



A Level Sociology

Two Year Scheme of Learning

AQA 7192 | 189 lessons of 90 minutes | 283.5 taught hours

This scheme maps the complete two-year teaching sequence for Families and Households, Education with Methods in Context, Beliefs in Society, and Crime and Deviance with Theory and Methods. Each numbered lesson has an intended outcome, teaching and assessment activity, and independent preparation. Use it to schedule teaching and resource production, then adapt dates and access arrangements to the centre.

Year	Teaching weeks	Lesson allocations	Taught hours
Year 1	36	108	162
Year 2	27 including revision and assessment	81	121.5
Whole course	63	189	283.5

Revision is included within the 27 weeks of Year 2. It is not an additional five weeks. The timetable assumes three 90-minute lessons each week and excludes holidays. The final five weeks of Year 2 are reserved within the total for cumulative revision, assessment and feedback.

Resource availability

At this release, 23 Families lessons have complete packs: L001 is Approved v1.4; the other available lessons are Review v1.0. All other lesson packs remain Planned. A completed scheme does not mean every teaching resource has been produced or approved. The live Resource Register records subsequent progress.

The existing L001 to L017 content and IDs are retained. Families follows the revised 45-lesson v1.1 sequence, including L040 to L042 on Family and Social Policy. This whole-course allocation supersedes the historical handover reference to 204 lessons. Activate Learning adaptation remains separate.

Teaching allocations across both years

Period	Module and sequence	Lessons	Hours
Year 1 weeks 1 to 15	FAM L001 to L045 Families and Households	45	67.5
Year 1 weeks 16 to 36	EDU L001 to L063 Education, Methods in Context and Theory and Methods	63	94.5
Year 2 weeks 1 to 9	BEL L001 to L027 Beliefs in Society	27	40.5
Year 2 weeks 10 to 22	CRM L001 to L039 Crime and Deviance with Theory and Methods	39	58.5
Year 2 weeks 23 to 27	CRM L040 to L054 Whole-course revision, mocks, feedback and reteaching	15	22.5

Identifiers and timetable use

The resource ID includes the module, so EDU L001 is distinct from FAM L001. Full IDs follow RFTS-AQA-AL-SOC-7192-[module]-L###. Each row also shows the year, teaching week and session. CRM L040 to L054 retain the fourth-module ID while revisiting all four topics. These are teaching-week allocations, not dated calendar promises.

Assessment scheduling

Full papers last 120 minutes. A 90-minute lesson cannot contain a full exam-condition paper. Pair the two named assessment allocations contiguously: use 120 minutes for the paper and the remaining 60 for reflection. If the centre cannot provide uninterrupted time, use two supervised sittings and describe them as classroom practice. Apply agreed access arrangements and allow teacher marking time before feedback.

Assessment and retrieval remain part of the weekly allocations. Replace a planned activity with responsive reteaching where evidence requires it; record a revised allocation rather than adding uncounted weeks. Independent study supports retention and does not conceal omitted specification teaching.

Teaching assessment and access

Lesson stage	Purpose and evidence
CONNECT & CHECK	Retrieve earlier concepts without notes and use errors to choose what needs revisiting.
PRESENT	Explain vocabulary and competing accounts in manageable steps. Model a mechanism and check a misconception.
Apply	Rehearse reasoning, apply it to a supplied case or source, and give feedback before removing support.
APPLY	Compare explanations and evaluate evidence. State what would change the judgement.
RECALL & REVIEW	Complete independent retrieval or writing, act on feedback and identify preparation for the next lesson.

Access Scaffold Core Stretch

Keep the same conceptual ambition while varying support. Offer vocabulary, chunked sources, read-aloud descriptions, verbal rehearsal, optional reasoning frames and editable or print alternatives. Withdraw scaffolds before independent assessment. Stretch through evidence quality, competing explanations and connections across topics. Judge learning from reasoning and delayed retrieval, not workbook completion.

Assessment progression

Early six-mark Families tasks are local explanation bridges. Later work explicitly practises the relevant AQA formats: short answers, explanation, item analysis, Methods in Context and extended evaluation. All assessment questions, items and models must be original. Use current official criteria to check locally authored guidance; extended writing requires teacher judgement.

Spaced and cumulative practice

Begin each week with one recent and one older concept. Revisit corrected errors after one day and one week. Use 20 to 30 minutes of independent preparation between lessons, adjusting to need. EDU L060 revisits Families; BEL and CRM preparation retrieves earlier modules. The final fifteen lessons interleave all three papers and include feedback and fresh application.

Safe participation and digital use

Use fictional cases and supplied research material. Personal family, belief, offending or victimisation disclosure is never required. Provide equivalent non-sensitive tasks where needed. Research designs do not authorise collecting peers' sensitive data. Follow centre safeguarding and ethical procedures. Browser answers save locally; learners export or print and submit through the agreed route. Automated retrieval feedback supports practice; it does not replace teacher marking.

Specification coverage for topics

This map records intended coverage of the selected AQA 7192 content. Lesson references identify the main teaching; retrieval and application recur elsewhere. Each production brief must include accurate theory, contextualised evidence and competing explanations.

Content to secure	Main allocations	Scrutiny question
Families, economy and state policy	FAM L003, L007 to L015 and L040 to L043	Do explanations connect policy mechanisms, unequal access and family experiences?
Relationships, diversity and life course	FAM L004 to L005 and L014 to L023	Are change, continuity, personal life and household boundaries kept distinct?
Couples and power	FAM L012 to L013 and L024 to L029	Are care, domestic labour, money and decision-making examined with evidence?
Childhood	FAM L030 to L035	Do historical change, inequality and agency qualify general claims?
Population and family change	FAM L036 to L039	Are UK measures since 1900, migration and globalisation interpreted accurately?
Education, economy and class structure	EDU L001 to L006	Are institutional contributions and unequal outcomes both examined?
Achievement and school experiences	EDU L007 to L022	Do class, gender, ethnicity, interaction, identities and organisation appear explicitly?
Education policy and globalisation	EDU L023 to L030	Are selection, markets, private involvement and equality linked to access and experience?

Specification coverage for Beliefs Crime and Methods

Content to secure	Main allocations	Scrutiny question
Belief systems and religious change	BEL L001 to L009	Are ideology, science, Christian and non-Christian traditions and social stability or change compared?
Organisation, membership and spirituality	BEL L010 to L013 and L019 to L022	Are organisational types and group patterns explained without uniform stereotypes?
Secularisation and global religion	BEL L014 to L018 and L023 to L027	Are measures, contexts, global networks and contrary evidence evaluated?
Crime, order and social control	CRM L001 to L012	Are competing explanations and the construction of definitions examined?
Distributions, victims and justice	CRM L013 to L018 and L026	Are social patterns separated from measurement and enforcement processes?
Media, global harms and prevention	CRM L009 and L019 to L027	Are media, globalisation, environmental harm, human rights, state conduct and responses included?
Research design and sources	FAM L006; EDU L028 and L031 to L048; CRM L002 and L030 to L031	Are primary and secondary, qualitative and quantitative evidence, all specified methods, and practical and ethical choices taught?
Theory, knowledge, values and policy	EDU L034 and L049 to L057; CRM L032 to L039	Do structural and action approaches, modernity, science, objectivity, reflexivity and policy recur?

Methods in Context is education-specific. EDU L028 and L031 to L048 repeatedly connect a method to participants, setting and research issue; EDU L046 to L048 explicitly practise the 20-mark task. Theory and Methods is taught in Year 1 and revisited through different topics in Year 2, including 10-mark explanation and 20-mark evaluation.

Assessment calendar and official references

Checkpoint	Main allocations	Use of evidence
Families topic section	FAM L043 to L045	Original 40-mark assessment, teacher feedback and a fresh transfer task.
Education and methods checkpoints	EDU L014, L022, L029 to L030, L047 to L048 and L057	Shorter tasks build contextual analysis, extended evaluation and method judgement.
Year 1 Paper 1 assessment	EDU L059 and L061 to L063	Preparation, two paired allocations for 120 minutes, then teacher feedback.
Beliefs topic section	BEL L026 to L027	Original 40-mark section, reflection and correction before Crime.
Crime and Theory and Methods sections	CRM L028 to L029 and L037 to L038	Separate 50-mark and 30-mark sections with feedback before whole papers.
Year 2 cumulative revision and mocks	CRM L040 to L054	Five revision lessons, three paired paper sittings, feedback and targeted reteaching, preceded by a diagnostic.

Paper structure

Each A Level paper lasts two hours and carries 80 marks. Paper 1 allocates 50 to Education, 20 to Methods in Context and 10 to Theory and Methods. Paper 2 allocates 40 to each chosen topic: Families and Households and Beliefs in Society. Paper 3 allocates 50 to Crime and Deviance and 30 to Theory and Methods. Each paper contributes one third of the qualification.

Official specification and assessment sources checked 27 September 2026. Recheck before teaching and assessment production; use dated, jurisdiction-specific evidence for policy and social trends.

[AQA assessment overview](#)

[Education and Methods content](#)

[Families and Beliefs content](#)

Crime and Theory and Methods content

Families and Households

FAM L001 to L005 | Year 1 | Teaching weeks 1 to 2

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
FAM L001 Week 1 session 1 What is Sociology? Approved	Distinguish sociological explanation from common sense. Apply norms, values, status and role; link a pattern to a testable question.	Model pattern, question and evidence. Classify fictional examples; improve a weak explanation. Check vocabulary and an original six-mark classroom response.	Retrieve six concepts. Complete the pack's preparation for socialisation.
FAM L002 Week 1 session 2 How does society shape us? Review	Explain how an agent of socialisation shapes behaviour through a mechanism. Recognise agency and variation in outcomes.	Trace agent, mechanism and outcome in family cases. Rehearse then write two explanations; use retrieval feedback and a qualified conclusion.	Complete the flipped reading on cooperation, power and meaning for L003.
FAM L003 Week 1 session 3 Sociological perspectives Review	Compare consensus, conflict and social-action approaches. Interpret one family case through two perspectives and identify evidence needed.	Model contrasting explanations of family care. Build a perspective map; assess two explained differences rather than a list of labels.	Retrieve perspective questions. Prepare family, household and kinship definitions.
FAM L004 Week 2 session 1 What do we mean by family? Review	Distinguish family, household and kinship. Apply a stated definition and explain who it includes or excludes.	Sort fictional households using explicit rules. Compare definitions; write an explanation of one strength and one limitation.	Review definitions and complete the pack's preparation on what normal means.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
FAM L005 Week 2 session 2 Is there a ‘normal’ family? Review	Separate prevalence from judgements about normality. Read a percentage using the correct denominator and recognise diversity within forms.	Compare fictional cases and a data example. Challenge an unsupported inference; write a qualified answer about a normal family.	Retrieve descriptive and normative meanings. Prepare questions about evidence and methods.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Families and Households

FAM L006 to L010 | Year 1 | Teaching weeks 2 to 4

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
FAM L006 Week 2 session 3 How do sociologists investigate families? Review	Compare quantitative and qualitative evidence. Justify a method using validity, reliability, sampling and ethical safeguards.	Design a small fictional family study; compare method trade-offs. Assess a justified method choice and one workable safeguard.	Consolidate methods vocabulary. Read the pack's introduction to family functions.
FAM L007 Week 3 session 1 Why might society need families? Review	Explain functionalism and Murdock's four functions. Apply two functions and question whether families are necessary to provide them.	Model a function through a family-care case. Contrast functional alternatives; assess explanation plus a relevant limitation.	Retrieve functions without notes. Prepare industrialisation and family organisation.
FAM L008 Week 3 session 2 How does the family support industrial society? Review	Explain Parsons' functional fit and proposed family roles. Test assumptions about industrialisation, mobility and gender.	Trace the proposed mechanism, then examine historical and gender challenges. Produce a qualified explanation using the supplied case.	Compare Murdock and Parsons. Complete preparation on unequal family effects.
FAM L009 Week 3 session 3 Does the family benefit everyone? Review	Distinguish a contribution from necessity and universal benefit. Evaluate functionalist claims using distribution and counterexamples.	Use evidence to ask who benefits and who bears costs. Improve an evaluative paragraph and complete the pack's assessment.	Retrieve two functionalist claims and limits. Prepare class and capitalism vocabulary.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
FAM L010 Week 4 session 1 Does capitalism need the family? Review	Explain Marxist links between family life, capitalism, inheritance, ideology and consumption. Distinguish a theory from established fact.	Build a causal chain for a fictional case. Compare with functionalism; assess two developed mechanisms and a limit.	Retrieve the mechanisms. Prepare unequal transfers and opportunities for L011.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Families and Households

FAM L011 to L015 | Year 1 | Teaching weeks 4 to 5

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
FAM L011 Week 4 session 2 How does the family reproduce inequality? Review	Explain how family resources can reproduce class inequality. Distinguish income from wealth and correlation from causation.	Compare paired fictional cases and the pack's research extract. Explain cumulative advantage while recognising agency and alternative causes.	Correct causal overclaims. Prepare the pack's introduction to gendered care.
FAM L012 Week 4 session 3 Is the family patriarchal? Review	Apply patriarchy to domestic labour and power. Explain gendered care using a case while recognising differences between households.	Examine Oakley's questions about housework and a care scenario. Assess a supported claim, relevant evidence and a limitation.	Retrieve patriarchy and unpaid care. Prepare three feminist explanations.
FAM L013 Week 5 session 1 Do feminists agree about the family? Review	Compare liberal, Marxist and radical feminist explanations. Link each diagnosis to change and use intersectionality to qualify generalisations.	Compare explanations of one care problem. Assess two precise differences and a judgement sensitive to class and ethnicity.	Revise the comparison. Prepare individualisation, choice and constraint.
FAM L014 Week 5 session 2 Are relationships becoming more individualised? Review	Explain individualisation and late-modern relationship arguments. Distinguish these from postmodern accounts and evaluate unequal choice.	Apply Giddens, Beck and Beck-Gernsheim to a fictional case; contrast Stacey. Assess a qualified judgement about relationship change.	Retrieve choice and constraint. Read the personal-life preparation.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
FAM L015 Week 5 session 3 Can personal relationships explain family life? Review	Use Smart and Finch to explain connectedness and recognition. Relate personal meanings to material conditions and enduring obligations.	Analyse practices and displaying family in a fictional network. Compare personal-life and individualisation accounts in extended writing.	Complete a perspective comparison. Prepare the dimensions of family diversity.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Families and Households

FAM L016 to L020 | Year 1 | Teaching weeks 6 to 7

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
FAM L016 Week 6 session 1 How diverse are families? Review	Apply the Rapoport's dimensions of diversity. Distinguish life-course, cohort and period differences without treating culture as fixed.	Classify contrasting cases and justify overlap. Assess two explained dimensions and one limitation of a single snapshot.	Retrieve diversity dimensions. Prepare the pack's official-data enquiry.
FAM L017 Week 6 session 2 Has family diversity become normal? Review	Distinguish prevalence, acceptance and desirability. Evaluate diversity using competing accounts, appropriate denominators and continuity over time.	Analyse the supplied official-data enquiry; compare perspectives. Assess a qualified judgement rather than treating diversity as universally accepted.	Correct the data interpretation. Complete preparation for changing marriage patterns.
FAM L018 Week 6 session 3 Why has marriage changed? Review	Interpret marriage measures, explain two possible causes of change and distinguish postponement from non-marriage.	Model reading a dated trend. Compare explanations, including secularisation and policy; assess two linked reasons with a limitation.	Correct the mini-test. Complete the supplied L019 preparation.
FAM L019 Week 7 session 1 Why do couples cohabit? Review	Explain different cohabitation pathways, interpret an estimate with uncertainty and evaluate choice within constraints.	Analyse dated data and fictional transitions. Compare cohabitation as an alternative or a stage; assess a supported explanation.	Correct the mini-test. Complete the supplied L020 preparation.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
FAM L020 Week 7 session 2 Why does divorce happen, and what changes afterwards? Review	Distinguish separation from divorce, explain social causes and evaluate varied consequences through specific mechanisms.	Interpret a dated trend; compare two fictional post-separation cases. Assess two explained causes and a qualified account of outcomes; reject universal effects.	Correct the mini-test. Complete the supplied L021 preparation.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Families and Households

FAM L021 to L025 | Year 1 | Teaching weeks 7 to 9

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
FAM L021 Week 7 session 3 How have same-sex relationships changed family life? Review	Distinguish legal and social recognition, apply personal-life concepts and test claims about equality.	Use fictional cases and dated evidence. Compare structural and personal-life explanations; assess a contextualised account of continuity and change.	Correct the mini-test. Complete the supplied L022 preparation.
FAM L022 Week 8 session 1 Why do lone-parent families differ? Review	Explain routes into lone parenthood, interpret the category accurately and connect resources with varied experiences.	Challenge a stereotype using contrasting cases and evidence. Assess a causal explanation that considers class, care and policy context.	Correct the mini-test. Complete the supplied L023 preparation.
FAM L023 Week 8 session 2 How do families connect across households? Review	Distinguish reconstituted and extended ties, map care across households and evaluate residence-based categories.	Map a fictional care network. Complete a cumulative diversity response using a counterargument and evidence; identify one improvement.	Correct the mini-test. Complete the supplied L024 preparation.
FAM L024 Week 8 session 3 Domestic labour Planned	Distinguish paid work, housework and care. Compare conjugal-role arguments and explain how gender expectations shape domestic labour.	Classify a fictional time-use diary. Model the difference between task counts and responsibility; assess an explanation using evidence.	Prepare comparisons of domestic-labour research and its measurement choices.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
FAM L025 Week 9 session 1 Equality in domestic labour Planned	Evaluate claims that domestic labour has become more equal. Compare evidence, measures and explanations, including work and childcare conditions.	Compare time-use and interview evidence. Assess a claim using methodological limits and variation by household circumstances.	Retrieve L006 on validity. Prepare dual burden, mental load and emotion work.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Families and Households

FAM L026 to L030 | Year 1 | Teaching weeks 9 to 10

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
FAM L026 Week 9 session 2 Dual burden and emotion work Planned	Distinguish dual burden, emotion work and organising care. Explain why hours alone may miss unequal responsibility.	Analyse a fictional household schedule and care decisions. Assess two mechanisms; discuss how childcare or leave policy may shape options.	Retrieve feminist differences. Prepare examples of routine and strategic decisions.
FAM L027 Week 9 session 3 Decision-making and power Planned	Distinguish visible decision-making from power over agendas and options. Evaluate explanations of unequal influence within relationships.	Compare fictional decisions using resources, norms and dependence. Assess a supported argument that tests a simple equality claim.	Prepare money-management vocabulary and a fictional household budget.
FAM L028 Week 10 session 1 Money and financial power Planned	Distinguish access to money, management and control. Explain how income, care, entitlements and dependence may shape financial power.	Analyse a fictional budget without requesting personal financial information. Assess a contextualised argument about money and inequality.	Review power concepts. Read a sensitively framed overview for L029.
FAM L029 Week 10 session 2 Domestic abuse Planned	Explain sociological accounts of domestic abuse and coercive control. Evaluate evidence limits and avoid explanations that blame those harmed.	Use non-graphic fictional material and anonymous evidence. Analyse power and reporting limitations; assess a careful explanation with teacher feedback.	Consolidate Couples concepts. Prepare childhood as a social construction. Plan an equivalent alternative to sensitive material where needed.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
FAM L030 Week 10 session 3 Childhood as a social construction Planned	Explain childhood as a social construction. Compare expectations across time and social contexts while distinguishing age from social status.	Sort contrasting childhood expectations. Model a sociological explanation; assess two supported differences and a qualified conclusion.	Prepare historical evidence and questions about whose childhood it represents.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Families and Households

FAM L031 to L035 | Year 1 | Teaching weeks 11 to 12

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
FAM L031 Week 11 session 1 Historical childhood Planned	Evaluate accounts of historical childhood, including Ariès. Explain how evidence and class differences affect claims about change.	Compare historical representations and their limits. Assess a paragraph that distinguishes interpretation from a universal account.	Retrieve source reliability. Prepare competing accounts of improvement in childhood.
FAM L032 Week 11 session 2 Has childhood improved? Planned	Evaluate whether childhood has improved. Connect protection, education and family policy with unequal experiences and adult control.	Compare progress and conflict arguments using selected evidence. Plan an evaluative response with a clear criterion for improvement.	Prepare a comparison of childhood by class, gender and ethnicity.
FAM L033 Week 11 session 3 Childhood inequalities Planned	Explain differences in childhood experiences and opportunities. Apply intersecting inequalities without treating groups as homogeneous.	Analyse contrasting fictional cases and dated evidence. Assess an explanation linking resources, institutions and life chances.	Retrieve power and social construction. Prepare the concept of age patriarchy.
FAM L034 Week 12 session 1 Age patriarchy Planned	Explain age patriarchy and adult control over children's lives. Evaluate agency, dependence and differences between contexts.	Examine fictional decisions over time, space and resources. Assess an argument that balances protection, control and children's agency.	Prepare evidence questions about contemporary childhood, media and consumption.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
FAM L035 Week 12 session 2 Modern childhood Planned	Evaluate competing explanations of contemporary childhood. Relate media, consumption and policy to child-centredness, inequality and risk.	Compare claims and the quality of their evidence. Complete a cumulative childhood response; use feedback to improve the judgement.	Retrieve demographic vocabulary. Prepare a graph-reading task on births.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Families and Households

FAM L036 to L040 | Year 1 | Teaching weeks 12 to 14

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
FAM L036 Week 12 session 3 Birth rate Planned	Distinguish birth rate, fertility and family size. Explain UK change since 1900 through economic, cultural, gender and policy factors.	Model a dated graph and its denominator. Assess two mechanisms linking social change to childbearing; avoid assuming a single cause.	Retrieve percentage and rate distinctions. Prepare explanations of mortality change.
FAM L037 Week 13 session 1 Death rates and life expectancy Planned	Distinguish death rates from life expectancy. Explain UK change since 1900 and social inequalities, allowing for population age structure.	Compare two dated graphs; model why a crude death rate and life expectancy can move differently. Assess a causal explanation and a measurement caveat.	Retrieve birth and death mechanisms. Prepare ageing-population definitions.
FAM L038 Week 13 session 2 Ageing population Planned	Explain population ageing and its implications for families. Evaluate dependency, care and policy arguments without treating older people as a burden.	Analyse age-structure evidence and varied family contributions. Assess a balanced response connecting care, work and public provision.	Retrieve migration measures. Prepare questions about population change and transnational family life.
FAM L039 Week 13 session 3 Migration globalisation and families Planned	Distinguish immigration, emigration and net migration. Explain population change and transnational family practices, recognising policy constraints and inequalities.	Read a dated migration table, then map a fictional cross-border care network. Assess links between globalisation, family change and evidence limitations.	Retrieve policy examples from earlier topics. Prepare a definition and one mechanism of social policy.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
FAM L040 Week 14 session 1 How do social policies shape family life? Planned	Define social policy and distinguish intentions, mechanisms and outcomes. Explain effects on family formation, care and resources using dated, jurisdiction-specific examples.	Compare historical divorce reform with current leave or support provision. Map policy, mechanism and differentiated effects; complete an original 10-mark explanation.	Retrieve two policy mechanisms. Prepare functionalist, New Right, feminist and Marxist questions about state intervention.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Families and Households

FAM L041 to L045 | Year 1 | Teaching weeks 14 to 15

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
FAM L041 Week 14 session 2 How do sociologists explain family policy? Planned	Compare functionalist, New Right, feminist and Marxist accounts of family policy. Explain assumptions about care, dependence, gender and class; test their limits.	Apply four perspectives to the same fictional proposal. Separate claims from evidence; complete an original item-based 10-mark analysis with explicit causal links.	Plan competing arguments on policy and gender equality. Read the UK and Swedish parental-leave comparison.
FAM L042 Week 14 session 3 How far can policy change family life? Planned	Evaluate policy effects across families and distinguish design, access, take-up and outcomes. Use a UK and international comparison without assuming policy alone causes change.	Compare UK shared parental leave and Swedish parental benefit using official information and evaluation evidence. Plan then write an original item-based 20-mark response.	Improve one paragraph from feedback. Build a synoptic map linking policy, theories, diversity, couples, childhood and demography.
FAM L043 Week 15 session 1 Synoptic challenge Planned	Connect theories, evidence and state policy across the module. Select relevant material and build a sustained evaluative argument.	Use a synoptic policy-and-family question. Revisit the L042 essay; compare evidence across topics and complete a fresh transfer task before timed assessment.	Use spaced retrieval to address gaps. Prepare for a closed-book topic assessment.
FAM L044 Week 15 session 2 Timed assessment Planned	Apply knowledge accurately under timed conditions. Interpret an item and sustain analysis and evaluation across the module.	Planned original 40-mark topic assessment: two 10-mark tasks and one 20-mark task, with 60 minutes writing and 30 minutes preparation and reflection.	Complete a confidence audit without changing submitted answers; prepare questions for feedback.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
FAM L045 Week 15 session 3 Feedback and mastery Planned	Use feedback to diagnose errors and improve reasoning. Demonstrate retention and transfer through a fresh task.	Return teacher-marked work; group misconceptions for reteaching. Redraft a priority paragraph, then complete a new retrieval and application check.	Schedule retrieval after one and four weeks. Carry theory and methods links into the next module.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Education with Theory and Methods

EDU L001 to L005 | Year 1 | Teaching weeks 16 to 17

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L001 Week 16 session 1 Education as a social institution Planned	Distinguish schooling from education and connect socialisation to unequal opportunity.	Sort fictional learning settings. Model a sociological question about access; assess a concept and mechanism paragraph.	Retrieve FAM L002 and L003; explain one link between family resources and schooling.
EDU L002 Week 16 session 2 Durkheim and social solidarity Planned	Explain shared values and specialist skills without assuming universal agreement.	Model the link between school routines and integration. Test it against competing values in a fictional school.	Retrieve solidarity and division of labour; prepare one challenge to consensus.
EDU L003 Week 16 session 3 Parsons and meritocracy Planned	Distinguish particularistic and universalistic standards and examine role allocation.	Compare family and school expectations. Develop a claim about meritocracy and identify evidence needed to test it.	Retrieve achieved and ascribed status; connect school selection to family advantage.
EDU L004 Week 17 session 1 Human capital and the economy Planned	Explain skills investment and evaluate the link between qualifications and employment.	Compare two fictional labour-market cases. Assess whether credentials demonstrate useful skill, selection or both.	Retrieve role allocation; prepare a counterexample to a simple education-to-income claim.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L005 Week 17 session 2 Marxism and correspondence Planned	Explain how school organisation may reproduce workplace relations.	Model Bowles and Gintis's correspondence claim and Althusser's ideological account. Assess an applied explanation with a limit.	Retrieve FAM L010; distinguish reproducing hierarchy from teaching technical skill.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Education with Theory and Methods

EDU L006 to L010 | Year 1 | Teaching weeks 17 to 19

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L006 Week 17 session 3 Resistance and social reproduction Planned	Evaluate Willis's interpretation of resistance and its consequences.	Examine an original research summary with its historical and sample limits. Write a comparison with correspondence theory.	Retrieve structure and agency; improve the weakest theoretical link from feedback.
EDU L007 Week 18 session 1 Measuring educational achievement Planned	Interpret attainment gaps using the correct population, measure and period.	Read dated official tables. Model percentage-point differences and caution about group averages; check four interpretations.	Retrieve FAM L017 data cautions; prepare questions about class and attainment measures.
EDU L008 Week 18 session 2 Material resources and achievement Planned	Explain how housing, income and study conditions may affect learning.	Map mechanisms in contrasting fictional cases. Assess two developed explanations without treating poverty as destiny.	Retrieve opportunity cost; prepare one material and one school-based explanation.
EDU L009 Week 18 session 3 Cultural explanations of class differences Planned	Evaluate language and parental-knowledge explanations without deficit assumptions.	Compare Bernstein and cultural-deprivation claims with counterarguments. Diagnose the difference between difference and deficiency.	Retrieve material mechanisms; rewrite a deficit claim as a testable question.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L010 Week 19 session 1 Cultural capital and habitus Planned	Apply Bourdieu to institutional recognition and unequal advantage.	Model how valued knowledge becomes an advantage in a school encounter. Assess application and an agency qualification.	Retrieve capital from FAM L011; prepare a contrast between cultural capital and deprivation.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Education with Theory and Methods

EDU L011 to L015 | Year 1 | Teaching weeks 19 to 20

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L011 Week 19 session 2 Labelling and teacher expectations Planned	Explain how labels can affect interaction and opportunity without assuming inevitability.	Sequence a fictional labelling process. Compare predicted and alternative outcomes; assess a mechanism paragraph.	Retrieve social construction; design evidence that could test an expectation effect.
EDU L012 Week 19 session 3 Grouping and the organisation of learning Planned	Evaluate setting, streaming and access to curriculum.	Compare allocation criteria and experiences in fictional groups. Distinguish selection effects from effects of grouping itself.	Retrieve labelling; prepare two questions about fair comparison between sets.
EDU L013 Week 20 session 1 Pupil subcultures and identities Planned	Explain different responses to schooling and avoid fixed group stereotypes.	Compare pro-school, anti-school and negotiated identities. Apply L006 resistance and assess two possible pathways.	Retrieve agency and labelling; prepare an example where identity changes across settings.
EDU L014 Week 20 session 2 Class achievement explanations in combination Planned	Evaluate interactions between external resources and school processes.	Construct a causal map with rival pathways. Write an original item-based 10-mark analysis; teacher feedback targets causal links.	Retrieve three class mechanisms without notes; redraft one analytical paragraph.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L015 Week 20 session 3 Gender patterns in attainment and choices Planned	Interpret gender patterns without treating group averages as innate differences.	Compare dated attainment and subject-choice data. Assess distinct claims about attainment, participation and explanations.	Retrieve measures from EDU L007; prepare a question about variation within gender groups.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Education with Theory and Methods

EDU L016 to L020 | Year 1 | Teaching weeks 21 to 22

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L016 Week 21 session 1 Changes beyond school and gender Planned	Explain how employment, expectations and family change may affect educational participation.	Model mechanisms using fictional life histories. Test timing and alternative explanations before writing two developed points.	Retrieve FAM L012 and L019; prepare an inside-school comparison.
EDU L017 Week 21 session 2 Gendered experiences within school Planned	Evaluate curriculum, interaction and identity in explanations of gender patterns.	Analyse fictional subject-advice encounters. Compare feminist explanations and pupil agency; assess item application.	Retrieve hidden curriculum; prepare evidence needed to investigate teacher interaction.
EDU L018 Week 21 session 3 Gender identities and subject choice Planned	Explain how peer cultures and institutional options shape choices.	Compare cases crossing conventional expectations. Assess a qualified account that includes class and ethnicity.	Retrieve group-mean limitations; improve a claim that treats all boys or girls alike.
EDU L019 Week 22 session 1 Ethnicity and achievement patterns Planned	Interpret heterogeneous attainment patterns and distinguish ethnicity from other variables.	Read dated disaggregated evidence. Model intersectional questions; assess accurate comparisons without cultural stereotyping.	Retrieve class and gender mechanisms; prepare a distinction between ethnicity and nationality.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L020 Week 22 session 2 Racism and institutional processes Planned	Explain possible mechanisms linking racism, expectations and opportunity.	Examine fictional school procedures and research extracts. Assess evidence for institutional processes and alternative explanations.	Retrieve labelling; identify evidence needed to distinguish individual and institutional effects.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Education with Theory and Methods

EDU L021 to L025 | Year 1 | Teaching weeks 22 to 24

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L021 Week 22 session 3 Ethnicity and explanations beyond school Planned	Evaluate cultural, material and migration-related explanations in context.	Compare competing accounts without ranking cultures. Apply class, language and selection considerations to contrasting cases.	Retrieve material deprivation; plan a balanced explanation across internal and external processes.
EDU L022 Week 23 session 1 Achievement as an intersectional question Planned	Evaluate how class, gender and ethnicity interact in educational experiences.	Use an original item and two fictional learners. Write a 30-mark argument plan and one developed evaluation paragraph.	Retrieve a theory from each achievement strand; revise the argument using teacher feedback.
EDU L023 Week 23 session 2 Selection and the structure of education Planned	Explain how selection criteria shape access and experiences over time.	Build a dated policy timeline for specified UK jurisdictions. Compare formal opportunity with unequal preparation for selection.	Retrieve meritocracy; prepare a mechanism linking selection and family resources.
EDU L024 Week 23 session 3 Marketisation and parental choice Planned	Evaluate how competition and choice may change access and school behaviour.	Model a fictional admissions market. Examine transport, information and housing constraints; assess two mechanisms.	Retrieve cultural capital; prepare evidence that would test whether choice is equally usable.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L025 Week 24 session 1 Privatisation and educational provision Planned	Distinguish private influence within public systems from private schooling.	Compare fictional procurement and management arrangements. Evaluate accountability, resources and whose interests policy serves.	Retrieve Marxism and marketisation; prepare a clear distinction between the two concepts.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Education with Theory and Methods

EDU L026 to L030 | Year 1 | Teaching weeks 24 to 25

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L026 Week 24 session 2 Policies for equality Planned	Evaluate targeted provision using access, implementation and outcomes.	Compare two dated policy examples and their jurisdictions. Separate intentions from evaluated effects; assess a supported judgement.	Retrieve FAM L040 to L042; build a policy mechanism and evidence chain.
EDU L027 Week 24 session 3 Globalisation and education policy Planned	Explain how international comparisons, labour markets and policy borrowing may influence education.	Compare a global claim with a local policy response. Assess contextual differences and limits to attributing causation.	Retrieve globalisation from FAM L039; prepare a policy comparison with one contextual caution.
EDU L028 Week 25 session 1 Researching school experiences Planned	Select a feasible method for a specific educational question.	Design a small study on supplied fictional material. Explain access, gatekeepers and researcher roles; collect no personal data.	Retrieve FAM L006; prepare advantages and limits of one proposed method.
EDU L029 Week 25 session 2 Education section assessment Planned	Apply concepts to short answers, item analysis and extended evaluation.	Use an original 50-mark Education section in 75 minutes, with 15 minutes for a confidence audit. Teacher marks against current criteria.	Retrieve insecure content identified in the audit; annotate where explanation became assertion.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L030 Week 25 session 3 Education feedback and transfer Planned	Use assessment evidence to repair misconceptions and improve reasoning.	Model one anonymised weak argument, then redraft independently. Apply the improvement to a fresh policy or inequality case.	Retrieve the corrected idea after one day and one week; prepare research-design vocabulary.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Education with Theory and Methods

EDU L031 to L035 | Year 1 | Teaching weeks 26 to 27

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L031 Week 26 session 1 Questions hypotheses and research design Planned	Operationalise a question; distinguish hypotheses from findings, primary from secondary sources and quantitative from qualitative data.	Classify contrasting sources, then turn a broad education interest into a feasible question. Critique a measure and improve it.	Retrieve validity and reliability; design one measure of a fictional learner experience.
EDU L032 Week 26 session 2 Sampling and representativeness Planned	Evaluate sampling frames, selection and non-response.	Model probability and non-probability strategies for a school study. Assess how access affects generalisation.	Retrieve population and sample; prepare a counterexample to large-sample certainty.
EDU L033 Week 26 session 3 Ethics and access in education research Planned	Explain consent, assent, confidentiality and power in research with learners.	Work through a fictional ethics review. Identify gatekeeper permission and participant choice as distinct requirements.	Retrieve institutional power; prepare an ethical alternative to a sensitive proposed question.
EDU L034 Week 27 session 1 Positivism interpretivism and social facts Planned	Connect epistemological assumptions to research decisions.	Contrast standardised measures with meaning-focused inquiry. Explain two method choices for the same education question.	Retrieve Durkheim and social action; prepare a comparison of validity claims.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L035 Week 27 session 2 Questionnaires in educational settings Planned	Evaluate standardisation, wording and participation in a specific setting.	Pilot an original questionnaire on invented responses. Revise a leading item and assess literacy, access and non-response.	Retrieve sampling; prepare a context-specific strength and limitation for a 20-mark MIC task.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Education with Theory and Methods

EDU L036 to L040 | Year 1 | Teaching weeks 27 to 29

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L036 Week 27 session 3 Structured interviews in context Planned	Explain how interviewer control may affect comparability and participation.	Model a short interview using fictional roles. Evaluate power, social desirability and standardisation through item details.	Retrieve questionnaires; compare the effect of interviewer presence on two methods.
EDU L037 Week 28 session 1 Unstructured and semi structured interviews Planned	Evaluate depth, interpretation and relationships in education research.	Compare invented interview extracts. Model probing and assess rapport, recall and researcher interpretation.	Retrieve ethics; prepare a justified choice between structured and flexible interviewing.
EDU L038 Week 28 session 2 Group interviews and focus groups Planned	Evaluate interaction as both data and a potential constraint.	Analyse a fictional discussion transcript for dominance and shared meaning. Write a context-specific MIC paragraph.	Retrieve peer subcultures; propose a way to hear less dominant voices.
EDU L039 Week 28 session 3 Participant observation Planned	Evaluate access, participation and interpretation in school settings.	Compare overt and covert designs through a fictional staffroom enquiry. Assess ethics, role conflict and depth.	Retrieve interpretivism; prepare a reason why covert access is not automatically acceptable.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L040 Week 29 session 1 Non participant and structured observation Planned	Evaluate observation schedules and the meaning of visible behaviour.	Code a supplied invented observation log. Compare agreement and validity; explain what the behaviour cannot reveal.	Retrieve operationalisation; refine one ambiguous category in the schedule.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Education with Theory and Methods

EDU L041 to L045 | Year 1 | Teaching weeks 29 to 30

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L041 Week 29 session 2 Experiments and educational research Planned	Distinguish laboratory, field and naturally occurring comparisons.	Compare original fictional designs. Evaluate control, consent and ecological validity; separate correlation from causation.	Retrieve expectations; explain a confound and one feasible way to address it.
EDU L042 Week 29 session 3 Official statistics and secondary data Planned	Evaluate definitions, coverage and administrative purposes.	Compare two dated educational datasets and their categories. Assess trends, missing groups and changing definitions.	Retrieve EDU L007; prepare a question that official data can and cannot answer.
EDU L043 Week 30 session 1 Documents and content analysis Planned	Evaluate personal, institutional and online documentary evidence.	Code supplied fictional school communications. Assess selection, authenticity, meaning and replicability.	Retrieve hidden curriculum; prepare a limitation of counting words without interpreting context.
EDU L044 Week 30 session 2 Longitudinal and comparative designs Planned	Distinguish cohort, cross-sectional and repeated-measure evidence.	Map a fictional pupil cohort and a cross-sectional comparison. Evaluate attrition, time and causal inference.	Retrieve FAM life course; explain why age, period and cohort can be confused.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L045 Week 30 session 3 Triangulation and mixed methods Planned	Justify combining sources while evaluating disagreement.	Plan a study combining school statistics and pupil interviews. Explain complementary findings and incompatible measures.	Retrieve two methodological assumptions; prepare a reason triangulation does not guarantee truth.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Education with Theory and Methods

EDU L046 to L050 | Year 1 | Teaching weeks 31 to 32

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L046 Week 31 session 1 Methods in Context item analysis Planned	Apply a specified method to the actual participants, setting and research issue.	Model a chain from item detail to methodological consequence. Plan an original 20-mark MIC response without generic lists.	Retrieve access and power; rewrite two generic points with explicit educational context.
EDU L047 Week 31 session 2 Methods in Context timed practice Planned	Evaluate a specified method in a sustained contextual argument.	Write an original 20-mark MIC response in 30 minutes. Compare with local criteria; revise one developed contextual paragraph.	Retrieve the weakest methodological distinction; prepare an alternative method comparison.
EDU L048 Week 31 session 3 Methods feedback and design transfer Planned	Use feedback to improve research judgement in a new educational context.	Apply prior feedback to a different participant group. Defend a design to a fictional review panel; assess one justified limitation.	Retrieve validity, ethics and access after a delay; prepare competing theoretical explanations.
EDU L049 Week 32 session 1 Consensus conflict and structure Planned	Compare assumptions about order, power and institutional constraint.	Reconnect family and education examples. Assess a 10-mark explanation of two differences between structural approaches.	Retrieve functionalism and Marxism; prepare an example of agency within constraint.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L050 Week 32 session 2 Social action and meaning Planned	Explain verstehen, interaction and the formation of shared meanings.	Compare Weberian action and interactionist labelling through fictional educational encounters. Assess an applied contrast.	Retrieve labelling; prepare a research choice suited to investigating meanings.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Education with Theory and Methods

EDU L051 to L055 | Year 1 | Teaching weeks 32 to 34

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L051 Week 32 session 3 Feminisms and sociological knowledge Planned	Evaluate how gendered power shapes questions, methods and interpretation.	Compare feminist approaches without treating them as uniform. Assess reflexivity and how the researcher frames the problem.	Retrieve FAM L013; prepare a critique that connects theory and research practice.
EDU L052 Week 33 session 1 Structure and agency in combination Planned	Evaluate attempts to connect patterned constraints and action.	Map two explanations of a pupil decision. Assess what a combined account adds and what evidence it requires.	Retrieve habitus and social action; improve a deterministic explanation.
EDU L053 Week 33 session 2 Modernity postmodernity and late modernity Planned	Distinguish claims about social change and the scope of theory.	Compare modernist, late-modern and postmodern interpretations of education and family life. Assess precise conceptual distinctions.	Retrieve FAM L014; prepare one testable challenge to a claim of complete fragmentation.
EDU L054 Week 33 session 3 Sociology and science Planned	Evaluate competing criteria for scientific knowledge.	Compare positivist aspirations, falsification and interpretivist objections. Use research examples to build a qualified judgement.	Retrieve experiments and meanings; prepare an example separating testability from certainty.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L055 Week 34 session 1 Objectivity values and reflexivity Planned	Distinguish value relevance, bias and evidence-based judgement.	Analyse fictional research choices at design, analysis and reporting stages. Assess whether transparency resolves value questions.	Retrieve feminist methods; prepare a strategy for making interpretation accountable.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Education with Theory and Methods

EDU L056 to L060 | Year 1 | Teaching weeks 34 to 35

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L056 Week 34 session 2 Sociology and social policy Planned	Evaluate the relationship between research, interests and policy decisions.	Compare evidence use across a family and education policy. Explain why research findings do not mechanically determine decisions.	Retrieve FAM policy; prepare a 10-mark explanation using two distinct mechanisms.
EDU L057 Week 34 session 3 Theory and Methods cumulative practice Planned	Integrate methodological assumptions, theoretical perspectives and evidence.	Complete an original 10-mark explanation and a 20-mark essay plan. Teacher feedback identifies a reasoning target for Year 2.	Retrieve three theory-method links; prepare a Paper 1 revision plan.
EDU L058 Week 35 session 1 Paper 1 synthesis Planned	Select relevant material across Education, MIC and Theory and Methods.	Interleave short retrieval, an item plan and a method evaluation. Diagnose the difference between the three task demands.	Retrieve class, policy and validity; practise a timed plan for the weakest section.
EDU L059 Week 35 session 2 Paper 1 assessment preparation Planned	Apply feedback to planning, item use and time allocation.	Review current paper structure with original practice stems. Plan answers, compare criteria and agree access arrangements.	Retrieve independently; prepare materials and targets for the scheduled 120-minute assessment.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L060 Week 35 session 3 Families retention and synoptic connections Planned	Retrieve the earlier option and connect family resources to education.	Use a delayed Families diagnostic and original policy and inequality cases. Repair gaps before Year 2 while distinguishing the demands of Papers 1 and 2.	Schedule retrieval for insecure Families strands; prepare the agreed Paper 1 assessment targets.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Education with Theory and Methods

EDU L061 to L063 | Year 1 | Teaching weeks 36 to 36

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
EDU L061 Week 36 session 1 Year 1 Paper 1 assessment first allocation Planned	Demonstrate independent knowledge, application and evaluation.	First 90 minutes of an original 80-mark Paper 1 assessment. Reserve the next allocation contiguously for the remaining 30 minutes.	Complete no between-session research if the assessment is split; treat a split sitting as classroom practice.
EDU L062 Week 36 session 2 Year 1 Paper 1 assessment completion Planned	Complete assessment and identify areas requiring review.	Use 30 minutes to finish the uninterrupted 120-minute sitting where timetabling permits. Use the remaining 60 for a post-submission diagnostic.	Retrieve two uncertain concepts after submitting; prepare questions for teacher feedback.
EDU L063 Week 36 session 3 Year 1 feedback and preparation for Beliefs Planned	Act on marked evidence and establish a retention plan for Year 2.	Redraft a priority response and test improvement on a fresh task. Build a spaced retrieval plan covering Families, Education and Methods.	Retrieve core theories weekly during the break; prepare religion, ideology and science vocabulary.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Beliefs in Society

BEL L001 to L005 | Year 2 | Teaching weeks 1 to 2

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
BEL L001 Week 1 session 1 Religion belief and sociological definitions Planned	Compare substantive, functional and social-constructionist definitions across Christian and non-Christian traditions.	Use sourced Christian, Islamic and Buddhist examples alongside fictional boundary cases. Explain how definitions change what research counts; recognise variation within traditions.	Retrieve consensus and social construction; prepare a definition with one limitation.
BEL L002 Week 1 session 2 Ideology science and knowledge Planned	Distinguish different claims to knowledge and authority.	Compare original statements and their justification. Evaluate science as an open system without assuming scientists lack values.	Retrieve EDU L054 and L055; prepare one link between knowledge and power.
BEL L003 Week 1 session 3 Religion and social integration Planned	Explain Durkheim's sacred-profane distinction and collective rituals.	Apply concepts to a fictional ritual account. Evaluate integration alongside exclusion and changing contexts.	Retrieve education and solidarity; prepare evidence needed to examine cohesion.
BEL L004 Week 2 session 1 Religion as support and meaning Planned	Explain Malinowski's and Parsons's accounts of uncertainty and meaning.	Compare fictional experiences without assuming universal belief. Assess two distinct functional mechanisms.	Retrieve functions and alternatives; prepare a reason other institutions may offer support.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
BEL L005 Week 2 session 2 Marxism and religion Planned	Explain ideology, alienation and legitimisation while recognising ambivalent effects.	Model a Marxist causal argument and evaluate evidence of comfort or resistance. Assess an applied explanation.	Retrieve FAM and EDU Marxism; prepare a counterexample to a purely conservative account.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Beliefs in Society

BEL L006 to L010 | Year 2 | Teaching weeks 2 to 4

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
BEL L006 Week 2 session 3 Feminisms and religion Planned	Evaluate patriarchal organisation, symbolism and women's agency.	Compare fictional organisational rules and interpretations. Assess variation across traditions and positions.	Retrieve intersectionality; prepare evidence that distinguishes doctrine from lived practice.
BEL L007 Week 3 session 1 Weber religion and social change Planned	Explain the proposed link between religious ideas and economic conduct.	Model the Protestant-ethic argument as a historical explanation. Test chronology, selection and alternative causes.	Retrieve theory and causation; prepare a qualification to the claim that religion causes capitalism.
BEL L008 Week 3 session 2 Religion in movements for change Planned	Evaluate when belief supports resistance or social stability.	Compare dated movement case studies with explicit context. Assess ideology, organisation and political opportunity together.	Retrieve Marx and Weber; prepare a balanced explanation of change and continuity.
BEL L009 Week 3 session 3 Theories of religion checkpoint Planned	Compare explanations and use evidence to reach a qualified judgement.	Complete an original 10-mark item analysis and a 20-mark essay plan. Give teacher feedback on the link between theory and evidence.	Retrieve two contrasting mechanisms; redraft one weak analytical paragraph.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
BEL L010 Week 4 session 1 Churches denominations sects and cults Planned	Compare sociological organisational types without using pejorative labels.	Classify fictional organisations by authority, membership and social relationship. Evaluate blurred boundaries.	Retrieve definitions from BEL L001; prepare one reason categories may change over time.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Beliefs in Society

BEL L011 to L015 | Year 2 | Teaching weeks 4 to 5

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
BEL L011 Week 4 session 2 Sect development and membership Planned	Explain possible relationships between marginalisation, commitment and organisation.	Compare historical pathways and competing accounts. Assess why deprivation alone cannot explain all joining.	Retrieve class and relative deprivation; prepare evidence needed to examine recruitment.
BEL L012 Week 4 session 3 New religious movements Planned	Explain diversity in movements and members' relationships with wider society.	Apply world-affirming, accommodating and rejecting types to fictional cases. Assess variation within types.	Retrieve typology limitations; prepare a comparison of commitment and authority.
BEL L013 Week 5 session 1 New Age spirituality and individual belief Planned	Evaluate individualised practices and their organisational context.	Compare original accounts of spiritual participation. Distinguish self-description, practice and institutional membership.	Retrieve individualisation from FAM; prepare one limit to treating all spirituality as choice.
BEL L014 Week 5 session 2 Measuring belief practice and belonging Planned	Interpret religious data using measures, place and period.	Compare dated survey and census questions. Assess why affiliation, attendance and belief need separate evidence.	Retrieve EDU statistics and sampling; prepare a validity question about measuring religion.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
BEL L015 Week 5 session 3 Secularisation and social change Planned	Explain declining religious influence through differentiation and rationalisation.	Build competing mechanisms from dated evidence. Distinguish personal belief from institutional authority.	Retrieve modernity and Weber; prepare one contrary indicator and explain its relevance.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Beliefs in Society

BEL L016 to L020 | Year 2 | Teaching weeks 6 to 7

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
BEL L016 Week 6 session 1 Arguments against simple religious decline Planned	Evaluate religious-market, vicarious-religion and believing-without-belonging claims.	Compare theoretical predictions with different measures. Assess whether an apparent contradiction reflects definitions.	Retrieve BEL L013 and L014; prepare a qualified answer about secularisation in Britain.
BEL L017 Week 6 session 2 Religious revival and post secular claims Planned	Evaluate revival, visibility and public influence without conflating them.	Compare carefully dated cases from different contexts. Explain why media attention alone does not measure increased belief.	Retrieve measurement distinctions; prepare evidence needed to test a revival claim.
BEL L018 Week 6 session 3 Secularisation assessment and feedback Planned	Evaluate competing interpretations using appropriately contextualised evidence.	Write an original item-based 20-mark response. Teacher feedback distinguishes accurate comparison from selective evidence.	Retrieve the weakest concept; redraft the judgement with scope and conditions.
BEL L019 Week 7 session 1 Class and religious participation Planned	Explain possible associations between resources, insecurity and participation.	Compare competing accounts and disaggregated evidence. Assess ecological fallacy and variation within class groups.	Retrieve deprivation and measurement; prepare a comparison with gendered participation.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
BEL L020 Week 7 session 2 Gender and religion Planned	Evaluate socialisation, care, status and agency in gendered patterns.	Analyse dated research summaries and original cases. Assess how class, age and tradition qualify generalisations.	Retrieve feminist arguments; prepare an evidence-based challenge to a universal gender claim.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Beliefs in Society

BEL L021 to L025 | Year 2 | Teaching weeks 7 to 9

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
BEL L021 Week 7 session 3 Ethnicity migration and religion Planned	Explain links between identity, belonging, exclusion and religious organisation.	Compare contextual cases and competing explanations. Assess migration generation and institutional opportunity.	Retrieve FAM migration; prepare a distinction between ethnicity, nationality and religion.
BEL L022 Week 8 session 1 Age generations and religious change Planned	Distinguish ageing, cohort replacement and period effects.	Interpret contrasting cross-sectional and longitudinal evidence. Assess whether an age pattern establishes a life-course process.	Retrieve EDU L044; prepare a design capable of distinguishing two explanations.
BEL L023 Week 8 session 2 Globalisation and religious networks Planned	Explain transnational organisation, communication and local reinterpretation.	Map a fictional cross-border network and examine dated research. Assess how global and local processes interact.	Retrieve globalisation across Families and Education; prepare a qualified diffusion argument.
BEL L024 Week 8 session 3 Fundamentalism and global contexts Planned	Evaluate identity, insecurity and political explanations of fundamentalism.	Compare specified movements without equating religion with violence. Distinguish doctrine, mobilisation and context.	Retrieve modernity and ideology; prepare evidence that tests a reaction-to-change explanation.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
BEL L025 Week 9 session 1 Religion politics and cultural conflict Planned	Evaluate religious claims within wider power and geopolitical relations.	Compare competing explanations for a dated case. Assess internal diversity and reject civilisational stereotypes.	Retrieve state and ideology; prepare a synoptic link to social order and social control.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Beliefs in Society

BEL L026 to L027 | Year 2 | Teaching weeks 9 to 9

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
BEL L026 Week 9 session 2 Beliefs topic assessment Planned	Apply knowledge to explanation, item analysis and evaluation.	Use an original 40-mark section in 60 minutes, then 30 minutes for reflection and transfer. Keep the assessment original.	Retrieve concepts identified as insecure; prepare two feedback questions.
BEL L027 Week 9 session 3 Beliefs feedback and bridge to Crime Planned	Improve a response and connect belief, norms and social control.	Use marked work to redraft a priority paragraph. Analyse a fresh fictional norm dispute and identify the research evidence needed.	Retrieve Families and Education during the next module; prepare crime and deviance distinctions.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Crime and Deviance with Theory and Methods

CRM L001 to L005 | Year 2 | Teaching weeks 10 to 11

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L001 Week 10 session 1 Crime deviance and social control Planned	Distinguish legal definitions, social norms and formal or informal control.	Classify fictional cases across contexts. Assess why legality and moral judgement need separate reasoning.	Retrieve social construction and power; prepare a contested-definition example.
CRM L002 Week 10 session 2 Measuring crime and victimisation Planned	Compare police records, victim surveys and self-report studies.	Analyse dated measures and missing populations. Assess reporting, recording and the dark figure.	Retrieve EDU sampling and statistics; prepare a triangulation proposal.
CRM L003 Week 10 session 3 Functionalism and crime Planned	Explain boundary maintenance, adaptation and regulation.	Model Durkheim's arguments using fictional responses to rule-breaking. Evaluate whose norms gain authority.	Retrieve BEL ritual and solidarity; prepare a qualification to a functional claim.
CRM L004 Week 11 session 1 Strain and blocked opportunities Planned	Apply Merton's goals-means argument and distinguish adaptations.	Compare original cases and competing interpretations. Assess why unequal opportunity does not determine individual offending.	Retrieve meritocracy and material inequality; prepare an agency qualification.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L005 Week 11 session 2 Subcultural explanations Planned	Compare status-frustration and differential-opportunity accounts.	Model mechanisms in fictional peer settings. Assess evidence, gender assumptions and variation within groups.	Retrieve education subcultures; prepare a contrast with individual strain.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Crime and Deviance with Theory and Methods

CRM L006 to L010 | Year 2 | Teaching weeks 11 to 13

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L006 Week 11 session 3 Marxist explanations of law and crime Planned	Explain selective criminalisation, inequality and enforcement.	Compare fictional harmful acts and legal responses. Assess power without assuming every law serves one interest.	Retrieve Marxism across modules; prepare a relevant counterargument.
CRM L007 Week 12 session 1 Critical criminology and social harm Planned	Evaluate broader harm-based definitions and their methodological implications.	Compare legal crime and harmful conduct in original cases. Assess whose experiences a definition includes.	Retrieve ideology and measurement; prepare one difficulty in measuring social harm.
CRM L008 Week 12 session 2 Interactionism and labelling Planned	Explain rule creation, selective reaction and possible deviant careers.	Sequence a fictional interaction process with alternative outcomes. Assess evidence against deterministic labelling.	Retrieve EDU teacher expectations; prepare a comparative mechanism paragraph.
CRM L009 Week 12 session 3 Moral panics and amplification Planned	Evaluate claims about media, public concern and social reaction.	Analyse an original fictional news sequence. Distinguish heightened visibility from incidence; assess a testable amplification claim.	Retrieve media measurement and BEL visibility; prepare a counterexample to uniform audience effects.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L010 Week 13 session 1 Right realist explanations Planned	Explain rational choice, routine activity and control arguments.	Apply different mechanisms to fictional opportunities. Assess assumptions about motivation and the limits of situational accounts.	Retrieve agency and constraint; prepare a critique grounded in inequality.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Crime and Deviance with Theory and Methods

CRM L011 to L015 | Year 2 | Teaching weeks 13 to 14

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L011 Week 13 session 2 Left realism and relative deprivation Planned	Explain marginalisation, relative deprivation and the square of crime.	Compare community relationships in fictional cases. Assess the roles of offenders, victims, agencies and the public.	Retrieve deprivation from Beliefs; compare left and right realist priorities.
CRM L012 Week 13 session 3 Explanations of crime checkpoint Planned	Evaluate competing explanations against the same evidence.	Complete an original 10-mark item analysis and 30-mark essay plan. Teacher feedback targets relevant evaluation.	Retrieve three distinct mechanisms; redraft one comparison from feedback.
CRM L013 Week 14 session 1 Class crime and enforcement Planned	Distinguish recorded offending, victimisation and criminal-justice selection.	Read dated evidence with measurement limits. Compare explanations without equating poverty with criminality.	Retrieve class and educational data; prepare a question about differential enforcement.
CRM L014 Week 14 session 2 Corporate and occupational crime Planned	Explain organisational opportunities, power and the visibility of harm.	Compare fictional organisational cases and research methods. Assess why police counts alone can understate harm.	Retrieve Marxism and social harm; prepare a suitable documentary research design.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L015 Week 14 session 3 Gender offending and control Planned	Evaluate socialisation, opportunity, masculinity and control accounts.	Compare dated patterns and within-group differences. Assess assumptions behind chivalry and double-deviance claims.	Retrieve gender and intersectionality; prepare evidence capable of testing a justice-system claim.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Crime and Deviance with Theory and Methods

CRM L016 to L020 | Year 2 | Teaching weeks 15 to 16

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L016 Week 15 session 1 Ethnicity criminalisation and justice Planned	Evaluate competing explanations of recorded patterns and institutional processes.	Separate offending measures from stop, arrest and conviction data. Assess racism, disadvantage and methodological limits.	Retrieve EDU ethnicity; prepare an explanation that avoids treating categories as causes.
CRM L017 Week 15 session 2 Intersections in crime and victimisation Planned	Explain how social positions combine to shape exposure and responses.	Analyse original contrasting cases and disaggregated evidence. Assess the limits of single-variable explanations.	Retrieve class, gender and ethnicity; prepare a justified intersectional research question.
CRM L018 Week 15 session 3 Victimology and unequal recognition Planned	Compare positivist and critical approaches to victims.	Use non-graphic fictional cases to examine exposure, recognition and reporting. Assess hidden victimisation without blaming victims.	Retrieve power and definitions; prepare one limit in victim survey coverage.
CRM L019 Week 16 session 1 Media representations and crime Planned	Evaluate selection, framing and relationships between representation and fear.	Code supplied original media extracts. Assess representativeness, audience interpretation and causal claims.	Retrieve content analysis; prepare an alternative explanation for fear of crime.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L020 Week 16 session 2 Globalisation and transnational crime Planned	Explain how cross-border opportunities and enforcement limits shape crime.	Map an original fictional supply network. Assess inequalities, jurisdiction and difficulties of measurement.	Retrieve FAM and BEL global networks; prepare one local- global connection.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Crime and Deviance with Theory and Methods

CRM L021 to L025 | Year 2 | Teaching weeks 16 to 18

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L021 Week 16 session 3 Digital crime and social control Planned	Evaluate changing opportunities, harms and responses in digital settings.	Use non-operational fictional cases. Compare victimisation and reporting evidence; assess continuity with offline crime.	Retrieve routine activity and ethics; prepare a safe research design using supplied material.
CRM L022 Week 17 session 1 Green crime and environmental harm Planned	Compare legal and harm-based approaches to environmental damage.	Examine a dated source-based case with jurisdiction specified. Assess power, victims and limits of criminal-law definitions.	Retrieve social harm and corporate crime; prepare a reason responsibility may be contested.
CRM L023 Week 17 session 2 State crime and human rights Planned	Evaluate definitions, secrecy, power and research access.	Compare carefully sourced non-graphic cases. Distinguish allegation, documented finding and interpretation in analysis.	Retrieve documentary evidence; prepare a limitation of official state records.
CRM L024 Week 17 session 3 Prevention and surveillance Planned	Compare situational, environmental and social prevention.	Assess original fictional proposals for effectiveness, displacement and unequal effects. Distinguish intentions from evaluations.	Retrieve realism and policy; prepare a reason surveillance may alter behaviour unevenly.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L025 Week 18 session 1 Punishment and social order Planned	Evaluate deterrence, rehabilitation, retribution and wider social functions.	Compare contrasting policy rationales and evidence. Assess class, gender and historical context without assuming one purpose.	Retrieve Durkheim and Marxism; prepare a judgement grounded in specified outcomes.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Crime and Deviance with Theory and Methods

CRM L026 to L030 | Year 2 | Teaching weeks 18 to 19

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L026 Week 18 session 2 Criminal justice and other agencies Planned	Explain how policing, courts, communities and support agencies shape responses.	Map a fictional case pathway and decision points. Assess discretion, accountability and unequal access to support.	Retrieve labelling and victims; prepare a policy-method link.
CRM L027 Week 18 session 3 Crime social policy and evidence Planned	Evaluate how research informs contested crime-control decisions.	Compare two original policy proposals and evaluation designs. Assess unintended effects and political priorities.	Retrieve EDU policy and FAM L042; prepare an original 30-mark essay plan.
CRM L028 Week 19 session 1 Crime section assessment Planned	Apply explanation, item analysis and evaluation under timed conditions.	Use an original 50-mark Crime section in 75 minutes and a 15-minute diagnostic. Assess content and question focus separately.	Retrieve gaps identified after submission; prepare questions for teacher feedback.
CRM L029 Week 19 session 2 Crime feedback and transfer Planned	Improve a weak argument and apply it to a fresh issue.	Use teacher marking to select a misconception and reasoning target. Redraft, then complete an independent transfer paragraph.	Retrieve the correction after a delay; prepare a methods comparison about crime research.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L030 Week 19 session 3 Researching crime and hidden populations Planned	Evaluate access, sampling, trust and risks across research strategies.	Design a study using fictional supplied materials only. Compare interviews, observation and documents with explicit safeguards.	Retrieve EDU research design; prepare a qualified judgement about validity and ethics.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Crime and Deviance with Theory and Methods

CRM L031 to L035 | Year 2 | Teaching weeks 20 to 21

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L031 Week 20 session 1 Research design and causal claims Planned	Evaluate comparative, longitudinal and experimental reasoning.	Identify confounds in fictional crime-policy evaluations. Propose a stronger comparison and explain remaining limits.	Retrieve EDU L041 and L044; prepare a theory-method link.
CRM L032 Week 20 session 2 Structural and action theories revisited Planned	Evaluate order, power and meaning across the four modules.	Compare explanations of one original case from two topics. Plan a sustained argument rather than a list of theorists.	Retrieve FAM, EDU and BEL perspectives; prepare evidence for one comparison.
CRM L033 Week 20 session 3 Modernity late modernity and postmodernity revisited Planned	Evaluate claims about uncertainty, identity and social transformation.	Test competing claims against family, belief and crime examples. Assess continuity, inequality and scope.	Retrieve EDU L053; prepare a reason fragmented experience does not eliminate structure.
CRM L034 Week 21 session 1 Science and sociological explanation revisited Planned	Evaluate testability, prediction, interpretation and knowledge development.	Compare contrasting research examples. Plan an original 20-mark Theory and Methods evaluation with a qualified judgement.	Retrieve EDU L054; identify where an argument changes its definition of science.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L035 Week 21 session 2 Values objectivity and reflexivity revisited Planned	Evaluate how values enter research and how claims remain accountable.	Analyse original design and reporting dilemmas across topics. Assess transparency, standpoint and evidence checks.	Retrieve EDU L051 and L055; prepare a counterargument to a value-free research claim.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Crime and Deviance with Theory and Methods

CRM L036 to L040 | Year 2 | Teaching weeks 21 to 23

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L036 Week 21 session 3 Theory methods and policy in combination Planned	Explain how theoretical commitments affect method and policy recommendations.	Compare research proposals for a shared social problem. Assess feasibility, values and divergent explanations.	Retrieve EDU L056; prepare two distinct theory-method links for a 10-mark task.
CRM L037 Week 22 session 1 Theory and Methods assessment Planned	Apply explanation and evaluation to original extended-writing tasks.	Use an original 30-mark section: 10-mark explanation and 20-mark evaluation in 45 minutes. Use remaining time for a diagnostic.	Retrieve missed distinctions after submission; prepare a targeted improvement plan.
CRM L038 Week 22 session 2 Theory and Methods feedback Planned	Use marked evidence to strengthen comparison, application and judgement.	Redraft a selected response, then plan a fresh question across a different topic. Teacher checks transfer of the improvement.	Retrieve two older topics without notes; prepare priorities for cumulative revision.
CRM L039 Week 22 session 3 Evidence and explanation across topics Planned	Evaluate the relationship between a theoretical claim and the evidence supporting it.	Compare methods used to investigate family change, religious practice and crime control. Assess transfer through a fresh argument and a methodological qualification.	Retrieve one disputed claim from each module; prepare specific questions for the whole-course diagnostic.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L040 Week 23 session 1 Whole course diagnostic and revision allocation Planned	Identify secure knowledge and specific gaps across all assessed content.	Interleave short questions and essay plans across Papers 1 to 3. Allocate revision tasks from evidence, not confidence alone.	Create a spaced practice schedule; retrieve the weakest strand before the next lesson.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Crime and Deviance with Theory and Methods

CRM L041 to L045 | Year 2 | Teaching weeks 23 to 24

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L041 Week 23 session 2 Families cumulative revision Planned	Reconnect diversity, couples, childhood, demography and policy with theory.	Use mixed retrieval and original item plans. Repair a policy or demographic misconception and justify an evaluative link.	Retrieve FAM L040 to L042; prepare a comparison linking two family strands.
CRM L042 Week 23 session 3 Education and MIC cumulative revision Planned	Select context-specific evidence and method consequences.	Interleave inequality, policy and school-process questions with a 20-mark MIC plan. Teacher checks application to actual item details.	Retrieve one method and one educational mechanism after a delay.
CRM L043 Week 24 session 1 Beliefs cumulative revision Planned	Compare theories, organisations, group patterns and global secularisation.	Use contrasting measures and original items. Plan a 20-mark argument with explicit criteria for judgement.	Retrieve belief, practice and belonging; prepare a comparison using dated evidence.
CRM L044 Week 24 session 2 Crime cumulative revision Planned	Connect explanations, distributions, global harms and control.	Complete mixed retrieval, a 10-mark item plan and a 30-mark evaluation outline. Address gaps from the diagnostic.	Retrieve measurement and policy effects; practise the least secure explanation.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L045 Week 24 session 3 Theory and Methods cumulative revision Planned	Integrate research design, epistemology, values and policy.	Compare 10-mark explanation and 20-mark evaluation demands. Improve an original response using evidence from two topics.	Retrieve conceptual distinctions without notes; prepare Paper 1 timing and targets.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Crime and Deviance with Theory and Methods

CRM L046 to L050 | Year 2 | Teaching weeks 25 to 26

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L046 Week 25 session 1 Paper 1 mock first allocation Planned	Demonstrate independent performance across Education, MIC and Theory and Methods.	First 90 minutes of an original 80-mark mock. Schedule the next allocation contiguously for an uninterrupted 120-minute sitting.	If split, do no intervening revision and label the exercise classroom practice rather than an exam- condition mock.
CRM L047 Week 25 session 2 Paper 1 mock completion and reflection Planned	Complete the paper and identify priority improvements.	Use 30 minutes to complete the sitting and 60 minutes for post-submission reflection and targeted retrieval. Teacher marking follows.	Prepare a short error log; retrieve a weak Family or Beliefs strand before Paper 2.
CRM L048 Week 25 session 3 Paper 2 mock first allocation Planned	Select and apply knowledge across Families and Beliefs.	First 90 minutes of an original 80-mark paper containing both selected topics. Reserve the next allocation contiguously.	If split, do no intervening research; use the same access arrangements throughout.
CRM L049 Week 26 session 1 Paper 2 mock completion and reflection Planned	Complete both topic sections and identify gaps in reasoning.	Use 30 minutes to finish the sitting and 60 minutes for reflection and retrieval. Check time spent across both 40-mark sections.	Retrieve weak Crime and Methods concepts; prepare targets for Paper 3.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L050 Week 26 session 2 Paper 3 mock first allocation Planned	Demonstrate independent Crime and Theory and Methods reasoning.	First 90 minutes of an original 80-mark mock. Reserve the next allocation contiguously for a full 120-minute sitting.	If split, do no intervening revision; record the assessment conditions accurately.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.

Crime and Deviance with Theory and Methods

CRM L051 to L054 | Year 2 | Teaching weeks 26 to 27

Each lesson is 90 minutes. Planned rows are production briefs; consult the Resource Register for the current availability and approval state.

Lesson allocation	Intended learning	Teaching and evidence of learning	Independent practice
CRM L051 Week 26 session 3 Paper 3 mock completion and reflection Planned	Complete extended evaluation and diagnose performance across the paper.	Use 30 minutes to finish and 60 minutes for a post-submission diagnostic. Teacher marks content, application and reasoning.	Prepare questions about recurrent errors across the three mocks.
CRM L052 Week 27 session 1 Feedback across all three papers Planned	Use marked evidence to prioritise the most consequential improvements.	Compare error patterns across papers. Redraft one response and defend a new plan; distinguish knowledge gaps from task misreading.	Retrieve corrected concepts after a delay; practise the weakest question format.
CRM L053 Week 27 session 2 Targeted reteaching and fresh application Planned	Demonstrate improvement on previously insecure content.	Use flexible groups based on assessed needs. Teach a precise gap, remove scaffolds and test transfer with original fresh questions.	Revise the personal error log and complete spaced retrieval across the four topics.
CRM L054 Week 27 session 3 Final synthesis and independent readiness Planned	Consolidate key distinctions, question reading and a sustainable revision routine.	Use a mixed retrieval check and a final plan comparison. Agree manageable next steps and access arrangements without predicting grades.	Continue spaced retrieval and short timed practice; use teacher feedback and current exam information.

Use teacher feedback to address a specific knowledge gap and improve reasoning. Check improvement through a fresh task and delayed retrieval; completion alone does not demonstrate mastery.