

Slide by slide delivery map

AQA A Level Sociology 7192 • Families & Households • L005 • v1.0

CONNECT & CHECK | SHARE | PRESENT | APPLY | RECALL & REVIEW

Slides 1–30 total 90 minutes. Slides 31–32 are optional follow-up. Workbook task IDs are consistent across formats. The teacher deck includes delivery notes.

1 IS THERE A “NORMAL” FAMILY?

Recall • 0–1 minutes

Introduce the enquiry as an analysis of meanings and evidence. No learner should defend their own family arrangement.

2 What this lesson prepares you to do

Recall • 1–2 minutes

R1–R3. Explain that successful answers separate frequency from judgement and use the correct unit.

3 Recall from Lesson 4

Recall • 2–6 minutes

R1/R2. Retrieve household, family and operational definition. Re-teach the denominator using a simple part/whole example.

4 What does normal mean?

Recall • 6–9 minutes

R3. Record the starting view. Invite private writing before discussion; do not organise a vote on the worth of family forms.

Delivery map continued

5 Meanings of normal

Discover • 9–11 minutes

D1. Contrast a measurable descriptive statement with a claim about what ought to happen.

6 Frequency and desirability

Discover • 11–13 minutes

D1/D2. A social norm may be widely expected without being universally followed. Avoid attributing uniform beliefs to cultural groups.

7 Family diversity

Discover • 13–15 minutes

D5. Preview composition and practice, using A and B later to establish the distinction.

8 The life course

Discover • 15–18 minutes

D6. A life course is a sequence of experiences. A cross-sectional comparison of age groups does not itself follow individuals.

Delivery map continued

9 UK households in 2025

Discover • 18–21 minutes

D3. Source: <https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/bulletins/familiesandhouseholds/2025> . Both estimates refer to UK households in 2025. They do not exhaust every household category and should not be labelled percentages of people.

10 A different denominator

Discover • 21–23 minutes

D3. Source: <https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/bulletins/familiesandhouseholds/2025> . 65.3% uses families as its denominator. One-family households include multiple forms, including couples without children and lone parents.

11 A snapshot and a trend

Discover • 23–26 minutes

D6. Require comparable dates for a trend. Following the same individuals answers a different question from repeated population snapshots.

12 One form different practices

Discover • 26–29 minutes

D5. Ask learners to hold composition constant while identifying a difference in care practices.

Delivery map continued

13 Choices and constraints

Discover • 29–31 minutes

C1 extension. Identify plausible constraints and then the missing evidence. Do not claim that the fictional cases establish causes.

14 Check the denominator

Apply • 31–34 minutes

D4 hinge. B is correct. If A is chosen, draw two different totals labelled households and people before continuing.

15 Family ties across addresses

Discover • 34–36 minutes

A2. C has care across addresses. The residential category is useful for its own purpose but incomplete for a care-network question.

16 Limits of a category

Challenge • 36–38 minutes

C1. Ask for a measure of care or support, then discuss what it would and would not establish.

Delivery map continued

17 Population and individual change

Discover • 38–40 minutes

D6/A3. Explain the difference between change in population composition and the changing situation of one person.

18 CLAIMS NEED CLEAR MEANINGS

Discover • 40–41 minutes

C2. Restate the analytical purpose. Learners may choose fictional cases throughout.

19 WHAT CAN THIS IMAGE TELL US?

Apply • 41–43 minutes

A1. The image shows adults examining materials. Relationships and household membership require further evidence.

20 FOUR FICTIONAL CASES

Apply • 43–52 minutes

A2/A3. Two minutes reading, four minutes comparing A–C and three minutes on D. Ask for a specific case detail before the inference.

Delivery map continued

21 Cases A and B

Apply • 52–55 minutes

A2 feedback. Shared form does not imply shared experience. Credit accurate accounts of the unpaid-care difference.

22 Case D and the life course

Apply • 55–58 minutes

A3. Living alone does not establish the absence of family ties. Ask what a sequence of accounts could add.

23 Evidence and explanation

Challenge • 58–60 minutes

C1. Distinguish a plausible explanation from a tested one. Link back to L003 perspectives and forward to L006 methods.

24 Retrieval check

Prove • 60–64 minutes

Retrieval key B, A, C, B, C, A. Read corrective explanations and revisit the household denominator if needed.

Delivery map continued

25 THINK HIGHER

Challenge • 64–68 minutes

C1. Ask for a reasoned judgement and one additional measure. A statistic describing prevalence cannot settle a moral question.

26 Why one answer is stronger

Challenge • 68–71 minutes

C2. Learners rewrite the original claim using a defined population and a justified limit.

27 PROVE IT

Prove • 71–79 minutes

P1. Eight minutes independent writing. Local six-mark rubric: dimension, example and explanation for each of two distinct dimensions.

28 Feedback and improvement

Prove • 79–84 minutes

P2. Teacher reviews extended writing. If both examples concern composition, develop practice or life course as a second dimension.

Delivery map continued

29 Exit ticket

Prove • 84–87 minutes

P3. Return to R3. Collect a changed or justified conclusion and a research question.

30 Before Lesson 6

Recall • 87–90 minutes

F1–F3. Ten to fifteen minutes preparation using supplied readings. No personal family investigation is required.

31 PAPER 2 PRACTICE

Challenge • Optional follow-up

Optional fifteen-minute original Paper 2-style practice. Apply local best-fit guidance; no fixed marks per paragraph.

32 Planning two explanations

Challenge • Optional follow-up

Planning support. Categories and time provide distinct routes. Credit other explained limits, including residential inclusion rules.