

Meden School Curriculum Planning																							
Subject	Sociology	Year Group	12	Sequence No.	3	Topic	Education																
Retrieval		Core Knowledge			Student Thinking																		
What do teachers need <b>retrieve</b> from students before they start teaching <b>new content</b> ?		What <b>specific ambitious knowledge</b> do teachers need teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to <b>development of our students thinking, encouraging them to see the inequalities around them</b> and 'do something about them!'																		
<p>Personal experience – All pupils have been part of an education system. They can recall all the conscious and unconscious lessons learnt throughout that time, for example subjects such as maths but also learning to follow orders, wear a uniform and meet deadlines.</p>		<ul style="list-style-type: none"> <li>the role and functions of the education system, including its relationship to the economy and to class structure</li> <li>differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</li> <li>relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning</li> <li>the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy</li> </ul> <p>Tier 3 vocabulary</p> <table border="0"> <tr> <td>Restricted/elaborated</td> <td>subculture</td> </tr> <tr> <td>Compensatory</td> <td>cultural capital</td> </tr> <tr> <td>Material deprivation</td> <td>linguistic</td> </tr> <tr> <td>Segregation</td> <td>marketisation</td> </tr> <tr> <td>Vocational</td> <td>ethnocentric</td> </tr> <tr> <td>Socialisation</td> <td>meritocracy</td> </tr> <tr> <td>Consumerism</td> <td>correspondence</td> </tr> <tr> <td>Globalisation</td> <td></td> </tr> </table>			Restricted/elaborated	subculture	Compensatory	cultural capital	Material deprivation	linguistic	Segregation	marketisation	Vocational	ethnocentric	Socialisation	meritocracy	Consumerism	correspondence	Globalisation		<p>Image taken from a tv documentary where a girl is studying for her a-levels on a bathroom floor due to space issues at home. Discussions with regards to impact of home life/finances/size of family on educational achievement.</p> <p>Students learn the impact of different policies on achievement and how they counteract certain inequalities – such as free school meals and pupil premium. Debate whether they are fully effective – Marcus Rashford and meal images during lockdown.</p>		
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