



YEAR 12 - SOCIOLOGY

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning - Topic: Sociology of Education

Curriculum Intent	<p>Pupils will be taught the following in the first year with their teacher: Sociology of Education</p> <p>Why do we teach this to students? 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 A level course assessed on Paper one</p> <p>Why do we teach this now? Education is ideal to be taught first alongside 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.</p> <p>The exams will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> • AO1: Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> ○ sociological theories, concepts and evidence ○ sociological research methods • AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues • AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> ○ present arguments ○ make judgements ○ draw conclusions.
Skills/Assessment objective links	
Spiritual, moral, social, and cultural development	<p>Spiritual: 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>Moral: 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>Social: 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>Cultural: 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>PSHE: 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>British Values: Discussion of the ethnocentric curriculum, and the debates around teaching British history and English Literature in a multi-cultural society.</p> <p>Skills Builder: 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>
Numeracy	<p>Engagement and understanding of how Progress 8 is calculated – comparison of P8 with other measures and how the figure is averaged out. Percentages of GCSE achievement from different social groups. Proportion.</p>
Literacy	<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</p>

	<p>the curriculum. At Key Stage 5 there is a great focus around reading current news articles and interweaving this into the study of sociology, making those vital connections between the news today and sociological theory to Sociologists who seek to understand the social world. We also explore more traditional texts, taking abstracts from writers such as Max Weber, Karl Marx and Durkheim to allow students to gather evidence to support their theories. This also allows students an opportunity to understand the style of the text and how context impacts their theories, and to assess how relevant the theories are in present day. Students are supported through this journey with a range of strategies, such as studying etymology (origin) of words to increase awareness and understanding of vocabulary. At A-Level, there is an increased 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 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> <p>Tier 2 – setting, streaming, banding, mixed ability, brainwashing, impact, achievement, assembly, GCSE, A level, identity</p> <p>Tier 3 – Ideological State Apparatus, Cultural Capital, Cultural Deprivation, Material Deprivation, Labelling, Self-Fulfilling prophecy, Educational Policy, Progress 8, meritocracy, capitalism, patriarchy, male gaze, sexualisation, Marxism, Feminism, Functionalism, Interactionism, Meritocracy, Social Cohesion, Consensus, Bourgeoisie, Proletariat, False Class Consciousness</p>
Becoming future ready	<p>Personal Skills: 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>Employability: As well as the above personal skills leading to employability, Sociology A level delivers skills employers value, such as communication, presentation and adaptability.</p>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: differential outcomes using must, could, should.</p> <p>By resource: 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>By Intervention: by providing different levels of supervision and support, Sociology drop ins, catch up sessions.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: 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>By Offering Optional Activities: 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>
Implementation Curriculum Delivery	Students are expected to be familiar with sociological explanations of the following content:
Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> the role and functions of the education system, including its relationship to the economy and to class structure differential educational achievement of social groups by social class, gender and ethnicity in contemporary society relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.
Current learning to be developed in the future within:	Year two topics link Education to Crime and Deviance and the Mass Media. Work on theories at the end of the course also links back to the Sociology of Education from a theoretical point of view
Assessment	Refer to assessment maps for formative and summative assessment opportunities.

