



# YEAR 1 2021-2022 SPRING TERM – SOCIOLOGY GCSE

‘An ambitious curriculum that meets the needs of all’

## Medium Term Planning - Topic: Sociology of Education

<b>Curriculum Intent</b>	<p>Pupils will be taught the following in the first year with their teacher: <b>Sociology of Education</b></p> <p><b>Why do we teach this to students?</b> Education is a key agent of secondary socialisation and integral to any Sociology course with links to all other topics. It is a core part of the GCSE course assessed on Paper one</p> <p><b>Why do we teach this now?</b> Education is ideal to be taught after the Sociology of the Family because they involve students gaining an understanding of the main Sociological theories and involve the two earliest aspects of primary and secondary socialisation. Family is the main provider of primary socialization, leading nicely into Education as the main provider of secondary socialization.</p> <p>The exams will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"><li>• AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</li><li>• AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.</li><li>• AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</li></ul>
<b>Skills/Assessment objective links</b>	
<b>Spiritual, moral, social, and cultural development</b>	<p><b>Spiritual:</b> The focus of Sociology is thinking about various aspects of human society and the social institutions that make up society. Students are encouraged to debate various aspects of contemporary education, considering all viewpoints within education, including church schools, free schools, the role of religion in tackling the ethnocentric curriculum</p> <p><b>Moral:</b> The morality of educational policy is considered, looking at Government strategies on education and their impact. Performance of students from lower income families is considered in terms of their ability to play a part in the meritocracy. The impact of teacher labelling.</p> <p><b>Social:</b> The nature of the subject encourages appreciation of different viewpoints. Education lessons cover the many reasons for different achievement by social groups eg. Class, gender, ethnicity</p> <p><b>Cultural:</b> Many of the topics covered within the syllabus explore cultural differences - differences in educational achievement – cultural, gender, class. Study of cultural capital, cultural deprivation</p> <p><b>PSHE:</b> Awareness of debates in education about mixed ability and setting/streaming. The role of education in helping society. Role of citizenship in the curriculum.</p> <p><b>British Values:</b> Discussion of the ethnocentric curriculum, discussion of what makes culture including British culture.</p> <p><b>Skills Builder:</b> Communication and interpersonal skills, Organisation/time management skills, goal setting and prioritizing. Learning skills of empathy when looking at achievement in education. Discussion skills and listening to different opinions on key issues. Skills of evaluation and analysis.</p>
<b>Numeracy</b>	<p><b>Understanding average in terms of measuring schools attainment – average points score. Looking at trends in GCSE results. Analysing trends in data.</b></p>
<b>Literacy</b>	<p>In Sociology at Crompton House school, we support the development of disciplinary vocabulary and the students’ ability to read, write and communicate at an academic level so that they master the nuances of the curriculum. At some GCSE, there is demand for the application of both tier 2 and tier 3 vocabulary. In short, tier two is mature language that is frequently used, whereas tier 3 is specialised to Sociology. This increased focus on tier 3 vocabulary for Sociology enables students to achieve mastery, where they are</p>

	<p>confident to speak like a Sociologist. Another strategy we use to enforce this language is through teacher modelling of extended writing tasks and giving students the tools and confidence to be able to achieve mastery. Students are also expected to use word banks and glossaries and are encouraged to highlight tier 3 terminology in their work so they themselves can visually see the progress they are making throughout the course.</p>
<b>Becoming future ready</b>	<p><b>Personal Skills:</b> As a Sociology student you will learn a number of skills, an understanding of how people think and behave which is essential in the real world, you will gain an ability to relate and empathise with a range of people, you will gain an understanding of how to listen to others sensitively and good questioning skills, you will learn techniques of how to cope with emotionally demanding situations, you will get the chance to work on your own and with others.</p> <p><b>Employability:</b> As well as the above personal skills leading to employability, Sociology GCSE delivers skills employers value, such as communication, presentation and adaptability.</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><b>By product:</b> differential outcomes using must, could, should.</p> <p><b>By resource:</b> PowerPoints and lesson plans provide different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p><b>By Intervention:</b> intervention with students under target</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>QFT/SEND Provision</b>	
<b>Implementation Curriculum Delivery</b>	<p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> <li>• apply their sociological knowledge, understanding and skills to develop an understanding of relationships and tension between social structures and individual agency within a UK and global context</li> <li>• critically analyse information and use evidence to make informed arguments, reach substantiated judgements and draw conclusions</li> <li>• use and apply their knowledge and understanding of how social structures and processes influence social control, power and inequality</li> <li>• use sociological theories to understand social issues, debates, social changes and continuities over time</li> <li>• understand and evaluate sociological methodology and a range of research methods</li> <li>• use sociological terminology appropriately and make connections between the key areas of subject content.</li> </ul>
<b>Learning Outcomes (Core Knowledge)</b>	<p>In terms of Education they need to know:</p> <p>Different views of the role and functions of education.</p> <p>The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles.</p> <p>Students should be able to:</p> <p>identify, describe and explain the functions of education including serving the needs of the economy, facilitating social mobility and fostering social cohesion; identify and describe a variety of different types of school including primary and secondary, state and private; describe alternative forms of educational provision including home schooling and de-schooling; describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist), describe the key ideas of Durkheim on education, describe the key ideas of Parsons on education.</p> <p>The relationship between education and capitalism:</p> <p>Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.</p>



Students should be able to: describe the key ideas of Bowles and Gintis on education and capitalism, describe, compare and contrast a variety of alternative sociological perspectives on the correspondence principle.

Educational achievement. Understand: Factors affecting educational achievement. The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.

Students should be able to: identify, describe and explain various factors affecting educational achievement including class, gender and ethnicity; describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist); describe the key ideas of Halsey on class-based inequalities; describe the key ideas of Ball on parental choice and competition between schools.

Processes within schools affecting educational achievement. The work of Ball on teacher expectations and Willis on the creation of counter school cultures.

Students should be able to: identify, describe and explain various processes within schools affecting educational achievement including, streaming, setting, mixed ability teaching, labelling and the self-fulfilling prophecy; describe, compare and contrast a variety of sociological perspectives on these issues (interactionist, functionalist, feminist and Marxist); describe the key ideas of Ball on teacher expectations; describe the key ideas of Willis on the creation of counter school cultures.

**Current learning to be developed in the future within:**

Work towards Paper two of the GCSE on Crime and Stratification – links will be made between all topics

**Assessment**

Refer to assessment maps for formative and summative assessment opportunities.

**Impact**

Attainment and Progress – Refer to assessment results / data review documentation.