



# YEAR 11 – SOCIOLOGY GCSE

‘An ambitious curriculum that meets the needs of all’

## Medium Term Planning - Topic: Social Stratification

<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> Stratification systems are hugely important in society including the class system and systems of patriarchy and institutional racism. This topic is a core part of the GCSE course assessed on Paper two.</p> <p><b>Why do we teach this now?</b> This topic is ideal to be taught as the final one of the four as links are made to all of the rest of the course. Systems of stratification based on class, gender and ethnicity are all considered, and have been visited in Family, Education and Crime. Work is also done on life chances which links to family background, educational performance and possible involvement in crime. All of the theories are revisited which then helps support longer answers in all the other topics.</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> Religious systems such as the caste system in India are covered as a comparison to the Capitalist system. Untouchables, Brahmin and other castes are compared with social mobility in western meritocracies.</p> <p><b>Moral:</b> The morality of systems of stratification are considered and there is a special focus in the course on poverty. This involves considering the impact of poverty both on society and on individuals. Reasons for poverty are considered and there is a distinct moral element to all of the work on working class, underclass, the poor and disadvantaged.</p> <p><b>Social:</b> As with moral, there is a huge focus on real social issues including disability, sexuality and other factors that may affect life chances. Empathy is encouraged and there is a growth element socially to the teaching of this unit.</p> <p><b>Cultural:</b> Many of the topics covered within stratification explore cultural differences - differences in educational achievement – cultural, gender, class. The effects cultural deprivation on social mobility and the discussion as to whether there is a genuine meritocracy in the UK.</p> <p><b>PSHE:</b> Very similar to Social and Moral above, empathy and awareness are at the heart of this unit.</p> <p><b>British Values:</b> Discussion of various political parties and their views on how British society should be built around fairness and equality.</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>Using skills to understand the poverty line, average income, percentages, looking at trends on graphs – all of this can have distinct questions in the exam, so a level of numeracy is needed.</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 GSCE, there is demand for the application of both tier 2 and tier 3 vocabulary. In</p>

	<p>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>Key Level 3 words – meritocracy, capitalism, patriarchy, Marxism, New Right, Functionalism, relative and absolute poverty, ethnicity, sexism.</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 (Knowledge)</b>	<p>In terms of Stratification they need to know:</p> <p>Different views of the functionalist theory of social stratification.</p> <p>The work of Davis and Moore on social stratification from a functionalist perspective.</p> <p>Students should be able to: describe and explain the functionalist theory of stratification (effective role allocation and performance linked to the promise of rewards); describe the key ideas of Davis and Moore; describe, compare and contrast alternative perspectives on functionalist theory (feminist and Marxist).</p> <p>Socio-economic class</p> <p>Different views of socio-economic class.</p> <p>The work of Marx and Weber on socio-economic class.</p>

	<p>Students should be able to: identify, describe and explain socio-economic class divisions in society; describe, compare and contrast a variety of sociological perspectives on socio-economic class (functionalist, feminist and Marxist); describe the key ideas of Marx on socio-economic class; describe the key ideas of Weber on socio-economic class.</p> <p>Life chances</p> <p>Different views on factors affecting life chances.</p> <p>The work of Devine revisiting the idea of the affluent worker.</p> <p>Students should be able to: identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, disability, religion and belief; describe, compare and contrast a variety of sociological perspectives on life chances (functionalist, feminist and Marxist); describe the key ideas of Devine on the idea of the affluent worker.</p> <p>Poverty as a social issue</p> <p>Different interpretations of poverty as a social issue.</p> <p>The work of Townsend on relative deprivation and Murray on the underclass.</p> <p>Students should be able to: identify, describe and explain different interpretations of poverty as a social issue including, the culture of poverty, material deprivation, the way in which governments have attempted to alleviate poverty and unemployment, the impact of globalisation; describe, compare and contrast a variety of sociological perspectives on poverty (functionalist, feminist and Marxist); describe the key ideas of Townsend on relative deprivation; describe the key ideas of Murray on the underclass including links to New Right theories.</p> <p>Power and authority</p> <p>Different forms of power and authority.</p> <p>The work of Weber on power and authority.</p> <p>Students should be able to: identify, describe and explain different forms of power and authority including traditional, charismatic, rational-legal, formal and informal sources of power; describe, compare and contrast a variety of sociological perspectives on power and authority (functionalist, feminist and Marxist); describe the key ideas of Weber on power and authority.</p> <p>Power relationships</p> <p>Describe and explain different views on factors affecting power relationships.</p> <p>The work of Walby on patriarchy.</p> <p>Students should be able to: identify, describe and explain different factors affecting power relationships including social class, gender, sexuality, race, age, disability, religion and beliefs; describe, compare and contrast a variety of sociological perspectives on power relationships (functionalist, feminist and Marxist); describe the key ideas of Walby on patriarchy.</p>
<p><b>Current learning to be developed in the future within:</b></p>	<p>Work towards the final exams of the GCSE, in particular paper 2 - Crime and Stratification – links will be made between all topics, however</p>

Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.

