

Meden School Curriculum Planning																	
Subject	Sociology	Year Group	12	Sequence No.	4	Topic	Methods										
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>Previous learning – Students to recall experiments carried out in geography and science with the use of hypothesis, equipment, methodology, write up. Students to use this as the basis of their learning.</p> <p>Cross curricular links at A-Level to psychology, geography and biology</p>		<ul style="list-style-type: none"> <li>quantitative and qualitative methods of research; research design</li> <li>sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics</li> <li>the distinction between primary and secondary data, and between quantitative and qualitative data</li> <li>the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'</li> <li>the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research</li> <li>consensus, conflict, structural and social action theories</li> <li>the concepts of modernity and post-modernity in relation to sociological theory</li> <li>the nature of science and the extent to which Sociology can be regarded as scientific</li> <li>the relationship between theory and methods</li> <li>debates about subjectivity, objectivity and value freedom</li> <li>the relationship between Sociology and social policy.</li> </ul> <p>tier 3 vocabulary</p> <table border="0"> <tr> <td>quantitative</td> <td>qualitative</td> </tr> <tr> <td>Interpretivist</td> <td>positivist</td> </tr> <tr> <td>Verstehen</td> <td>rapport</td> </tr> <tr> <td>Reliability</td> <td>validity</td> </tr> <tr> <td>Representativeness</td> <td>theoretical</td> </tr> </table>			quantitative	qualitative	Interpretivist	positivist	Verstehen	rapport	Reliability	validity	Representativeness	theoretical	<p>Students to pick an area of interest linked to social inequality and complete their own research in to that area – collecting their own participants, planning their own procedure, gaining consent, carrying out the experiment and analysing the results. They then must feedback to the class their findings in presentation form, as well as completing an academic write up of their research.</p>		
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