



YEAR 1 2023-2024 AUTUMN TERM - SOCIOLOGY

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Research Methods with Methods in Context year 12

Curriculum Intent	<p>Pupils will be taught the following during Year 13 with their teacher: Sociological Theories and Issues</p> <p>Why do we teach this to students?</p> <p>This is at the very important topic in terms of studying Sociology. To understand Sociology it is important to understand the theories developed by Sociologists.</p> <p>Why do we teach this now?</p> <p>This is the perfect topic to finish the A level course as it includes a look at all of the main sociological theories. These will have been studied and applied to topics such as the Family and Education but now is an opportunity to look at theories as they stand alone. This allows them to be looked at in more depth and strengthens the knowledge that can then be re-applied to the topics in the rest of the course. The issues about the nature of Sociology itself are also important and link back to the whole course as well.</p>
Skills/Assessment objective links	<ul style="list-style-type: none">• AO1: Demonstrate knowledge and understanding of:<ul style="list-style-type: none">○ sociological theories, concepts and evidence○ sociological research methods• AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues• AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:<ul style="list-style-type: none">○ present arguments○ make judgements○ draw conclusions. <p>This is all used in Papers 1, 2 and 3 of the final exam</p>
Spiritual, moral, social, and cultural development	<p>SMSC: understanding the impact of Sociology on society ie. Looking at social problems such as poverty and understanding whether Sociology can help with poverty. Does it have a use uncovering the effects of poverty and can Sociologists usefully make recommendations to Government on social issues.</p> <p>As young Sociologists, are the students on a growth journey, do they need to empathise in order to be a successful student in Sociology? Should the subject have a wider purpose than just an academic one? Consideration of suicide in terms of statistics leads inevitably to wider discussions about suicide and how it is socially constructed by, for example, coroners, doctors and family members/</p> <p>PSHE:</p> <p>How empathy and sensitivity is important in Sociological research.</p> <p>How some research has impacted on personal and social lives</p> <p>As above in SMSC, what role does Sociology have in tackling social issues, should students be able to see the bigger picture in terms of individuals in society or can they remain detached.</p> <p>British Values: How do our values influence us when studying Sociology? For example, if we had very strong British values, how does that interact with our research, do our values influence what and how we study, is this unavoidable or should we remain objective eg over our feelings about Britishness. Can these values enhance our studies as Sociologists.</p> <p>Skills Builder: Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing. Knowledge of and experience with Sociological theories and use of theories in understanding society.</p>
Numeracy	<p>Skills to understand quantitative data and flaws in its' collection. Consideration of social trends in the light of whether Sociology can be a science. Understanding the social construction of statistics linked to suicide as above.</p>
Literacy	<p>Vocabulary Tier 2: Application, Evaluation, Effectiveness, Objectivity, Bias, Subjectivity, Science, Values, Norms, Social Policy, Culture, symbol, Age, Gender, Sexuality, Disability, Race, Ethnicity, Racism</p> <p>Vocabulary Tier 3: Postmodernism, Marxism, Functionalism, Feminism, Interactionism. The Looking Glass self.</p> <p>Reading: reciprocal reading strategies used, eg predictions – many hooks/ starters include asking what do we already know about this topic. Opportunity to summarize eg write down the main points of an argument/ theory. Questioners – does the text raise any questions, group work as an opportunity to discuss. Connectors</p>



	<p>– can the text be linked to any theories (either for or against). Opportunity to clarify – discussion of or ideas that the student didn't understand.</p> <p>Writing: As Sociology is all exam classes, many lessons are dedicated to essay writing. In research the main writing task will be designing a study for up to 12 marks.</p> <p>Oracy: group work in the majority of lessons, think pair share activities eg a debate on Is Sociology</p>
Becoming future ready	<p>Personal Skills: As a Sociology student you will learn research skills, an understanding of how people think and behave which is essential in the real world, you will gain an ability to relate and empathise with a range of people, you will gain an understanding of how to listen to others sensitively and good questioning skills, you will learn techniques of how to cope with emotionally demanding situations, you will get the chance to work on your own and with others.</p> <p>Employability: As well as the above personal skills leading to employability, Sociology A level delivers skills employers value, such as numerical skills, the ability to understand and work with statistics, effective communication and the ability to work productively in teams. It also gives an understanding of human society, behaviour and so any employment would use these skills as all employment involves working with others in some aspect or another. Specific links to social work, police, journalism, teaching, research.</p>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: differential outcomes using must, could, should.</p> <p>By resource: PowerPoints and booklets have different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p>By Intervention: by providing different levels of supervision and support, Sociology drop ins, catch up sessions.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	Students must examine the following areas:
Learning Outcomes (Core Knowledge)	consensus, conflict, structural and social action theories
	the concepts of modernity and post-modernity in relation to sociological theory
	the nature of science and the extent to which Sociology can be regarded as scientific
	the relationship between theory and methods
	debates about subjectivity, objectivity and value freedom
	Students must be able to apply sociological research methods to the study of education.
Current learning to be developed in the future within:	The final build up to the exams, linking this new knowledge with the whole of the rest of the course.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.