

**Scheme of Work 2020-21**

**Subject: Sociology**

**Year Group: Year 12 (Year One)**

**Specification: AQA**

**SMSC – The course emphasizes the importance of SMSC in all lessons.**

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources  DODDLE resources	Lit Num SMSC Codes
Week 1  Lesson 1	Introduction to the course and commitment tasks.	<p>Identify commitment tasks.</p> <p>Examine the course requirements and expectations.</p> <p>Develop an understanding of what sociology is and key concepts.</p>	<p>Paper based starter: 'what is sociology?' comprehension activity.</p> <p>Discuss classroom expectations and the requirements of the course.</p> <p>Name game: students to remember and recall each other's names.</p> <p>Consider assessments, course structure and topics - students to look at Paper 2 of the AS (7191/2) and Paper 2 of the A-level (7192/2) in respect of the families and households questions on both papers. Students to identify the difference between the AS and A-level questions on families and households.</p> <p>The main difference: AS Paper 2 has section A which involves research methods (20 marks) and families and households is one of the four topics which students must choose in Section B. Families and households has three short answer questions (10 marks in total) and 2 essay questions (30 marks in total). Whereas A-level Paper 2 has two sections and families and households comes in section A and students answer three questions only (40 marks in total). This paper includes one 10 mark question linking to an item whereas the 10 mark</p>	No Assessment required in first introductory lesson.	<p>Students provided with sociology handbook</p> <p>SENECA log in provided for AQA sociology.</p>	<p>Literature S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

			<p>question on the AS Paper 2 does not link to an item.</p> <p>The similarities include:</p> <p>both the AS and A-level have one 10 mark 'Outline and explain two' question with no item</p> <p>both the AS and A-level have one 20 mark 'Applying material from an item, evaluate' question</p> <p>Identify course structure and inform students that the content for AS and A-level is the same and that you will prepare them so they can sit either the AS and/or A-level - they will practice both types of exam skills.</p> <p>Re-iterate that students would only need to decide whether or not to sit AS only in February and they have plenty of time to make this decision.</p> <p>Familiarise students with key topics.</p> <p>Urinal game: students to explore key topics and concepts. See <b>RB</b> for details of this game.</p> <p><b>Resources:</b></p> <p>Paper based starter</p> <p>Specimen Exam Papers</p> <p>Urinal game PowerPoint - see <b>RB</b></p>			
Week 1 2 Lessons	Introduction to the course and commitment tasks	<p>Distinguish what sociology is.</p> <p>Analyse notions of nature versus nurture.</p>	<p>Paper based starter – questions about the course structure.</p> <p>Watch video on Oxana Malaya (YouTube) <b>KW: Oxana Malaya.</b></p>	No Assessment required in introductory lessons.	<p>Homework</p> <p>Commitment tasks (find AQA exam papers, find the sociology section in the library, organise</p>	<p>Literature</p> <p>S04</p> <p>S07</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p>

		Apply a key case study: Oxana Malaya.	<p>Answer questions on nature versus nurture See <b>RB</b>: Introduction to Sociology.</p> <p>Key concepts: group work, concepts and definitions on dominoes, students of mixed ability working to fit all the dominoes together - students to complete concept grid. <b>RB</b>: concept grid and dominoes activity.</p>		their file, find Sociology Review, look at college moodle and scoopit)	C3 C5 C9 Sp1 SP5
Week 2 5 lessons	Introduction to theory - functionalism	<p>Identify and understand what functionalism is.</p> <p>Outline the key concepts associated with functionalism.</p> <p>Evaluate the impact of functionalism.</p>	<p>Paper based starter: re-cap activity – quick check questions from commitment tasks about course structure.</p> <p>Explore consensus versus conflict debate and structure versus action – link to film <b>KW: The Adjustment Bureau</b>. Play clip of trailer to film (YouTube) and discuss notions of free will and determinism.</p> <p>Introduce functionalism and key concepts associated with the theory – linking to organic analogy and consensus approach.</p> <p>Activity: Operation board game. Visual representation of body using board game. Mixed groups to receive an ‘institution card’ with information relating to institution and they have to identify which organ it relates to.</p> <p>Close activity to re-cap functionalism – students to fill in missing gaps.</p> <p><b>Resources</b></p> <p>Paper based starter</p> <p>YouTube – <b>KW: Adjustment Bureau trailer</b></p> <p>Operation board game</p>	<b>In Class Assessment</b>  Word fill activity – Ken BROWNE book 1 p11 of key terms	<b>HOMEWORK</b>  Refer to Tutor2U to complete notes from the study notes section on functionalism	SMSC Literature Social Mobility

			Close activity worksheet			
Week 3 5 lessons	Introduction to theory - Marxism	<p>Identify and understand what Marxism is.</p> <p>Consider the key concepts associated with Marxism.</p> <p>Evaluate the impact of Marxism.</p>	<p>Paper based starter: word search key concepts of Marxism.</p> <p>StarPower trading game: instructions given and students put into groups. <b>KW: StarPower game</b> to find instructions on how this game operates on the internet.</p> <p>Reflect on StarPower game.</p> <p>Discuss key concepts associated with Marxism: ascribed status, alienation, capitalism, means of production, bourgeoisie, and proletariat.</p>	<p><b>In Class Assessment</b></p> <p>Key word assessment</p> <p>Outline and explain three concepts of Marxism (6 marks)</p> <p>2 mark define concepts of functionalism</p> <p>Value Consensus Functional Prerequisite</p>		Literature Social Mobility
Week 4 1 Lesson	Introduction to theory - Feminism	<p>Review and re-cap Marxism.</p> <p>Identify and understand what feminism is.</p> <p>Examine key concepts associated with feminism.</p>	<p>Paper based starter: close activity re-cap of Marxism. Unpick key terminology.</p> <p>Draw a feminist: whiteboard and pens.</p> <p>PowerPoint: discussion of what a feminist is and what they believe in.</p> <p>Class discussion: about four different types of feminism (Marxist, difference, radical and liberal)</p> <p>Everyday sexism project: link to our twitter site – students to create and take pictures of why they need feminism</p> <p>Extension: students to read a series of articles about gender inequality in the UK and abroad <b>KW: articles about general inequality</b>. Students also to find and read about the students who tried to set</p>	<p><b>In Class Assessment</b></p> <p>Key word assessment</p> <p>Read out a definition and students have to identify the key term: Dominant ideology Communism Class Consciousness Ruling class</p>	<p><b>Homework</b></p> <p>Complete a summary table for the different types of feminism with and overview of their beliefs</p> <ul style="list-style-type: none"> <li>• Radical</li> <li>• Liberal</li> <li>• Marxist</li> </ul>	Literature Social Mobility

			up a feminist society at school ( <b>KW: Altrincham Grammar school and feminist society</b> ).			
Week 4 1 lesson	Introduction to the theory - social action.	<p>Review consensus versus conflict debate.</p> <p>Evaluate the structure versus action debate.</p> <p>Outline the key components of social action theory.</p>	<p>Paper based starter: students complete an exercise where they match concepts and their definitions.</p> <p>A3 summary sheet: three key theories overview.</p> <p>Students to discuss social action perspective based on concepts of free will versus determinism.</p> <p>Unpick key ideas of labelling, meaning, understanding, small scale, interactions.</p> <p>Watch <b>KW: Jane Elliott's Blue Eyes Brown Eyes study</b> and discuss</p> <p>Identify to students that they will be asked to look at the sociology of personal life within this unit which includes the significance of individual choice in personal relationships and the significance of relationships beyond the traditional family structures.</p>	<p><b>In Class Assessment</b></p> <p>Ken BROWNE Book 1 p20 activity.</p> <p>Students to have a list of statements and they are to work out which perspective the statement belongs to.</p>	Students to read introductory chapter of a textbook that summarises the debate between structures versus action.	Literature S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5
Week 4 5 lessons	The role and functions of the education system, including its relationship to the economy and to class structure.	<p>State functionalist views on the education.</p> <p>Establish Durkheim's views on the role of education.</p> <p>Summarise key concepts associated with Durkheim's work - social</p>	<p>Re-cap and review questions on functionalism and the family.</p> <p>Brainstorm ideas about what functionalists think about education - round the room questioning.</p> <p>Discussion of Durkheim's work on social solidarity and specialist skills.</p>	<p><b>In Class Assessment</b></p> <p>Definitions card sort.</p>	<p>Students to be given independent work booklet on education along with assessment booklet.</p> <p>Students also provided with revision guide.</p>	Literature S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5

		solidarity and specialist skills.	<p>Complete activity: list all the things school taught you that prepared you for working life - linking to specialist skills.</p> <p>Definition cards: complete definition cards for key concepts - social solidarity, specialist skills.</p> <p>Check partners definitions.</p>			
		<p>Assess the work of Durkheim.</p> <p>Examine the views of Parsons and his work on meritocracy.</p> <p>Identify the work of Davis and Moore.</p>	<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 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><b>Quick Assessment</b></p> <p>key words and concepts check;</p> <p>Organic Analogy</p> <p>Value Consensus</p> <p>Social solidarity</p> <p>Primary and secondary socialisation</p> <p>In Class Assessment</p> <p>Outline and explain three functions of the role education plays (6 marks)</p>		<p>Literature</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>
Week 5 (2 lessons)	The role and functions of the education system, including its	Compare and contrast the work of Durkheim, Parsons and Davis and Moore.	<p>Paper based starter: Thinking Frame: describe - Durkheim, Parsons and Davis and Moore.</p> <p>Record card summaries for three theories or posters to demonstrate the three theories.</p>	<p><b>In Class Assessment</b></p> <p><b>Timed Assessment</b></p> <p>Outline the functionalist</p>	<p><b>HOMEWORK:</b></p> <p>Complete page 2 of the assessment question booklet on</p>	<p>Literature</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p>

	relationship to the economy and to class structure	Criticise functionalism. Assess the value of the functionalist approach.	Discuss criticisms of the functionalist views on education.  Complete concept grid: paired definitions - students to work in pairs to create definitions.	perspective on the role of education (10 marks)	functionalism and education	C1 C3 C5 C9 Sp1 SP5
Week 5 1 lesson	<b>New Right</b> The role and functions of the education system, including its relationship to the economy and to class structure.	Review the New Right theory.  Elaborate on the New Right's views on the education system.  Develop critique of New Right.	Paper based starter: concept grid - three word summary.  Review of the New Right view on education.  Complete questions about the New Right.  Plan essay to do in timed conditions.	<b>In Class Assessment</b>  <b>TIMED ASSESSMENT: AS Exam Technique:</b> Outline and explain question in relation to the New Right (10 marks).		Literature Social Mobility
Week 6 5 Lessons	<b>Marxism – The role and function of the education system</b>	Describe Marxism and their views.  Develop an understanding of Marxist views on education.  Consider the work of Althusser.	Paper based starter: review questions for Marxism and general theory.  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.	<b>TIMED ASSESSMENT – FORTNIGHTLY ASSESSMENT</b>  Applying material from item B and your knowledge, evaluate the usefulness of the functionalist views of the education system in society today (20 marks)	<b>HOMEWORK:</b> Complete functionalist module on SENECA.	Literature S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5

Marxism	<p>Review Althusser's work on Ideological State Apparatus and Repressive State Apparatus.</p> <p>Examine the work of Bowles and Gintis.</p> <p>Explore the notion of the correspondence principle.</p>	<p>Paper based starter: pictures and concepts - which ones are the ISA and which ones are the RSA, summary concepts.</p> <p>Watch clip: <b>KW: Educating Yorkshire.</b></p> <p>Ask students to write a list of how schools prepare individuals for working life.</p> <p>Board work: students to write down the list.</p> <p>Review Bowles and Gintis.</p> <p>Discuss the hidden curriculum and the myth of meritocracy.</p> <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>	<p><b>Quick Assessment</b></p> <p>Outline three ways in which school is considered similar to work (6 marks)</p> <p><b>In Class Assessment</b></p> <p>Activity in KEN BROWNE – Book 1 P33. Comparing features of the hidden curriculum to what students are being taught that can be applied to the work place. Students to work out what the hidden idea is being taught.</p>	<p><b>HOMEWORK:</b></p> <p>Watch Educating Yorkshire clip and complete questions on worksheet.</p>	<p>Literature S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>
Marxism	<p>Review the correspondence principle and the hidden curriculum.</p> <p>Outline the work of Willis.</p>	<p>Paper based starter: a number of answers to questions are given to the students and the students have to identify what the matching question is.</p> <p>Review Willis and discuss Neo-Marxism.</p>	<p><b>In Class Assessment</b></p> <p><b>TIMED ASSESSMENT</b></p> <p>Outline and explain two ways in which the education system may pass on values and ideas which are in the interests of</p>	<p><b>HOMEWORK:</b></p> <p>Complete a leaflet on the different elements of the hidden curriculum and how each one prepares people for work Eg, punctuality, hierarchy, uniform.</p>	<p>Literature S04 S07 So5 M1 M5 C1 C3 C5 C9</p>



		Develop an understanding of Neo-Marxism.	<p>A number of statements given: Willis, Althusser or Bowles and Ginits: students consider who made which statement.</p> <p>Discuss Marxist critique.</p> <p>Students complete Venn diagram: Marx versus functionalism.</p> <p>Word search to re-cap and discuss main terminology.</p>	dominant groups in society (10 marks)		Sp1 SP5
		<p>Review key Marxist theorists.</p> <p>Explore key criticisms of Marxism.</p> <p>Develop exam technique.</p>	<p>Paper based starter: recap from last lesson using a Venn diagram which was completed in the previous lesson.</p> <p>PowerPoint definitions with the concepts.</p> <p>Plan essays for the 20 and 30 mark questions.</p> <p>Sugarman sweet: give boiled sweet with a wrapper on it to students which has a "Sugarman" label on it. Inform students that they have to hand it in on Monday and they must keep hold of it until then. They will then trade the sweet in.</p>	<p><b>AS Exam Technique:</b> Applying material from Item B and your knowledge, evaluate question relating to Marxism (20 marks). All to complete this.</p> <p><b>Extension: A-level Exam Technique:</b> those who are sitting the full A-level to add and extend their work to make it an answer to a 30 mark question on the same topic.</p>	<p><b>Homework:</b> Complete page 3 Marxism assessment questions from assessment booklet.</p>	Literature S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5
Week 7 5 lessons	Class – external factors	Examine key trends in relation to class differences in education.	<p>Paper based starter: students answer questions on the following: what is social class?</p> <p>Students complete key trends sheet: analyse data and summarise trends on educational achievement between the classes.</p>	<p><b>FORTNIGHTLY ASSESSMENT:</b> Evaluate Marxism perspective on education (20 marks)</p>	<p>Students to receive additional revision material for external and internal factors for each social group.</p> <p><b>HOMEWORK:</b></p>	Literature S04 SO7 So5 M1 M5 C1

		<p>Develop an understanding of external and internal factors.</p> <p>Determine the key external factors.</p>	<p>Board work: external vs internal – students to copy on A3 paper.</p> <p>Group discussion about these factors – what do they mean?</p> <p>Introduce the main external factors – cultural deprivation, material deprivation and cultural capital.</p> <p>Define deprivation: definition on a PowerPoint.</p> <p>Students to watch video clip: young girl trying to get into grammar school – what factors are identified as a struggle for working class children to go to grammar school.</p>		<p>Complete SENECA module on Marxim and the role of education</p>	<p>C3 C5 C9 Sp1 SP5</p>
	<p>Class – external factors</p> <p>Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.</p>	<p>State key trends.</p> <p>Explain how cultural deprivation impacts achievement.</p> <p>Explore notions of intellectual development, language and attitudes and values.</p>	<p>Paper based starter: review a grid on key trends.</p> <p><b>AS Exam Technique:</b> read pages from a text book in relation to intellectual development, language, attitudes and values – Bernstein language codes, Hyman and Sugarman – cultural capital</p> <p>Create a summary poster: revision of each theory - intellectual development, language and attitudes and values.</p> <p>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 what you get. Working class students have immediate gratification - they want the sweet now.</p>	<p><b>In Class Assessment</b></p> <p><b>Quick Assessment:</b></p> <p>Outline and explain three ways that education is similar to capitalist society (6 marks)</p>		<p>Literature S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

			Watch <b>KW: Sesame Street</b> : start to discuss compensatory education – counting with count Dracula or the ABC song with Elmo. Get students to sing along.			
	Class – external factors	<p>Discuss the work of Douglas, Bernstein and Sugarman.</p> <p>Develop an understanding of material deprivation.</p> <p>Investigate key aspects of material deprivation: housing, diet and health and financial support.</p>	<p>Paper based starter: students complete a summary grid.</p> <p>Discuss compensatory education – linking back to Sesame street.</p> <p>Outline work of Keddie as a critique.</p> <p>Review key material.</p> <p>PowerPoint: on material deprivation.</p> <p>Outline key points about housing, diet and health and financial costs of education.</p> <p>Watch clip from the <b>KW: History boys</b> and refer to cultural capital – discuss how students are missing out on cultural capital because they are only reading the information in text books whereas rich people can afford to go and experience these things and therefore have a better experience of the events at hand.</p> <p>Refer to private schools and talk about the enrichment opportunities they have: volunteer work in Africa etc.</p> <p>Talk about your own personal experiences - for example visiting Cambodia and visiting Phnom Penh and witnessing the killing fields - made me understand what happened with the Khmer Rouge and Pol Pot.</p>	<p><b>In Class Assessment</b></p> <p>Define the key terms:</p> <p>Restricted code</p> <p>Elaborated code</p> <p>And explain which social group uses it.</p> <p>Identify and explain three material explanations for working class underachievement (6 marks)</p>	<p><b>HOWEWORK:</b></p> <p>Complete the reading of sociology review – Cultural Capital</p> <p>Create a thinking frame revision map for each of the external factors – think how they overlap with factors in school.</p>	<p>Literature</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>

			Extension article: Sociology Review 'Cultural Capital' 2013.			
	Class – external factors	<p>Compare and contrast cultural and material deprivation.</p> <p>Examine notions of cultural capital.</p> <p>Discuss the work of Bourdieu.</p>	<p>Paper based starter: students are provided with a number of statements and they have to state whether they are true or false.</p> <p>Cut and stick activity: cultural deprivation versus material deprivation.</p> <p>Students to create 10 question quiz on external factors.</p> <p>Students complete a concept grid.</p>	<p><b>In Class Assessment</b></p> <p>Students create their own 10 question quiz that they test on each other.</p> <p>This quiz is designed to test both key terms and 'who said what' for sociologists.</p> <p>Outline and explain three ways in which cultural factors of parents could impact on class difference in educational achievement (6 marks)</p>		<p>Literature</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>
Week 8 5 lessons	Class - internal factors	<p>Review external factors.</p> <p>Develop an understanding of internal factors.</p> <p>Explore notions of labelling in primary and secondary schools - Becker, Rist, Keddie.</p>	<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.</p> <p>Paper based starter: questions to re-cap on external factors.</p>	<p><b>In Class Assessment:</b></p> <p>Outline and explain three external factors that would impact on educational achievement (6 marks)</p>	<p><b>HOMEWORK:</b></p> <p>Complete a poster on the ideal pupil – Add context with pictures of what uniform should look like.</p>	<p>Literature</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>

			<p>Internal versus external factors review.</p> <p><b>KW Ray Rist discussion of key study</b></p> <p>Review how teachers used information about children's home background and appearance to place them in separate groups</p> <p>Self-reflection and review of Ray Rist's study.</p> <p>Extension: apply what has been considered to British schools.</p> <p><b>Resources</b></p> <p>Pictures of tigers, clowns and cardinals to put on the tables</p>			
	Class - internal factors	<p>Recall the work of Becker, Rist and Keddie.</p> <p>Examine the work of Jacobson and Rosenthal.</p> <p>Identify notions of the self-fulfilling prophecy.</p>	<p>Paper based starter: questions on labelling and the ideal pupil. Link the discussions to the activity above about Tigers, Clowns and Cardinals.</p> <p>Discussion of Becker's work and the ideal pupil.</p> <p>Discussion of Keddie's work on high and low status knowledge.</p> <p>Review of the labelling process and self-fulfilling prophecy.</p> <p>Refer to <b>KW Jane Elliott's study</b>.</p> <p>Question Run to review knowledge: students to work in pairs and to work through a pack of 12 questions on labelling. Students have to run to the middle of the room and take one question of a pile of questions (colour co-ordinate or number the pile of questions for each pair so they don't get mixed up). Students can only take one question at a time. Teacher to sit at the middle table and monitor answers before students are allowed to take</p>	<p><b>In Class Assessment</b></p> <p>Key terms 2 mark assessment questions on defining key terms:</p> <p>Stereotype</p> <p>Labelling</p> <p>Halo Effect</p> <p>Self fulfilling Prophecy</p> <p>Outline and explain three reasons why labelling in schools may lead to the formation of anti-school subcultures (6 marks)</p>	<p><b>HOMEWORK:</b></p> <p>Complete page 5 of the assessment booklet</p>	<p>Literature</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>

			<p>another question. It is a race to complete all the questions first.</p> <p>Post-it note definition of self-fulfilling prophecy.</p>			
	Class - internal factors	<p>Summarise the work of Jacobson and Rosenthal.</p> <p>Explore pupil subcultures -pro and anti-school subcultures.</p> <p>Elaborate on the marketization and selection processes.</p>	<p>Paper based starter: crossword.</p> <p>Discussion of key concepts.</p> <p>Focus on Lacey's work on pro and anti-school subcultures.</p> <p>Discussion of the educational triage and selection policies: linking to policy topic.</p> <p>Theory cards: students to select which theories they want to use and complete theory card summaries for each theory</p> <p>Present one of the theory cards to the group.</p>	<p><b>In Class Assessment</b></p> <p>Outline and explain two factors inside school that may contribute to the formation o the 'ideal pupil' identify (10 marks)</p> <p>Students to identify and label the educational triage system and how selection policies obtain the ideal pupil.</p> <p>Students to complete an activity of being a head teacher of a school and what selection policies they would have in place to attract students to the school and the impact these selection policies would have o students.</p>	<p><b>Homework:</b></p> <p>Watch the documentary on pupil subcultures and complete the worksheet.</p>	<p>Literature</p> <p>S04</p> <p>S07</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>

	Class - internal factors	<p>Review all internal theorists.</p> <p>Compare and contrast key internal theories.</p> <p>Develop an understanding of the key theorists.</p>	<p>Paper based starter: three word summary grid for all key theorists.</p> <p>Statements on a sheet of paper and students have to identify whether they are strengths or weaknesses.</p> <p>Matched pair's definitions: concepts.</p> <p>Plan essay for assessment</p>	<p><b>In Class Assessment</b></p> <p><b>FORTNIGHTLY ASSESSMENT:</b></p> <p>Applying material from Item B and your knowledge, evaluate question relating to social class and labelling (20 marks).</p>	<p><b>Homework:</b></p> <p>Complete a module on SENECA for external factors impacting educational achievement</p>	<p>Literature</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>
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**October Half Term**

Week 9 8 lessons	Gender	<p>Investigate the gender gap in achievement.</p> <p>Review key trends and patterns.</p> <p>Summarise key external factors - changes in the family, impact of feminism, changes in women's employment and changing ambitions.</p>	<p>Paper based starter: questions on key trends and graphs.</p> <p>Board work: external versus internal.</p> <p><b>KW Sue Sharpe:</b> pictures of love, marriage, career, money and babies and students have to rank in order of importance (actually carrying out Sue Sharpe's 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>	<p><b>In Class Assessment:</b></p> <p>Outline and explain three internal factors that affect class educational achievement (6 marks)</p> <p>Outline and explain three external factors that affect class educational achievement (6 marks)</p> <p>Activity – Using Ken BROWNE -Book 1 p74 to complete activity questions using a table on performance for both males and females</p>	<p><b>Homework:</b></p> <p>Find examples of how women have changed in society eg. Women sports journalists, female astronauts, frontline army.</p>	<p>Literature</p> <p>Numeracy</p> <p>Literature</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>
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	Gender	<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: 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 Achievement: Myths and Realities.</p>	<p><b>FORTNIGHTLY ASSESSEMENT:</b></p> <p>20 mark question on evaluating internal and external factors that affect class educational achievement (20 marks)</p> <p>Outline and explain three external factors that affect the educational achievement of different genders. (6 marks)</p>		<p>Literature</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>
	Gender	<p>Review external versus internal factors.</p> <p>Examine reasons for differences in subject choice.</p> <p>Analyse these factors.</p>	<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>	<p><b>In Class Assessment</b></p> <p>Outline and explain three reasons for males and females studying different subjects (6 marks)</p>		<p>Literature</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>
	Gender	<p>Explore differences in gender identity.</p> <p>Develop exam technique.</p> <p>List key concepts.</p>	<p>Paper based starter: questions on subject choice.</p> <p>Treasure hunt around college to go over <b>KW: Mairtin Mac an Ghail's study</b> - questions and answers to be found around college. Take them to places used in the book and to perceived</p>	<p><b>FORTNIGHTLY ASSESSMENT</b></p> <p>Applying material from Item B and your knowledge, evaluate the view that gender differences in subject</p>	<p><b>HOMEWORK:</b></p> <p>Complete page 6 and 7 on gender and educational achievement.</p>	<p>Literature</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p>



			<p>'masculine places' -gym/outside male changing area, smoking shelter 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>choice and educational achievement are mainly the result of the influence of wider society' (30 marks).</p>		<p>C5 C9 Sp1 SP5</p>
<p>Week 10/11</p> <p>8 lessons</p>	<p>Ethnicity</p>	<p>Examine differences in ethnic achievement.</p> <p>Explore external and internal factors for differences in ethnic achievement.</p> <p>Analyse key reasons.</p>	<p>Paper based starter: graph and questions on trends.</p> <p>Review key external factors: material deprivation, cultural deprivation and racism.</p> <p>Discussion about how there are differences between each ethnic group and that ethnicity should not be treated as one homogenous group.</p> <p>Complete A3 summary grid to fill in external factors.</p> <p>Discuss which factors are the most important.</p>	<p><b>In Class Assessment</b></p> <p>Students to look at graphs of student performance based on different ethnicities. Students to answer questions based on the graph to identify which ethnic groups perform better than others</p>		<p>Literature S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5 Numeracy</p>
	<p>Ethnicity</p>	<p>Explore notions of cultural deprivation.</p> <p>Discuss intellectual and linguistic skills, attitudes and values and parental skills.</p> <p>Explore differences between different ethnic groups.</p>	<p>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><b>In Class Assessment</b></p> <p>Outline three ways in which the organisation of schooling may be ethnocentric (6 marks)</p> <p>Student Activity: Students to complete a pyramid of factors with students ranking</p>	<p><b>HOMEWORK:</b></p> <p>Find history literacy on slavery and the tripartite – Discuss how this would make certain ethnicities feel</p>	<p>Literature S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

				and explain their reasoning		
	Ethnicity	<p>Identify material deprivation and class as an external factor.</p> <p>Examine racism as an external factor.</p> <p>Understand the key internal factors affecting ethnic differences.</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> <p>Link to gender and class.</p>	<p><b>In Class Assessment</b></p> <p>Students to complete domino activity to match up key concepts and make connections.</p>		<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>
	Ethnicity	<p>Summarise external factors.</p> <p>Explore key internal factors - labelling and teacher racism, ethnocentric curriculum and institutional racism.</p> <p>Understand pupil responses and subcultures and selection and segregation as key reasons for ethnic differences.</p>	<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><b>IN CLASS ASSESSMENT</b></p> <p>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>Methods in context question (20 marks) and revision activities - A3 Summary sheet Education topics, A-Z concepts.</p>	<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>
Week 12 5 lessons	Introduction to education and policy	<p>Review exam technique.</p> <p>Establish a timeline of UK educational policy.</p> <p>Develop an understanding of the key educational policies.</p>	<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,</p>	<p><b>FORTNIGHTLY ASSESSMENT:</b></p> <p>With Item – Evaluate that internal factors are the cause of ethnic differences in educational</p>	<p><b>HOMEWORK:</b></p> <p>Revise timeline for a mini test next lesson</p>	<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p>

			<p>Education Action Zones, Specialist Schools, Academies, and 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 historical policy.</p> <p><b>Resources</b></p> <p>Paper based starter</p> <p>Command words document on AQA website</p> <p>Policy sheet</p> <p>PowerPoint</p> <p>Timeline</p>	<p>achievement (20 marks)</p> <p><b>In Class Assessment</b></p> <p>Identify the three components of the tripartite system and explain which students would go to what school</p>	<p>Complete pages 7 and 8 of assessment booklet</p>	<p>C9 Sp1 SP5</p>
	Policy	<p>State what marketization is?</p> <p>Explain what is meant by parentocracy.</p> <p>Consider key policies that encourage marketisation.</p>	<p>Paper based starter: review of policies.</p> <p><b>KW: meerkat advert:</b> 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><b>In Class Assessment:</b></p> <p>Based on the educational policy timeline – mini test</p>	<p><b>Homework:</b></p> <p>Find the league table and identify the position of Basildon Academies.</p> <p>Who is at the top? Are there any relationships between the top 10 and grammar or private schools compared to local</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</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>		comprehensives and academies.	
Week 13 5 lessons	Policy	<p>Review Education Reform Act.</p> <p>Discuss New Labour policies.</p> <p>Judge the key policies that seek to reduce diversity.</p>	<p>Paper based starter: key concept review.</p> <p>Review the problems of the Education Reform Act: myth of parentocracy and the reproduction of inequality. Discuss work of Ball and Whitty.</p> <p>Review and discuss New Labour policies that seek to reduce inequality but also promote choice and diversity.</p> <p>Look at policies relating to addressing inequalities between gender and ethnicity.</p>	<p><b>In Class Assessment</b></p> <p>Outline three reasons why government education policies aimed at raising educational achievement among disadvantaged groups may not always succeed (6 marks).</p>	<p><b>Homework:</b></p> <p>Creative piece: pick a policy looked at so far and create a visual representation/mood-board of that policy.</p>	<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>
	Policy	<p>Review policies that relate to gender and ethnicity.</p> <p>Develop an understanding of recent government initiatives - free schools, academies, curriculum 2015.</p> <p>Review key policies and develop exam technique.</p>	<p>Paper based starter: cloze activity on the review of policies that seek to reduce inequality between different genders and ethnicities eg GIST, WISE, multicultural education.</p> <p>Research task: students to independently research current governmental changes with particular reference to the changes to the A-level system.</p> <p><b>NC:</b> examine key privatisation policies - discuss free schools and academies and look at the strengths and weaknesses of these.</p>	<p><b>In Class Assessment</b></p> <p>Identify and explain Gillborn and Youdell (2000) four dimensions of equality of educational opportunity</p>	<p><b>Homework:</b></p> <p>Complete research task on current government changes to reduce inequality</p> <p>Eg. WISE, GIST and Multicultural education</p>	<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>

			<b>Extension:</b> Sociology Review article 'How long should young people remain in school?'	Identify and explain three main types of selection (6 marks)	
	Policy	<p>Review privatisation polices.</p> <p>Develop an understanding of how globalisation affects education.</p> <p>Assess the impact and significance of key education policies.</p>	<p>Paper based starter: students complete questions about privatisation policies.</p> <p><b>NC:</b> review of what globalisation is.</p> <p><b>NC:</b> ask students to look at the impact of globalisation on education - linking to choice, global workforce and markets - look at global education league tables.</p> <p><b>NC:</b> look at and explore the impact of educational policies aimed at achieving greater equality of opportunity or outcome, eg the comprehensive system, compensatory education policies, education action zones, tuition fees.</p> <p>Mind map: all key policies and revise them for quick test.</p>	<p><b>In Class Assessment</b></p> <p>Identify and explain three strengths for privatising education (6 marks)</p> <p>Identify and explain three criticisms of privatising education (6 marks)</p>	<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>
	Social Policy	<p>Review all knowledge.</p> <p>Identify key concepts associated with policy.</p> <p>Develop exam technique.</p>	<p>Paper based starter: wordsearch - re-cap of key concepts and policies.</p> <p><b>AS Exam Technique:</b> read pages of a text book to look at all the key policies that have been introduced in the UK</p> <p>Students to create record cards for all key policies: AO1 on one side and AO3 evaluation on the other side.</p> <p>Students to complete concept grid for this topic. See <b>RB</b> for a blank concept grid.</p>	<p><b>In Class Assessment</b></p> <p>Outline and explain two ways in which globalisation has affected educational policies in the United Kingdom (10 marks)</p>	<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>

Week 14 5 lessons	Social Policy	<p>Develop an understanding of the skills needed for short answer questions.</p> <p>Identify skills needed for a 20 mark 'Applying material from Item B and your knowledge, evaluate' question.</p> <p>Identify skills needed for a 30 mark 'Applying material from Item B and your knowledge, evaluate' question.</p>	<p>Paper based starter: students provided with a list of questions on short answer questions for them to complete.</p> <p>Short answer question generator: students create a number of their own short answer questions - students to write them down on a piece of paper.</p> <p>Students to work in pairs and answer their partners short answer questions.</p> <p>Identify the skills needed for a 20 mark question and 30 mark question with an item.</p> <p>Plan essay that will be completed for homework.</p> <p><b>HMWK: AS Exam Technique:</b> Applying material from Item B and your knowledge, evaluate question relating to social policy (20 marks).</p> <p>As an extension: <b>A-level Exam Technique:</b> those who are sitting the full A-level to add and extend their work to make it an answer to a 30 mark question on the same topic.</p> <p>Scoopit quiz available on this topic.</p> <p><b>Resources</b></p> <p>Paper based starter</p> <p>Essay plan</p>	<p><b>Fortnightly Assessment</b></p> <p>Ken BROWNE – Book 1 p112 20 mark question on evaluating marketization of education</p>	<p><b>HOMEWORK:</b></p> <p><b>AS Exam Technique:</b> Applying material from Item B and your knowledge, evaluate question relating to social policy (20 marks).</p> <p>Students provided with a Christmas pack to complete over the Christmas break.</p> <p>Complete assessment booklet – pages 8 - 12</p>	<p>Literacy</p> <p>S04</p> <p>S07</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>
Week 15	Catch up week of 3 days		<p>Provided with material for the Christmas break</p>			

**Christmas Break**