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| **Autumn Term** | | |
| Overarching Topic: Paper 1 - D*ifferences in education based on class and ethnicity. Paper 2 –Theories of the Family and Demography* | | |
| What has come before and what comes later: | Students will be covering the following topics over the spring term: Different educational achievement between socioeconomic groups and ethnic groups. sociological perspectives on the roles of education in society and Childhood, and couples | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | * Which social class performs better academically in education and how do you know that? * Can you outline the material deprivation explanation of social class differences in educational achievement? * What is the difference between cultural deprivation and cultural capital? * Who, which socioeconomic group is likely to have cultural capital and why? * What external factors can impact a child’s education the most? Can you link your answer to a socioeconomic group? * In what ways do teachers label students and why does this matter for children in lower socio economic groups? * What is meant by a pupil subculture? How does this link to educational achievement? * Outline **two** cultural factors that may affect ethnic differences in educational achievement. * In what ways do teachers label and show racism to black and Asian pupils? * Do all BAME pupils respond to the labelling process in the same way? * Can you identify ways that institutional racism exists in education? * In what ways have schools tried to overcome the ethnocentric curriculum? * According to the functionalist perspective what is the role of the family? * What do Marxists mean when they argue that the family is a unit of consumption? * Can you identify the four feminist views of the family? * How is the personal life perspective different to the other three main approaches? * What patterns can you outline regarding changes in birth rate? * The death rate has declined – what explanations can you provide to explain this? * What is meant by push and pull factors with regards to migration? | * Are there particular reasons why students from each of the social classes perform differently? * What evidence can be provided to back up the argument you are making * Which sociologists support your evidence? * Are there other sociologists to counter argue your evidence? * Are only external factors responsible for success/failures or are there other factors too? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | Using direct evidence from a source (journal and textbook)  Skills – organisation of folders and the examination breakdown/requirements. The ability to identify and define sociological concepts, outline sociological theories and application of the theories.  Students begin to learn how to evaluate complex sociological theories using empirical evidence.  Students essay writing skills are the focus in essay feedback at this time of year, especially if the students struggle with paragraph formation.  Developing and understanding sociological concepts will also be a focus. | * In short answers and in essays they will make good use of research findings in order to write informative answers to essay questions. * Students will construct a key concept bank for each topic studied. The concept bank will be an ongoing piece of work that students add too throughout the term. |