

Meden School Curriculum Planning																					
Subject	Sociology	Year Group	12	Sequence No.	2	Topic	Families														
Retrieval		Core Knowledge			Student Thinking																
What do teachers need retrieve from students before they start teaching new content ?		What specific ambitious knowledge do teachers need teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'																
<p>PD sessions – relationships, healthy relationships, different family types</p> <p>KS2 – different family types</p> <p>Experience – gender roles within the family, different types of family, different types of childhood, impact of modern technology on childhood</p> <p>Geography – demography knowledge linked to birth rates, migration rates, links with other countries</p>		<ul style="list-style-type: none"> the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures gender roles, domestic labour and power relationships within the family in contemporary society the nature of childhood, and changes in the status of children in the family and society demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation. <p>Tier 3 vocabulary</p> <table border="0"> <tr> <td>Instrumental</td> <td>capitalism</td> </tr> <tr> <td>Expressive</td> <td>ideological</td> </tr> <tr> <td>Conjugal</td> <td>mortality</td> </tr> <tr> <td>Postmodernity</td> <td>transnational</td> </tr> <tr> <td>Patriarchy</td> <td>bourgeoisie</td> </tr> <tr> <td>Proletariat</td> <td>secularisation</td> </tr> <tr> <td>cohabitation</td> <td></td> </tr> </table>			Instrumental	capitalism	Expressive	ideological	Conjugal	mortality	Postmodernity	transnational	Patriarchy	bourgeoisie	Proletariat	secularisation	cohabitation		<p>Links to government funding/increasing tax and working age due to the increasing population. Debate how society could afford the pay pensions if the working age was not increased.</p> <p>Examples linked to immigration and refugees – discussion regarding the word “swarms” used by the Prime Minister and the countries reaction to individuals due to newspaper reporting.</p> <p>Newspaper articles on the impact of social media on childhood. Students to track their own social media use for a week and debate the impact of content on themselves and others.</p>		
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