

Medium Term Plan: Sociology A Level Year One

Subject: Sociology (Teacher One)

Year: 12

Unit: Introduction and Education

Topic & Week	Learning Intentions/Key Questions	Learning Goals for Students	Learning Activities (including differentiation)	Resources
<p>1 An introduction to sociology</p>	<p>Key sociological concepts and an introduction to sociological theories and perspectives.</p>	<p>To be able to define and apply these concepts and perspectives:</p> <ul style="list-style-type: none"> • Culture • Norms • Values • Status • Roles • Primary and secondary socialisation 	<p>Students to create their own definitions for the key terms Culture - Show short clips from 2 DVDs which show very different cultures within the contemporary UK, for example Welsh and Pakistani or Pakistani and White. Ask students to compare differences in the way people interact – for example in relation to food, clothing, music, living arrangements, relationships etc. Introduce the idea that culture is learned. In mixed ability groups, students to briefly act out one of the key terms as they experience it in the everyday. Correct definitions to be written down. Students to create their own societies, with examples of each of the key terms, applying their understanding so far. To present the societies to the class, and a vote for the society that each student would most like to live in.</p>	<ul style="list-style-type: none"> • Any clips from documentaries, or films that illustrate obvious cultural differences. For example: extracts from the Child of Our Time BBC 1 or watch selected extracts from East is East. • AS textbook • Large sheets of paper and colouring pencils for the society exercise • PowerPoint

<p>2 An introduction to sociology</p>	<p>Key sociological concepts and an introduction to sociological theories and perspectives.</p>	<p>To be able to define and evaluate key sociological theory including Marxism, functionalism, social action and feminism.</p>	<p>Various learning activities will be used to replicate societies in the model of these perspectives Students will work in mixed ability groups to recreate these social situations and will then use differentiated writing frames to explain and evaluate these perspectives.</p>	<ul style="list-style-type: none"> • Paper resources • Textbooks • Writing frames
<p>3 Class – external factors</p>	<p>Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.</p>	<ul style="list-style-type: none"> • Examine key trends in relation to class differences in education. • Develop an understanding of external and internal factors. • Determine the key external factors. 	<p>Paper based starter: students answer questions on the following: what is social class? Students complete key trends sheet: analyse data and summarise trends. Board work: external vs internal – students to copy on A3 paper. Group discussion about these factors – what do they mean? Introduce the main external factors – cultural deprivation, material deprivation and cultural capital. Define deprivation: definition on a PowerPoint.</p>	<ul style="list-style-type: none"> • Paper based starter • PowerPoint
<p>4 Class – external factors</p>	<p>Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.</p>	<ul style="list-style-type: none"> • State key trends. • Explain how cultural deprivation impacts achievement. • Explore notions of intellectual development, language and attitudes and values. 	<p>Paper based starter: review a grid on key trends. AS Exam Technique: read pages from a text book in relation to intellectual development, language, attitudes and values. Create a summary poster: revision of each theory - intellectual development, language and attitudes and values. Discuss sweet and Sugarman: trade in for a card with a grade on. This is a random selection and discuss how deferred gratification works. Link to the fact that you can never be sure what the end result is but you cash in at the end and have to wait to see</p>	<ul style="list-style-type: none"> • Paper based starter • Text book • Sweet • Trade-in cards • YouTube clip: Sesame Street

			<p>what you get. Working class students have immediate gratification - they want the sweet now.</p> <p>Watch KEY KNOWLEDGE: Sesame Street: start to discuss compensatory education – counting with count Dracula or the ABC song with Elmo. Get students to sing along.</p>	
<p>5 Class – external factors/internal factors</p>	<p>Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</p> <p>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 subcultures, the hidden curriculum, and the organisation of teaching and learning.</p>	<ul style="list-style-type: none"> • Compare and contrast cultural and material deprivation. • Examine notions of cultural capital. • Discuss the work of Bourdieu. • Review external factors. • Develop an understanding of internal factors. • Explore notions of labelling in primary and secondary schools - Becker, Rist, Keddie. 	<p>For this lesson separate tables into Tigers, Clowns and Cardinals (sit the Tigers closest to you and the Clowns furthest away). Treat the Tigers more favourably throughout the lesson and give them more encouragement and ignore the Clowns or make comments about how they are always being naughty and don't listen to instructions. Allow students to sit wherever they like at first and don't tell them what is happening. Paper based starter: questions to re-cap on external factors. Internal versus external factors review.</p> <p>KEY KNOWLEDGE Ray Rist discussion of key study Review how teachers used information about children's home background and appearance to place them in separate groups Self-reflection and review of Ray Rist's study. Extension: apply what has been considered to British schools.</p>	<ul style="list-style-type: none"> • Paper based starter • Scissors • Glue • Statements • Concept grid • Pictures of tigers, clowns and cardinals to put on the tables • Paper based starter

<p>5 Class internal factors</p>	<p>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 subcultures, the hidden curriculum, and the organisation of teaching and learning.</p>	<ul style="list-style-type: none"> Summarise the work of Jacobson and Rosenthal. Explore pupil subcultures -pro and anti-school subcultures. Elaborate on the marketization and selection processes. 	<p>Paper based starter: crossword. Discussion of key concepts. Focus on Lacey's work on pro and anti-school subcultures. Discussion of the educational triage and selection policies: linking to policy topic. Theory cards: students to select which theories they want to use and complete theory card summaries for each theory Present one of the theory cards to the group.</p>	<ul style="list-style-type: none"> Paper based starter Theory cards Concept grid
<p>6 Ethnicity</p>	<p>Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.</p>	<ul style="list-style-type: none"> Examine differences in ethnic achievement. Explore external and internal factors for differences in ethnic achievement. Analyse key reasons. 	<p>Paper based starter: graph and questions on trends. Review key external factors: material deprivation, cultural deprivation and racism. Discussion about how there are differences between each ethnic group and that ethnicity should not be treated as one homogenous group. Complete A3 summary grid to fill in external factors. Discuss which factors are the most important.</p>	<ul style="list-style-type: none"> Paper based starter A3 summary sheet

<p>7 Ethnicity</p>	<p>Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.</p>	<ul style="list-style-type: none"> Explore notions of cultural deprivation. <p>Discuss intellectual and linguistic skills, attitudes and values and parental skills. Explore differences between different ethnic groups.</p>	<p>Paper based starter: cloze activity summary.</p> <p>Exam Technique: read text book to look over external factors and also to introduce internal factors that impact educational achievement between different ethnic groups - labelling and teacher racism, pupil responses and subcultures, ethnocentric curriculum, institutional racism, selection and segregation.</p> <p>PowerPoint summary of all key factors.</p> <p>Pyramid of factors: assess key factors.</p> <p>Short answer question: Outline three ways in which the organisation of schooling may be ethnocentric (6 marks).</p>	<ul style="list-style-type: none"> Paper based starter Text book <p>PowerPoint Pyramid sheet Specimen AS Paper 1 (7191/1)</p>
<p>8 Ethnicity</p>	<p>Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.</p>	<ul style="list-style-type: none"> Identify material deprivation and class as an external factor. <p>Examine racism as an external factor. Understand the key internal factors affecting ethnic differences.</p>	<p>Paper based starter: questions to review.</p> <p>Dominoes key concepts: students to match up concept to definition on domino cards - dominoes should fit in to a square shape.</p> <p>A3 summary sheet to fill in for all key factors: make explicit the differences between each ethnic group.</p> <p>Link to policy and discuss policy aimed at targeting different ethnic groups to raise achievement.</p>	<ul style="list-style-type: none"> Paper based starter Dominoes <p>A3 sheet Examples of policy</p>

			Link to gender and class.	
8 Ethnicity	Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.	<ul style="list-style-type: none"> Summarise external factors. Explore key internal factors - labelling and teacher racism, ethnocentric curriculum and institutional racism. Understand pupil responses and subcultures and selection and segregation as key reasons for ethnic differences. 	<p>Paper based starter: students answer questions to re-cap.</p> <p>Plan essay from Specimen Paper A-level: Applying material from Item A, analyse two reasons why pupils from some minority ethnic groups achieve above average results in school (10 marks).</p> <p>Re-cap knowledge.</p> <p>HOMEWORK: methods in context question (20 marks) and revision activities - A3 Summary sheet Education topics, A-Z concepts.</p> <p>Scoopit quiz available on this topic.</p>	<ul style="list-style-type: none"> Paper based starter Specimen A-level Paper 1 (7192/1)
9 Theories of Education - Functionalism	The role and functions of the education system, including its relationship to the economy and to class structure.	<ul style="list-style-type: none"> Assess the work of Durkheim. Examine the views of Parsons and his work on meritocracy. Identify the work of Davis and Moore. Compare and contrast the work of Durkheim, Parsons and Davis and Moore. Criticise functionalism. Assess the value of the functionalist approach. 	<p>Paper based starter: students complete a crossword - questions on Durkheim.</p> <p>Design a merit badge: stickers.</p> <p>Unpick ideas about what merits are: link to meritocracy and the key beliefs of Parsons.</p> <p>PowerPoint: universalistic and particularistic standards.</p> <p>Sort students into different jobs and then ask them to arrange themselves in order of status; how hard they</p>	<ul style="list-style-type: none"> Paper based starter Pens, paper and stickers Labels Summary grid Paper based starter Record cards A3 paper Concept grid

			<p>work and then how much money they earn: see if the students change order after each turn. Use labels to sort into jobs.</p> <p>Discuss key notions of Davis and Moore.</p> <p>Summary grid: three main theories.</p> <p>Paper based starter: Durkheim, Parsons and Davis and Moore.</p> <p>Record card summaries for three theories or posters to demonstrate the three theories.</p> <p>Discuss criticisms of the functionalist views on education.</p> <p>Complete concept grid: paired definitions - students to work in pairs to create definitions.</p> <p>•</p>	
<p>9 Theories - The New Right</p>	<p>The role and functions of the education system, including its relationship to the economy and to class structure.</p>	<ul style="list-style-type: none"> Review the New Right theory. <p>Elaborate on the New Right's views on the education system. Develop critique of New Right.</p>	<p>Paper based starter: concept grid - three word summary.</p> <p>Review of the New Right view on education.</p> <p>Complete questions about the New Right.</p> <p>Complete a competitive school voucher based activity with students competing for vouchers and funding.</p> <p>Plan essay to do in timed conditions.</p>	<ul style="list-style-type: none"> Paper based starter Voucher system game resources Questions on the New Right <p>Essay plan</p>

<p>10/11 Theories - Marxism</p>	<p>The role and functions of the education system, including its relationship to the economy and to class structure.</p>	<ul style="list-style-type: none"> Describe Marxism and their views. Develop an understanding of Marxist views on education. Consider the work of Althusser. Review Althusser's work on Ideological State Apparatus and Repressive State Apparatus. Examine the work of Bowles and Gintis. Explore the notion of the correspondence principle. Review the correspondence principle and the hidden curriculum. Outline the work of Willis. Develop an understanding of Neo-Marxism. 	<p>Paper based starter: review questions for Marxism and general theory/family. Mind map and review family and Marxism. Give overview of education and Marxism. Introduction to Althusser: refer to activity where students had to complete lines in family topic - discuss notions of ISA and RSA and how individuals are socialised into being obedient in the home so that they are obedient at school and this benefits the bourgeoisie. Review the work of Althusser. Quick quiz re-cap and summary of Althusser. Paper based starter: pictures and concepts - which ones are the ISA and which ones are the RSA, summary concepts. Watch clip: KEY KNOWLEDGE: Educating Yorkshire. Ask students to write a list of how schools prepare individuals for working life. Board work: students to write down the list. Review Bowles and Gintis. Discuss the hidden curriculum and the myth of meritocracy.</p>	<ul style="list-style-type: none"> Paper based starter Quick quiz Paper based starter Video: KEY KNOWLEDGE: Educating Yorkshire Video: KEY KNOWLEDGE: Excluded kids Paper based starter Statements Venn diagram Wordsearch
---	--	--	--	--

			<p>Methods link: discussion of Bowles and Gintis' research - personality traits questionnaires.</p> <p>Review Willis' study: discussion of neo-Marxism - focus on key aspects of indoctrination and the way in which the lads resisted this indoctrination to form a counter culture.</p> <p>Methods link: discussion of the methods that Willis used - group interviews.</p> <p>Complete review grid of three main theorists.</p>	
--	--	--	--	--

Subject: Sociology (Teacher Two)

Year: 12

Unit: Introduction and Education

Topic & Week	Learning Intentions/Key Questions	Learning Goals for Students	Learning Activities (including differentiation)	Resources
1 What is sociology	Key sociological concepts and an introduction to sociological theories and perspectives.	<ul style="list-style-type: none"> • Expectations of the course • What is sociology? Focus on subject and research methods 	Students to consider what the subject is and how we research society Mixed ability groups to design their own research project, based on a topic that will be taught over the year, and considering what they would like to find out and how.	Textbook Research project outline

<p>2 Education – Gender</p>	<p>Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.</p>	<p>Demonstrate an understanding of the key external factors.</p> <p>Explore key internal factors; equal opportunities policies, role models, selection and league tables, teacher attention.</p> <p>Analyse these factors.</p>	<p>Paper based starter: questions on key trends and graphs. Board work: external versus internal.</p> <p>KEY KNOWLEDGE Sue Sharpe: pictures of love, marriage, career, money and babies and students have to rank in order of importance (actually carrying out Sue Sharpes study about women) - question the students on their choices.</p> <p>Review work of Sharpe: methods link - longitudinal study comparing over a set time period.</p> <p>Explore notions of feminism, employment and family changes.</p> <p>Review and link to gender roles within families topic.</p> <p>Discuss changing ambitions.</p>	<ul style="list-style-type: none"> • Paper based starter • Pictures
<p>3 Education – Gender</p>	<p>Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.</p>	<ul style="list-style-type: none"> • Review external versus internal factors. • Examine reasons for differences in subject choice. • Analyse these factors. 	<p>Paper based starter: students complete a summary grid.</p> <p>PowerPoint: overview of internal factors</p> <p>Pyramid ordering of factors: summary</p> <p>Discussion about boys and educational underachievement.</p> <p>Gender and Education article: MythBusters Addressing Gender and</p>	<ul style="list-style-type: none"> • Paper based starter • Pyramid resource



			Achievement: Myths and Realities.	
4 Education – Gender	Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.	<ul style="list-style-type: none"> • Explore differences in gender identity. • Develop exam technique. • List key concepts. 	<p>Paper based starter: external or internal factors - review of key factors.</p> <p>Summary discussion of gender and subject choice: looking at key trends at various points in education.</p> <p>Discussion of key factors and reasons for trends.</p> <p>Look at the most important factors: prioritise and discuss how this can be used to demonstrate good exam technique.</p>	<ul style="list-style-type: none"> • Paper based starter • Treasure hunt • PowerPoint • Specimen AS Paper 1 (7191/1) and A-level Paper 1
5 Education – Gender	Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.	<ul style="list-style-type: none"> • Explore differences in gender identity. • Develop exam technique. • List key concepts. 	<p>Paper based starter: questions on subject choice.</p> <p>Treasure hunt around college to go over KEY KNOWLEDGE: Mairtin Mac an Ghail's study - questions and answers to be found around college. Take them to places used in the book and to perceived 'masculine places' -gym/outside male changing area, smoking shelter</p>	<ul style="list-style-type: none"> • Paper based starter • Scissors • Glue • Statements • Concept grid

			<p>etc (30 minutes).</p> <p>Review treasure hunt answers.</p> <p>Complete concept grid: teacher can assist students with a PowerPoint to enable them to complete the grid.</p> <p>Plan outline essay: Exam Technique: Outline and explain two reasons for gender difference in subject choice (10 marks)</p>	
6 Policy	<p>The significance of educational policies, including policies of selection, marketization and NC: privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of education; NC: the impact of globalisation on educational policy.</p>	<ul style="list-style-type: none"> • Review exam technique. • Establish a timeline of UK educational policy. • Develop an understanding of the key educational policies. 	<p>Paper based starter: re-cap exam technique - students have to unpick exam commands and state what each exam command means.</p> <p>Pair work: students given a sheet with a policy on - students to work out what it is (use policies they may be familiar with, for example - Aim Higher, Education Action Zones, Specialist Schools, Academies, raising school leaving age).</p> <p>Discussion as a group: the different policies.</p> <p>Timeline of policies: students to create a time line of the key policies discussed.</p> <p>Discussion of key educational policies prior to Education Act 1988-1944 and Comprehensive system 1965 but do not focus heavily on these - this is just to give them an understanding of</p>	<ul style="list-style-type: none"> • Paper based starter • Command words document on AQA website • Policy sheet • PowerPoint • Timeline



			historical policy.	
7 Policy	The significance of educational policies, including policies of selection, marketization and NC : privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of education; NC : the impact of globalisation on educational policy.	State what marketization is. Explain what is meant by parentocracy. Consider key policies that encourage marketisation.	<p>Paper based starter: review of policies.</p> <p>KEY KNOWLEDGE: meerkat advert: unpick the purpose of the meerkat advert and “the compare the market company” - looking at consumers having the power, that companies have to offer the lowest car insurance and the best deal so that people will buy from that company. Discuss how they would offer things like no claims bonus and cheaper insurance to incentivise people to use them. Discuss competition. Link this to the Education Reform Act 1988.</p> <p>Unpick the key ideas of this Act: competition, parentocracy, reducing state control, market forces, league tables, Ofsted, formula funding.</p> <p>A3 Meerkat sheet summary of marketization.</p> <p>Extension: ask students to identify problems of the Education Reform Act 1988.</p> <p>Quick quiz on key issues.</p>	<p>Paper based starter</p> <p>Meerkat advert</p> <p>A3 Meerkat sheet</p> <p>Quick quiz</p>



8 Policy	The significance of educational policies, including policies of selection, marketization and NC : privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of education; NC : the impact of globalisation on educational policy.	Review policies that relate to gender and ethnicity. Develop an understanding of recent government initiatives - free schools, academies, curriculum 2015. Review key policies and develop exam technique.	Paper based starter: cloze activity on the review of policies that seek to reduce inequality between different genders and ethnicities e.g. GIST, WISE, multicultural education. Research task: students to independently research current governmental changes with particular reference to the changes to the A-level system. NC : examine key privatisation policies - discuss free schools and academies and look at the strengths and weaknesses of these. Extension : Sociology Review article 'How long should young people remain in school?'	Paper based starter iPads/Computers Text book Sociology Review article: Volume 23, Issue 2