

## Sociology - Year 11 - Medium Term Plan - Term 3

### Unit planning and evaluation sheet:

Unit:	Title: Social Stratification	
<p>Why are you teaching it? <b>What do they need to know? Misconceptions?</b></p>	<p>Social Stratification is the second unit of Paper 2 of the Sociology GCSE. Students need to know and understand how our society is structured into layers, and the impact this has on different groups within society (Class, Age, Gender and Ethnicity). Students need to understand the various definitions of poverty, and why this is a matter of some contention between sociologists. This includes the New Right perspective of the Underclass, as well as structural explanations of poverty. They need to know and understand different sociological explanations of poverty, as well as the measures taken by the government to try and address these. Students also need to understand the definition of power, who holds it and how power operates in the political system of the UK. Students will apply previous learning of CAGE to the study of power, for example by evaluating whether Britain remains a patriarchal society. The Social Stratification unit consolidates much of the learning from the rest of the GCSE, and applies concepts and theories previously learned to broad social debates.</p>	
<p>Why are you teaching it now? What <b>prior learning</b> do students have?</p>	<p>Students have already encountered the key theories of Marxism, Functionalism, Interactionism and Feminism earlier in the GCSE. They have prior knowledge of the definitions of class, age, gender and ethnicity and have studied in depth how these identities can impact upon individuals' experiences of family, education and the criminal justice system. In this unit, they will apply this knowledge to their study of social stratification, looking more broadly at how these identities affect individuals' experiences of society. They will also be introduced to New Right theories for the first time, in particular the work of Charles Murray. This will provide them with a contrasting view to the work of Feminist sociologists.</p>	
	<p><b>Keywords</b> (highlight in yellow for a Frayer model deep dive)</p>	<p><b>Poverty, Underclass, Stratification, Social Mobility, Role allocation, Functionally important roles, Status, Authority, Coercion, Bureaucracy, Affluent, Embourgeoisement, Market Situation, Petty Bourgeoisie, Intelligentsia, Life Chances, Factor, Relative Deprivation, New Right, Charismatic, Legal-Rational, Patriarchy</b></p>
	<p><b>Literacy</b> (reading, writing, oracy, listening)</p>	<p>Reading: Use of the three whole school reading strategies where appropriate:</p> <ol style="list-style-type: none"> <li>1. Skim, scan and zoom.</li> <li>2. Choral and repeated reading</li> <li>3. Use of tier 2 and 3 vocabulary</li> </ol> <p>Extended writing using clear success criteria.</p> <p>Oracy: students will use tier 2 &amp; 3 vocabulary in their verbal answers.</p>

	<b>SEND</b>	Use of PCS 10 for SEND strategies. All staff to have seating plans identifying SEND students, making sure SEND students are asked more questions and provided with more support in lessons. All staff will have pupil profiles in their teaching and learning folders.
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	At the end of the module, students should be able to define several new key concepts, for example the underclass and embourgeoisement. Students will have an understanding of social class and poverty that is both broader and in more depth. Students will be able to critically evaluate concepts that they have previously encountered, for example patriarchy and social mobility, and assess the extent to which these are relevant in modern Britain. By this point in the GCSE, students' ability to apply their knowledge to exam questions should be secured. In particular, students should be able to apply their knowledge to a range of sociological debates through the 12 mark questions. They should be able to do this with far less scaffolding than in previous topics.	
Assessment	<ul style="list-style-type: none"> <li>● Knowledge quiz on Crime and Deviance</li> <li>● Discuss how far sociologists agree that social class is still important in modern Britain</li> <li>● Knowledge quiz on social stratification</li> <li>● Debate: is social class still the biggest source of inequality in modern Britain?</li> <li>● Discuss how far sociologists agree that behaviour and culture are the main causes of poverty</li> </ul>	