

# Year 11 Sociology | Term 3

## Why is social stratification important in Sociology?

**Topic Overview:** Students will explore social inequality in society and some of the possible reasons some people experience better life chances than others. Students will analyse the different theoretical explanations of social inequality and the role stratification plays in society. Students will explore social class, gender, ethnicity and age; examining the impact each of these aspects of identity can have on a person's life chances.

Week / Lesson	Lesson Exploration	Knowledge & Skills Exploration	Specification Link	Key Words
Week 1: Lesson 1	<b>Social stratification</b>	Students will explore different types of social stratification including: slavery, caste, estates, class.	Different views of the theories of social stratification	Achieved status Aristocracy Caste Class Elite Feudalism Slavery Social inequality
Week 1: Lesson 2	<b>Functionalism and social stratification</b>	Students will gain an understanding as to why functionalists believe that social stratification is a 'universal necessity'. Students will begin to look at the ideas and criticisms of Davis and Moore.	Describe and explain the functionalist theory of stratification (effective role allocation and performance linked to the promise of rewards).	Functionalism Income Inequality Stratification

Week 2: Lesson 1	<b>Marx on class</b>	Students will understand the Marxist view on class by exploring the means of production, division of labour, capitalism, class conflict, polarisation, alienation and communism.	Describe, compare and contrast alternative perspectives on functionalist theory	Bourgeoisie Capitalism Class struggle Communism Marxism Petit-Bourgeoisie Proletariat
Week 2: Lesson 2	<b>Weber on class</b>	Students will understand Weber's view of social class by looking at concepts such as: market situation, life chances, status, values, lifestyle and party. Students will begin to evaluate Weber's work.	Describe, compare and contrast alternative perspectives on functionalist theory	Life chances Lifestyle Market situation Status Values
Week 3: Lesson 1	<b>How is social class measured and studied?</b>	Students will examine different methods of measuring social class such as; the Registrar General classification and the NS-SEC. Students will then look at different ways sociologists have studied social class	Identify, describe and explain socio-economic class divisions in society	Affluence Embourgeoisement Instrumentalism Privatised nuclear family
Week 3: Lesson 2	<b>Life chances</b>	Students will investigate different life chances and the impact they have on our position in society. Students will focus on the following factors that could impact life chances; class, gender, ethnicity, sexuality, age, disability & religion	Identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, religion, disability, religion and belief.	Life chances Sexuality Disability Religion Health inequality
Week 4: Lesson 1	<b>Social mobility/ does social class still matter?</b>	Students will define and apply the concept of social mobility to contemporary society. Students will begin to examine the problems of measuring social mobility.	Identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, religion, disability, religion and belief.	Social mobility Class alignment Class

		Students will then evaluate how useful social class is in society today.		dealignment Subjective class
Week 4: Lesson 2	Gender	Students will explore the definition of gender and how ideas surrounding gender have changed in recent years. Students will then examine the different inequalities that are based on gender	Identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, religion, disability, religion and belief.	Gender equality Gender pay gap Glass ceiling Sexism Sex discrimination
Week 5: Lesson 1	Assessment	Students will experience completing exam-style questions under timed conditions.		AO1 AO2 AO3
Week 5: Lesson 2	Try Now	Students will experience individual try now activities to help close gaps in knowledge and or skills identified in the Wk 5 assessment.		AO1 AO2 AO3
Week 6: Lesson 1	Ethnicity	Students will develop an understanding of what ethnicity is, how it links to power and what initiatives have been introduced to address ethnicity based inequality. Students will then go on to explore inequalities which are based on ethnicity.	Identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, religion, disability, religion and belief.	Assimilation Prejudice Racial discrimination
Week 6: Lesson 2	Age	Students will develop an understanding of the different definitions of age and examine how childhood has changed in recent years. Students will then evaluate the link between youth, older age and inequality	Identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, religion, disability, religion and belief.	Chronological age Biological age Youth subculture Ageism

Literacy Links	Numeracy Links
<p>Literacy, in particular the understanding of key terminology, will be examined through two Check Out questions, every lesson. One question will focus on the definition of a subject-specific key term, while the other question will focus on the spelling of a key term.</p> <p>They shall also experience participating in the whole-class formulation of exam-style responses, modeling notes, and taking strategies.</p> <p>Furthermore, students will encounter subject-specific command verbs regularly and within this topic will be examined of their understanding of the following terms: <b>evaluate, explain, identify, describe, discuss, examine</b></p>	<p>Numeracy skills are needed with the subject of Sociology. Particularly within the unit Research Methods. Students are required to be able to interpret official statistics and apply their knowledge of theory to statistics and research. Their numeracy skills are strengthened through the implementation of data analysis within their lessons where they get to evaluate research through interpreting graphs, statistics, tables, etc</p> <p>To assist students to strengthen their numeracy skills, checkouts also include data analysis of social phenomena which the student must interpret or solve</p>