



YEAR 10– GCSE SOCIOLOGY

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning - Topic: Research Methods

Curriculum Intent

Pupils will be taught the following during Year 10 with their teacher: **Research Methods with Methods in Context**

Why do we teach this to students?

This is at the very core of what Sociology is: finding ways to explore and investigate human behaviour with scientific rigor. To understand Sociology it is important to understand the research methods used by Sociologist and reflect critically on the validity of their research

Why do we teach this now?

After students start to gain a good understanding of what the subject is all about, they can begin to see how sociologists do their usual work, gather data and carry out research. This module involves students acquiring knowledge of basic research methods and potential strengths and weaknesses. Once they have this new knowledge they can then applying them in the next education topic and back to the previous family topic

Students will acquire the following A01/A02 skills:

- A01: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.
- A02: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.
- A03: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

These skills will be taught when learning the following areas

- identify, describe and explain various methods and methodological issues
- identify and explain the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research
- demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues
- demonstrate an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research
- demonstrate the ability to interpret data presented in a variety of forms.

This is also applied to all topics across the two GCSE papers

Skills/Assessment objective links

Spiritual, moral, social, and cultural development

SMSC: understanding how ethical guidelines were applied to Sociological research. If participants have been harmed in a Sociological study then this is considered in class. We also consider circumstances where studies break moral or ethical guidelines and debate how to resolve this. This includes learning how to deal with the ethical issues and how to make sure that participants in research don't have any long-term effects.

PSHE:

This topic consider how empathy and sensitivity is important in Sociological research. It also considers how some research has impacted on personal and social lives.

	<p>British Values: Students reflect on how a sociologists own background and experiences (value system) might affect how they carry out research.</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 basic techniques of research and use of methods, synthesizing and interpreting information</p>
Numeracy	Data handling and analysis. Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. Primary and secondary data. Students have to learn skills about presentation and display of quantitative data: graphs, tables, bar charts, histograms.
Literacy	<p>Vocabulary Tier 2: Experiment, covert, overt, correlations, interviews, questionnaires, case study</p> <p>Vocabulary Tier 3: Content analysis, thematic analysis, objectivity, validity, reliability, representativeness, hawthorn effect, ethnography</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 – can the text be linked to any theories (either for or against). Opportunity to clarify – discussion of any words or ideas that the student didn't understand.</p> <p>Writing: Questions on methods could be either 3 or 4 marks and require students to demonstrate application skills in their writing</p> <p>Oracy: group work in the majority of lessons, think pair share activities</p>
Becoming future ready	<p>Personal Skills: Sociology students will learn research skills which include an understanding of how people think and behave which is essential in the real world and ability to relate and empathise with a range of people. They will gain an understanding of how to listen to others sensitively and good questioning skills.</p> <p>Employability: As well as the above personal skills leading to employability, Sociology GCSE 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. Students will learn skills relevant to data interpretation and research gathering processes.</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 will acquire the following key knowledge:

Learning Outcomes (Knowledge)	<div data-bbox="1417 85 1520 241" data-label="Image"> </div> <p>Research design - Describe and explain the processes involved in research design: the establishment of appropriate aims and relevant hypotheses, the use of pilot studies, the selection of appropriate sampling methods and the analysis of data.</p> <p>Qualitative and quantitative methods - Describe and explain qualitative and quantitative methods (questionnaires, interviews, observations) and assess the value, application, and strengths and weaknesses of different methods.</p> <p>Assess the usefulness of the mixed methods approach and how and why to use different types of data including qualitative and quantitative data, and official and non-official statistics. They must also consider primary and secondary sources of data.</p> <p>Interpretation of data - Demonstrate the ability to interpret graphs, diagrams, charts and tables to discern patterns and trends in statistical data.</p> <p>Practical issues - Practical issues including time, cost and access.</p> <p>Ethical issues – Ethical issues are consent, confidentiality and harm to participants and how the issues can be addressed.</p>
Current learning to be developed in the future within:	<p>Applying methods to all four GCSE topics.</p> <p>Students going forward will use this knowledge of the research process to reflect on the effectiveness of different methods to study topic areas in family and education through yr.10 and then crime and stratification in Yr.11.</p>
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>