

Curriculum Plan: Sociology of Education

Department/subject: **Summer Sociology Year 10**

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	Summer 1	Summer 2
Knowledge to be taught	<ul style="list-style-type: none"> • A history of education policy since 1945. Which social groups have benefitted the most? • Who benefits from free schools, private schools, comprehensive schools, grammar schools and home schooling? The Marketisation of education • Is Parentocracy a discriminatory monster or an absolute right? • Which groups do well / badly in education? How useful are official statistics for sociologists when researching these differences? • What is material deprivation and how does it affect achievement in education? Applied to class and ethnicity • What is cultural deprivation and how does it affect achievement in education? Applied to class and ethnicity • Which are more powerful, structural or cultural explanations of underachievement? • How important are labelling and setting in explaining differences in educational achievement? 	<ul style="list-style-type: none"> • How important are sub-cultures in explaining underachievement in education? Willis’ 1970s study – ‘The Lads’ • How can we explain the differences in achievement of different ethnic groups? Primary socialisation, Racism, subcultures, labelling and the ethnocentric curriculum • The correspondence principle, the hidden curriculum and the arguments between Marxist and Functionalist view of the role of education. Parsons and Durkheim • Is the UK education system an example of meritocracy, a vehicle for social cohesion or a powerful implement in the reproduction of inequality? • How have boys’ and girls’ achievement varied since 1945 and why is this? • Does toxic masculinity add anything to our understanding of why girls outperform boys in education? Is the underperformance of boys an example of a moral panic? • Is the radical feminist perspective relevant when applied to education? Why do we still see gendered subject choice?
Key Words	<ul style="list-style-type: none"> • Marketisation of education • Intelligence quotient • Diversity of provision 	<ul style="list-style-type: none"> • Skilled, privileged and disconnected choosers • Pupil premium
		<ul style="list-style-type: none"> • Anti-school sub-culture • Citizenship • Sift and sort • De-schooling • Toxic masculinity • Meritocracy

	<ul style="list-style-type: none"> ● Deterministic theories ● Structural forces ● League tables & Progress 8 ● Cultural capital 	<ul style="list-style-type: none"> ● Conformity ● Ethos ● Functionally important roles ● Formal curriculum 	<ul style="list-style-type: none"> ● Hidden curriculum ● Ethnocentric curriculum ● Meritocracy ● Social network 	<ul style="list-style-type: none"> ● Social cohesion ● Institutional racism ● Intelligence quotient ● Particularistic standards
Links to prior knowledge	<p><u>From autumn & spring terms year 10:</u></p> <ul style="list-style-type: none"> ● New Right, Functionalism, Marxism, Feminism and, this term, Interactionism – Knowledge on perspectives is revisited, deepened and applied to the study of education, students are also introduced to 7 of the 25 key studies from the specification. This builds directly from their knowledge of perspectives. ● ‘Big debates’ in sociology are returned to, this time adding Internal v. External factors – the power schools have to affect educational outcomes social mobility is introduced. ● Primary socialisation & Norms, Values & Culture – Knowledge is deepened in relation to the impact of cultural deprivation ● Social structures – class, gender & ethnicity this term studied in relation to education ● Knowledge of how to construct 12 marker mini essays is revisited to include a bigger emphasis on application of knowledge and ‘exploding’ the question 			
How knowledge is assessed	<p>Assessment 1 – Unseen short answer exam questions that test understanding of the New Right Perspective on Education, Marketisation, the variety of school provision and revisit the strengths and limitations methods questions (applied to education)</p>		<p>Assessment 2 – Unseen short answer exam questions on all education content to date and seen in advance 12 Mark questions on Education</p> <p>Assessment 3 – Education– ‘Mini mock’ Unseen. Including Methods in Context questions applied to family, unseen short answer questions and two seen in advance 12 mark questions – on family and education.</p>	
How gaps will be addressed	<ul style="list-style-type: none"> - Hands down questioning used to assess students’ understanding and address misconceptions - Verbal feedback and support given by teachers throughout lessons - Paired discussion allows students to work together to develop their understanding & support speed to retrieval practice - Careful tracking of homework. Homework allows for consolidation of key words, retrieval practice and interleaving - Time allocated for recapping and consolidating knowledge - Specific skills lessons (construction of 12 mark answers) - Skills needed for short answer questions are taught, modelled, practiced and refined. 			
Cultural Capital	<p>Has the marketisation of education helped of hindered social mobility? How do gender, class and ethnicity interact to impact upon educational outcomes? What is the role of education in a developed economy?</p>			



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How does 'impression management' impact on the validity of educational research with pupils, parents and teachers?