

Curriculum Plan

Department/subject: A Level Sociology - AUTUMN TERM YEAR 12

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a 'web of knowledge'
- Gaps in knowledge and skills are identified and addressed quickly

| Year 12                              | Autumn 1  | Autumn 2  |
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| <p><b>Knowledge to be taught</b></p> | <p><b><u>Theory and Methods</u></b></p> <p>How useful is the functionalist perspective for understanding society?</p> <p>How does the New Right compare to Functionalism?</p> <p>How do Marxist theories vary in their interpretation of society?</p> <p>What contributions have the different strands of feminism made to society and to our understanding of society?</p> <p>How successfully does 'late modernity' provide a third way in the modernity v postmodernity debate?</p> <p><b><u>Education</u></b></p> <p>What is the role of education? How far does education provide all individuals with equal opportunities for achievement?</p> <p>What is the role of education? How far does education provide all individuals with equal opportunities for achievement?</p> | <p><b><u>Theory and Methods</u></b></p> <p>How has globalisation impacted on society? Are we now living in a postmodern age?</p> <p>What is the relationship between social policy and sociology?</p> <p>Is Sociology a science?</p> <p><b><u>Education</u></b></p> <p>How significant are patterns of ethnic differences in education?</p> <p>How significant are external factors in explaining patterns of achievement along ethnic lines?</p> <p>How significant are external factors in explaining patterns of achievement along ethnic lines?</p> <p>How do relationships and processes in school affect outcomes?</p> <p>How do pupil subcultures affect educational achievement?</p> <p>How do school practices affect educational achievement?</p> <p>How can I improve my exam answers?</p> |

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|                         | <p>Why have New Right ideas on education been so influential?</p> <p>Is the education system meritocratic?</p> <p>How far does education reproduce and legitimise class inequality?</p> <p>How does education prepare students for their future work roles?</p> <p>How are cultural, educational and economic capital important?</p> <p>To what extent does education reproduce diversity more than inequality?</p> <p>How should I approach 4. 6 and 30 mark questions?</p> <p>How can we best explain the patterns of class differences in educational achievement?</p> <p>How can we best explain the patterns of class differences in educational achievement?</p> <p>How do feminists explain the role of education?</p> <p>How significant is 'the gender gap' in education?</p> <p>How significant are external factors in explaining gender differences in achievement?</p> <p>How significant are internal factors in explaining gender differences in achievement?</p> | <p>What was the long term impact of the 1944 Act? What was the long term impact of Comprehensivisation? How do Functionalists and Marxists differ in their interpretations of comprehensivisation?</p>   |
| <p><b>Key words</b></p> | <ul style="list-style-type: none"> <li>● Manifest and latent functions</li> <li>● Historical materialism</li> <li>● Ideology</li> <li>● Alienation</li> <li>● Hegemony</li> <li>● Repressive state apparatus</li> <li>● symbolic interactionism</li> <li>● phenomenology</li> <li>● ethnomethodology</li> </ul>  | <ul style="list-style-type: none"> <li>● structuration theory</li> <li>● Globalisation,</li> <li>● disembodied,</li> <li>● reflexivity,</li> <li>● simulacra,</li> <li>● media saturation,</li> <li>● Cultural deprivation and linguistic skill</li> <li>● structural racism</li> <li>● pupil identities, pupil response and subculture</li> </ul> |

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|                                   | <ul style="list-style-type: none"> <li>● bureaucracy,</li> <li>● secularisation,</li> <li>● Neoliberalism</li> <li>● Consumer choice</li> <li>● The ideological state apparatus;</li> <li>● Althusser</li> <li>● Legitimation of class inequality;</li> <li>● Bowles and Gintis</li> <li>● Cultural capital, material capital, material deprivation, material capital; Bourdieu</li> <li>● Postmodernism and post-Fordism</li> <li>● Cultural deprivation, speech codes (Bernstein), Parents and parenting style</li> <li>● Compensatory education</li> <li>● Black and difference feminism</li> <li>● symbolic capital</li> <li>● hyper heterosexual feminine identity,</li> <li>● globalisation</li> </ul> | <ul style="list-style-type: none"> <li>● the new IQism</li> <li>● Pro and anti-school subcultures</li> <li>● Habitus, symbolic capital and symbolic violence</li> <li>● ‘Nike’ identities</li> <li>● working class identity</li> <li>● self exclusion</li> <li>● Pupil Premium practices</li> <li>● Comprehensivisation</li> <li>● EAZs, EMAs, Aim Higher, National Strategies, Sure Start, Academies</li> <li>● Fragmented centralisation</li> <li>● endogenous and exogenous privatisation</li> <li>● Modernity and post modernity</li> </ul> |
| <b>Links to prior knowledge</b>   | The education topic builds upon GCSE understanding of structural theory, class, gender and ethnicity to deepen knowledge of theory & its application to education today. Students who have not studied the GCSE are supported to understand these concepts & apply them to the study of education.   |   |
| <b>How knowledge is assessed</b>  | Starter questions and quick tests in lessons on prior knowledge<br><br>4, 6, 10, 20 and 30 mark questions from past papers and sociology resources   |   |
| <b>How gaps will be addressed</b> | Questioning in lessons to assess students’ understanding<br>Student presentations on areas of difficulty<br>Paired work<br>Teacher feedback on assessed work and common misconceptions.  |   |
| <b>Cultural capital lessons</b>   | Is society based on consensus or conflict?<br>Who has power in society and who does it benefit?  |   |



What does theory offer society?

What are the ethical concerns in relation to social research?

How has globalisation affected education in the UK and who benefits?