

Unit:	Title: The Sociology of Education	
Why are you teaching it? What do they need to know? Misconceptions?	The Sociology of Education is the second section of AQA Sociology Paper 2. In this unit, students need to know and be able to apply their understanding of different sociological perspectives to the topic of education. For example, they need to be able to compare and contrast Marxist and Functionalist perspectives on the role of education in society.	
Why are you teaching it now? What prior learning do students have?	Students have previously been introduced to three of the main sociological theories: Functionalism, Marxism and Feminism and have begun to apply their understanding of each theory to different sociological concepts and topics. In this unit, students will apply their knowledge and understanding of each theory to concepts relating to the study of education. This is a really engaging unit as students are able to apply their knowledge to concrete examples of their own experiences of education, similar to how they are able to apply their knowledge of the family topic to their own experiences. In this unit, students will also be introduced to a new theory - Interactionism. Students will be able to access this new theory as they have previously developed an understanding of how sociological perspectives view the world.	
	Keywords (highlight in yellow for a Frayer model deep dive)	Secondary socialisation, Interactionism, Role allocation, Subcultures, Labelling, Self-fulfilling prophecy, Setting, Streaming, Vocational, Meritocracy, Social mobility, social cohesion, social control, hidden curriculum, gender role allocation, informal learning, correspondence principle, marketisation, academy, free school, state school, private school, faith school, tripartite system, 11+
	Literacy (reading, writing, oracy, listening)	Reading: Use of the three whole school reading strategies where appropriate: <ol style="list-style-type: none"> 1. Skim, scan and zoom. 2. Choral and repeated reading 3. Use of tier 2 and 3 vocabulary Extended writing using clear success criteria. Oracy: students will use tier 2 & 3 vocabulary in their verbal answers.
	SEND	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.

<p>What are you expecting students to be able to do at the end of the module that they couldn't do at the start</p>	<p>By the end of this module, students should be able to apply their knowledge of different sociological concepts and perspectives to key issues from the topic of education. For example, they should develop their understanding of socialisation to encompass secondary socialisation, and be able to distinguish between primary and secondary socialisation and the impact of these for society. Students should therefore have a deeper understanding of core key sociological concepts, and should be more confident in applying their knowledge of different perspectives to the key content covered.</p>
<p>What amendments are you going to make following evaluation of this module?</p>	<p>Following previous teaching of this module, I have split it into three clear mini units. The first focuses on the purposes of education, the second on the organisation of the education system, and the third on how educational processes influence student attainment. This change should make the themes and connections clearer for students.</p>
<p>Assessments</p>	<ul style="list-style-type: none"> ● Discuss how far sociologists agree that the main function of education is to prepare students for the workplace (12 marks) ● Knowledge quiz ● Discuss how far sociologists agree that social class is the main factor affecting educational achievement (12 marks) ● Presentation: Design the ideal school