitch Up
How will we challenge ourselves?

Students are challenged to question assumptions about family life and recognise that there is no single model of a 'normal' family. They evaluate contrasting sociological perspectives, interpret demographic data and apply sociological theories to explain contemporary changes in family life.

Students develop increasingly sophisticated analytical and evaluative skills through GCSE-style extended responses, using sociological terminology, evidence and theory to justify balanced conclusions.

Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry develops students' understanding of one of the key social institutions studied throughout the AQA GCSE Sociology course. It provides a foundation for later topics including education, crime and social stratification by exploring how families influence identity, behaviour and life chances.
The enquiry also strengthens students' ability to analyse social change and evaluate differing sociological explanations using evidence.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students investigate how family life has changed across different historical periods and cultures, recognising that ideas about marriage, parenting and childhood vary across societies. They explore the influence of government policy, the media and technological developments on family life, alongside contemporary issues such as changing birth rates, ageing populations and work-life balance.

Students also examine current demographic trends using census data and consider how sociological research continues to inform debates surrounding childcare, parental leave, housing and family policy.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, students develop spiritual understanding by reflecting upon identity, belonging and the importance of family relationships. Moral understanding is strengthened through exploring equality, responsibility and changing attitudes towards family life, whilst social and cultural understanding is developed by recognising the diversity of families and experiences within modern Britain.

The enquiry makes explicit links to the British Values of mutual respect, individual liberty and tolerance of different lifestyles and family structures, encouraging students to appreciate diversity whilst recognising the importance of equality and inclusion.

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There are strong cross-curricular links with PSHE, through relationships, parenting and family life; Citizenship, through equality, rights and changing legislation; History, through changing roles within society; English, through discussion and evaluative writing; and Mathematics, through interpreting demographic and census data.

The enquiry has strong explicit links to RSHE, supporting students in exploring healthy relationships, parenting, changing family structures, equality and respect. Students consider how family relationships influence wellbeing, identity and life chances whilst recognising the diversity of experiences within modern society.

The enquiry supports the Skills Builder Universal Framework, particularly Teamwork, through collaborative discussion and investigation; Problem Solving, by evaluating competing explanations for changes in family life; and Adapting, by recognising how families and society continue to evolve over time. Students also explore careers including social work, teaching, healthcare, early years education, family law, psychology, housing, community support and local government, where understanding families and communities is essential.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Students will utilise sociological studies, demographic data from the Office for National Statistics, contemporary case studies, documentaries and a range of academic and media sources to support their learning. - AQA GCSE Sociology Specification - BBC Bitesize Sociology - Tutor2u Sociology - Sociology Central - Office for National Statistics (ONS) - UK Census data - Child Poverty Action Group - NSPCC educational resources - Current affairs articles - Documentary clips exploring families and social change	Students demonstrate their understanding through knowledge retrieval activities, interpretation of demographic data, structured discussion and GCSE-style examination questions from the AQA GCSE Sociology specification. Students explain sociological concepts, compare theoretical perspectives and evaluate evidence relating to families and households using accurate sociological terminology. Substantive Knowledge (60%) assesses students' understanding of family structures, the functions of families, changing patterns in family life, childhood and sociological perspectives on families and households. Disciplinary Knowledge (40%) assesses students' ability to interpret sociological evidence, analyse demographic data, compare sociological theories and construct balanced sociological arguments using appropriate evidence and terminology.

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Term 3 Theme	**Families: Consolidation and Exam Skills**

Big Picture
What are the main ideas and big questions in this topic?

This term provides students with the opportunity to consolidate and deepen their understanding of the Families unit through revision, retrieval and critical evaluation. Students revisit key concepts, theories and studies whilst developing the analytical and evaluative skills required for success at GCSE. By strengthening their ability to compare sociological perspectives and construct well-supported arguments, students become more confident in applying their knowledge to examination-style questions and preparing for the transition into the study of Education.

Why do sociologists disagree about the family?

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

This term provides students with the opportunity to consolidate and deepen their understanding of the Families unit through revision, retrieval and critical evaluation. Students revisit key concepts, theories and studies whilst developing the analytical and evaluative skills required for success at GCSE. By strengthening their ability to compare sociological perspectives and construct well-supported arguments, students become more confident in applying their knowledge to examination-style questions and preparing for the transition into the study of Education.

Students will:

- Review key family concepts
- Revisit major sociological perspectives
- Consolidate sociological studies
- Develop application skills
- Improve evaluation techniques
- Master GCSE exam structures

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Pitch Up
How will we challenge ourselves?

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Students will draw upon all knowledge and understanding developed throughout the Families topic and the sociological foundations established in Term 1.	Students will be expected to engage critically with sociological evidence and demonstrate increasingly sophisticated evaluation skills. They will compare theories, identify strengths and weaknesses in arguments and justify their conclusions using relevant evidence. Students will: • Write extended evaluative responses • Compare perspectives independently • Use evidence effectively • Develop judgement and evaluation
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This period of consolidation strengthens students' ability to think sociologically and prepares them for the more complex analysis required within the Education topic. It also reinforces key examination skills that will be developed throughout the remainder of the GCSE course.	Students will continue to engage with contemporary debates surrounding family diversity, changing gender roles and government intervention in family life. These discussions encourage students to consider how sociological theories can be applied to real-world issues. - Contemporary family debates - Gender equality - Family policy - Media representations of families
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	
The analytical and evaluative skills developed during this unit are highly transferable and support future study across the humanities and social sciences. Students will also continue to explore links to careers involving policy, welfare, social care and community support.	
Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Students will use revision guides, knowledge organisers, model responses, examiner reports and examination practice materials to support their learning and develop confidence in assessment tasks.	Students will complete a formal end-of-unit assessment alongside a range of timed examination questions designed to assess their knowledge, application, analysis and evaluation skills.

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- Knowledge organisers - Revision guides - Exam question packs - Model answers	- Formal Families Assessment - Timed GCSE questions - Retrieval assessments

Terms 4 and 5
Topic

The Sociology of Education

Big Picture
What are the main ideas and big questions in this topic?

This enquiry forms part of the AQA GCSE Sociology course and explores the role of education in shaping individuals and society. Students investigate how schools influence identity, achievement and life chances whilst considering whether the education system provides equal opportunities for everyone. Throughout the enquiry, students explore differing sociological explanations for educational success and inequality, recognising that there are often contrasting perspectives on the purpose and impact of education within modern Britain.

Students begin to appreciate education as one of the most influential social institutions, shaping aspirations, opportunities and the future of society.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by exploring the purpose and functions of education. Students investigate how schools contribute to socialisation, the transmission of culture, the development of skills and preparation for employment, considering why education is regarded as one of the key institutions within society. This provides students with a foundation for understanding how education influences both individuals and wider society.

Attention then turns to patterns of educational achievement. Students investigate how factors such as social class, gender and ethnicity influence attainment, considering internal and external explanations for educational success and inequality. They examine the role of labelling, setting, streaming, teacher expectations and the hidden curriculum, recognising that educational experiences can differ significantly between groups.

The enquiry concludes by comparing sociological explanations of education. Students investigate Functionalist, Marxist and Feminist perspectives, evaluating differing views on whether education promotes equality or reproduces social inequality. Throughout the enquiry, students strengthen their disciplinary understanding by interpreting sociological evidence, analysing educational data, comparing theoretical perspectives and constructing balanced arguments supported by research and evidence.

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Students explore key questions including:

- What is the purpose of education?
- Does everyone have the same opportunities to succeed?
- Why do some groups achieve better than others?
- How do schools shape identity and behaviour?
- Does education reduce or reinforce inequality?

Key vocabulary including socialisation, meritocracy, hidden curriculum, labelling, setting, streaming, achievement, social class, ethnicity, gender, life chances, deprivation and inequality is explicitly taught and revisited throughout the enquiry.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build upon the sociological concepts introduced in The Sociological Approach and Families, including socialisation, culture, identity, inequality and sociological perspectives. They also draw upon their own experiences of education and prior learning from Key Stage 3 Citizenship and PSHE.

Students continue to develop disciplinary skills including interpreting evidence, analysing statistical data, comparing sociological theories and evaluating differing explanations.

Pitch Up
How will we challenge ourselves?

Students are challenged to investigate whether education genuinely provides equal opportunities or whether it reinforces existing inequalities within society. They compare competing sociological perspectives, evaluate research evidence and apply sociological concepts to explain differences in educational achievement.

Students develop increasingly sophisticated analytical and evaluative skills through GCSE-style extended responses, using sociological terminology, evidence and theory to justify balanced conclusions.

Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry develops students' understanding of one of the key social institutions studied throughout the AQA GCSE Sociology course. It strengthens understanding of social inequality, life chances and social change, providing a foundation for later study of crime, social stratification and research methods.

The enquiry also develops critical thinking and evidence-based evaluation, supporting learning across the wider curriculum.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students investigate how education has changed throughout British history, exploring the impact of government policy, technological developments and social change on schools and learning. They examine contemporary debates surrounding academies, grammar schools, private education, artificial intelligence, online learning and educational reform, recognising how education continues to evolve to meet the needs of modern society.

	Students also explore current educational research and national attainment data, considering how sociological evidence influences educational policy and practice.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, students develop spiritual understanding by reflecting upon identity, aspiration and the role education plays in shaping future opportunities. Moral understanding is strengthened through exploring fairness, equality and social justice, whilst social and cultural understanding is developed by recognising the diverse experiences of learners within contemporary Britain. The enquiry makes explicit links to the British Values of democracy, individual liberty, mutual respect and the rule of law, encouraging students to consider how education promotes active citizenship, equality and participation within society.

There are strong cross-curricular links with History, through the development of the British education system; Citizenship, through equality, democracy and social mobility; Mathematics, through analysing educational statistics and attainment data; English, through discussion, evaluation and extended writing; and PSHE, through aspiration, careers and personal development.

The enquiry has strong explicit links to RSHE, supporting students in exploring aspiration, resilience, wellbeing, equality, diversity and the influence of education on future life chances. Students consider how education contributes to personal development, employability and responsible citizenship.

The enquiry supports the Skills Builder Universal Framework, particularly Planning, through organising evidence-based arguments; Problem Solving, by evaluating explanations for educational inequality; and Leadership, by reflecting on how education develops confidence, responsibility and positive contributions to society. Students also explore careers including teaching, educational psychology, social work, school leadership, youth work, government policy, research, human resources and education welfare, where understanding education and society is fundamental.

Resources
What books, websites, videos and materials will support our learning?

Students will utilise sociological studies, government reports, educational data, contemporary case studies and a range of academic and media sources to support their learning and understanding.

- AQA GCSE Sociology Specification
- BBC Bitesize Sociology
- Tutor2u Sociology

Assessment
How will we show what we know, remember and can apply?

Students demonstrate their understanding through knowledge retrieval activities, interpretation of educational data, structured discussion and GCSE-style examination questions from the AQA GCSE Sociology specification. Students explain sociological concepts, compare theoretical perspectives and evaluate evidence relating to education using accurate sociological terminology.

- Sociology Central - Office for National Statistics (ONS) - Department for Education - GOV.UK education statistics - Education Endowment Foundation - Current affairs articles - Documentary clips exploring education and inequality	Substantive Knowledge (60%) assesses students' understanding of the functions of education, educational achievement, social class, gender, ethnicity, educational policies and sociological perspectives on education. Disciplinary Knowledge (40%) assesses students' ability to interpret sociological evidence, analyse educational data, compare sociological theories and construct balanced sociological arguments using appropriate evidence and terminology.

Term 6
Enquiry

Education Consolidation, Research Methods and End of Year Review

Big Picture
What are the main ideas and big questions in this topic?

This enquiry provides students with an opportunity to consolidate and deepen their understanding of the AQA GCSE Sociology course by revisiting the key concepts, theories and evidence explored throughout The Sociological Approach, Families and Education. Students make explicit connections between the topics, recognising how sociological ideas can be applied across different aspects of society. Throughout the enquiry, students strengthen their ability to compare perspectives, evaluate evidence and construct well-supported sociological arguments, preparing them for the more complex topics studied later in the course.

Students recognise that Sociology is not a collection of isolated topics but a way of understanding how society functions and how social institutions influence people's lives.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by revisiting the core concepts introduced in The Sociological Approach, including culture, identity, socialisation, norms, values and the major sociological perspectives. Students reinforce their understanding of how Functionalist, Marxist, Feminist and Interactionist theories explain society, recognising how these perspectives can be applied across multiple topics.

Attention then turns to making connections between Families and Education. Students revisit the functions of families and schools, considering how these institutions work together to influence identity, behaviour, aspirations and life chances. They compare patterns of inequality, evaluate sociological explanations and apply theory to contemporary examples drawn from British society.

The enquiry concludes through the application of knowledge to unfamiliar scenarios and GCSE-style examination questions. Students strengthen their ability to interpret sociological evidence, compare competing perspectives and construct balanced evaluations using accurate sociological terminology. Throughout the enquiry, students refine their examination technique, retrieval skills and confidence in applying knowledge across different contexts.

Students explore key questions including:

- How do sociological perspectives explain different aspects of society?
- What links families and education?
- How does socialisation influence our lives?
- Why do inequalities exist?
- How can sociological evidence be used to explain contemporary society?

Key vocabulary from The Sociological Approach, Families and Education is systematically revisited and embedded, ensuring students retain and confidently apply core sociological concepts and terminology.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students draw upon all learning from The Sociological Approach, Families and Education, including key sociological concepts, theories, evidence and research methods. They also build upon disciplinary skills developed throughout the course, including analysing evidence, interpreting statistical data, evaluating sociological perspectives and constructing balanced written arguments.

Pitch Up
How will we challenge ourselves?

Students are challenged to move beyond recalling individual topics by making links between different areas of Sociology and applying their knowledge to unfamiliar contexts. They compare theories across topics, evaluate competing explanations and use evidence confidently within extended GCSE-style responses.

Students increasingly justify balanced conclusions by synthesising knowledge from multiple units, strengthening the higher-order thinking skills required for success in the AQA GCSE examination.

Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry strengthens the conceptual foundations required for the remainder of the AQA GCSE Sociology course. By revisiting and connecting prior learning, students develop the confidence and disciplinary understanding needed to investigate more complex topics such as Crime and Deviance and Social Stratification.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students explore contemporary issues that connect families, education and wider society, including social mobility, educational reform, changing family structures, artificial intelligence, social media, mental health and equality. They investigate how sociological research continues to influence public debate and government policy, recognising the relevance

The enquiry also reinforces transferable skills including critical thinking, evidence evaluation, analytical writing and the application of sociological theory.	of Sociology in understanding the rapidly changing nature of modern Britain. Students also revisit influential sociologists including Émile Durkheim, Karl Marx, Max Weber, Ann Oakley and Paul Willis, recognising how their ideas continue to shape sociological thinking today.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, students develop spiritual understanding by reflecting upon identity, belonging and the influence society has on individual lives. Moral understanding is strengthened through exploring equality, fairness and social responsibility, whilst social and cultural understanding is developed by recognising the diversity of experiences within modern Britain and considering how different institutions shape people's opportunities and life chances. The enquiry makes explicit links to the British Values of democracy, individual liberty, mutual respect and tolerance of different beliefs and lifestyles, encouraging students to appreciate diverse perspectives whilst evaluating evidence thoughtfully and respectfully.

There are strong cross-curricular links with History, through social change over time; Citizenship, through equality, rights and democracy; Religion & Worldviews, through beliefs, ethics and identity; English, through critical reading, discussion and evaluative writing; and Mathematics, through interpreting statistical evidence and demographic data.

The enquiry has strong explicit links to RSHE, supporting students in exploring identity, relationships, wellbeing, equality, aspiration and responsible decision making. Students reflect upon how families, education and wider society influence their own experiences and future opportunities.

The enquiry supports the Skills Builder Universal Framework, particularly Problem Solving, through applying sociological knowledge to unfamiliar contexts; Planning, by organising balanced extended responses; and Speaking, through discussing and defending evidence-based viewpoints. Students revisit careers including teaching, social work, research, journalism, law, public policy, the civil service, community development and human resources, recognising how sociological understanding supports decision making across a wide range of professions.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Students will utilise AQA research methods materials, sociological studies, government statistics, academic research and examination resources to support their learning.	Students demonstrate their understanding through cumulative retrieval activities, interpretation of sociological evidence, structured discussion and GCSE-style examination questions that require knowledge from across The Sociological Approach, Families and Education. Students

• AQA GCSE Sociology Specification • BBC Bitesize Sociology • Tutor2u Sociology • Sociology Central • Office for National Statistics (ONS) • UK Census data • Department for Education • Current affairs articles • BBC News • GCSE examination materials, practice questions and examiner reports	explain key concepts, compare sociological perspectives and construct balanced evaluations using accurate terminology and evidence drawn from multiple topics. Substantive Knowledge (60%) assesses students' understanding of the key concepts, theories, evidence and content from the first three units of the AQA GCSE Sociology course. Disciplinary Knowledge (40%) assesses students' ability to apply sociological knowledge across different contexts, interpret evidence, compare theoretical perspectives and construct well-supported sociological arguments using appropriate terminology.