

Curriculum Plan: Sociology of Social Stratification

Department/subject: **Spring Sociology Year 11**

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	Autumn 1	Autumn 2
<b>Knowledge to be taught</b>	<ul style="list-style-type: none"> <li>• Is social stratification a universal necessity?</li> <li>• How persuasive is the functionalist view of social stratification?</li> <li>• What criticisms can be directed at Davies and Moore?</li> <li>• Is Marx's concept of alienation at work still relevant in modern society?</li> <li>• How did Weber add to our understanding of class and status?</li> <li>• How can we define socio-economic class? Is class still relevant?</li> <li>• Why did Divine revisit the idea of embourgeoisement?</li> <li>• To what extent does class influence voting behaviours? Is partisan dealignment complete?</li> <li>• Why is poverty a problematic topic to research?</li> <li>• Why are the New Right ideologically opposed to a welfare state?</li> <li>• How did Murray's assessment of a culturally dependent benefits culture influence social policy?</li> </ul>	<ul style="list-style-type: none"> <li>• How have governments attempted to tackle poverty?</li> <li>• How has globalisation affected different social groups?</li> <li>• Why do feminists have a sometimes ambivalent attitude towards the welfare state?</li> <li>• How successful have UK governments been in reducing child poverty?</li> <li>• What has happened to social mobility over the last 50 years?</li> <li>• How do class, age, disability, ethnicity and disability affect people's life chances?</li> <li>• Is age the most influential division in British society?</li> <li>• Power relationships and the elite</li> <li>• Women and the glass ceiling - how far has it been broken?</li> <li>• Walby's six pillars of patriarchy</li> <li>• Perspectives on power and authority</li> <li>• Weber on charismatic, rational legal and traditional authority</li> <li>• How do pressure and interest groups influence democracy?</li> <li>• What best explains voter apathy?</li> </ul>
<b>Key Words</b>	<ul style="list-style-type: none"> <li>• Social Stratification</li> <li>• Davies and Moore</li> <li>• Alienation</li> <li>• Lumpenproletariat</li> <li>• Status</li> </ul>	<ul style="list-style-type: none"> <li>• Partisan alignment</li> <li>• Absolute poverty</li> <li>• Relative poverty</li> <li>• Townsend</li> </ul>
		<ul style="list-style-type: none"> <li>• Cycle of poverty</li> <li>• Social mobility</li> <li>• Culture of dependency</li> <li>• Intragenerational social mobility</li> </ul>
		<ul style="list-style-type: none"> <li>• Patriarchy</li> <li>• Charismatic authority</li> <li>• Rational legal authority</li> <li>• Traditional authority</li> </ul>

	<ul style="list-style-type: none"> <li>• Embourgeoisement</li> <li>• Partisan dealignment</li> <li>• Devine and the affluent worker</li> </ul>	<ul style="list-style-type: none"> <li>• State standard definition of poverty</li> <li>• Poverty trap</li> <li>• Means tested benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Life chances</li> <li>• Age discrimination</li> </ul>	
<b>Links to prior knowledge</b>	<ul style="list-style-type: none"> <li>• New Right, Functionalism, Marxism, Feminism and, this term, Interactionism – Knowledge on perspectives is revisited, deepened and applied to the study of social stratification, students are also introduced to the final 7 of the 25 key studies from the specification. ‘Big debates’ in sociology are returned to, this time adding ‘cultural deficit or structural inequality?’</li> <li>• Understanding of patriarchy and feminism is built on as the female experience at work, of the welfare state and in the media is explored</li> <li>• Social structures – class, gender, disability and age &amp; ethnicity are studied, building upon previous understanding</li> <li>• Knowledge of how to construct 12 marker mini essays is revisited to include a bigger emphasis on making synoptic links between topics</li> </ul>			
<b>How knowledge is assessed</b>	<b>Mock paper - ‘Education’ half of Paper 1</b>		<b>Mock paper 2 Crime and Social Stratification</b>	
	<b>Mock paper - ‘Crime’ half of Paper 2</b>		<b>Mock paper 2 - Social Stratification section only</b>	
<b>How gaps will be addressed</b>	<ul style="list-style-type: none"> <li>- Hands down questioning used to assess students’ understanding and address misconceptions</li> <li>- Verbal feedback and support given by teachers throughout lessons</li> <li>- Paired discussion allows students to work together to develop their understanding &amp; support speed to retrieval practice</li> <li>- Careful tracking of homework. Homework allows for consolidation of key words, retrieval practice and interleaving</li> <li>- Time allocated for recapping and consolidating knowledge</li> <li>- Specific skills lessons (construction of 12 mark answers)</li> <li>- Skills needed for short answer questions are re-taught, modelled, practiced and refined.</li> </ul>			
<b>Cultural Capital</b>	<p>How stratified is the UK?          Is meritocracy a reality or does it simply remain an ideal?          Is social class still relevant to understanding society?          How successful has the feminist movement been in the UK?          How far has the welfare state developed away from its original purpose?          Who is to blame for a culture of dependency and does such a culture exist?          Where does power lie in the UK?          Is the UK more apathetic towards politics than was the case in the past or is there a new kind of engagement with politics?</p>			