



# Northampton International Academy

## Sociology Curriculum Overview



### Why Teach Sociology?

We believe that studying Sociology will allow students to fully understand the social problems experienced by people today, and to identify, develop and assess the solutions to these problems. Sociology is the best tool for fully understanding the complexities of the world today. Students of Sociology are encouraged to develop a love for learning, and a better understanding of learning and research processes.

- Understand the external influences on human behaviour
- Better understand and appreciate the diversity and individual differences within a modern society
- Experience and share the cultural capital that Sociology provides
- Develop skills in critical thinking and evaluation
- Decipher fact from fiction by learning how to assess the reliability and validity of information

### Learning for Life and Careers








- **Employability Skills** Literacy, Numeracy, ICT, Research, Analysis, Evaluation, Justification, Presentation, Communication
- **Linking the Curriculum to Careers** – Sociology has strong links to careers in the public sector including: social worker, education, early years and adolescent development, lecturer, marketing, youth worker and many more

### The Big Perspectives in the Sociology Curriculum

Across the curriculum, Sociology students will identify, explain and assess a selection of the core perspectives within this subject field.

				
<b>Functionalism</b> Everything in society is there for a good reason	<b>Marxism</b> Society benefits the rich, not the poor	<b>Feminism</b> Power is held by men	<b>Postmodernism</b> In society today, everything has lost its meaning	<b>Interactionism</b> Humans shape societies by the way they interact

### Skills of Enquiry We Develop

Observing and Measuring 	
Asking Questions 	Recording Data 
Making Predictions 	Interpreting and Communicating Results 
Setting up Tests 	Evaluating 

	YEAR 10	YEAR 11	YEAR 12	YEAR 13
<b>Term 1</b>	Introduction to Sociology  The Sociology of Education	Crime & Deviance	Introduction to A Level Sociology  Sociological Theory & Methods	Crime & Deviance (Advanced)
<b>Term 2</b>	The Sociology of Families & Households	Social stratification	The Sociology of Education (Advanced)	The Sociology of Media
<b>Term 3</b>	Research Methods	Revision and Exam Skills	Culture & Identity	Revision & Exam Skills



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## Sociology Curriculum Map



### APPLICATION OF DISCIPLINARY KNOWLEDGE

	YEAR 10	YEAR 11	YEAR 12	YEAR 13
<b>Asking Questions</b>	Students can write a simple research question	Students can write a detailed research question	Students can write a detailed research question and justify its use	Students can write detailed research questions and evaluate the usefulness and appropriateness of research questions. Students can explain why the asking of questions is important to Interpretivist sociologists
<b>Making Predictions</b>	Students can write a simple hypotheses	Students can write a detailed and structured hypothesis	Students can write detailed a structured alternate, null, directional and non-directional hypotheses	Students can write a range of detailed, structured hypotheses and evaluate the usefulness of each type. Students can explain why the making of predictions is important for Positivist sociologists
<b>Setting Up Tests</b>	Students can design questionnaires or interviews for use in exploring a sociological phenomenon	Students can design a simple field experiment or observation for use in exploring sociological phenomenon	Students can design complex studies using different a range of research methods, identifying which method is appropriate for which approach/context	Students can design complex studies, observations and content analyses; students can also describe and assess the use of ethnographic research
<b>Observing &amp; Measuring</b>	Students can describe the way in which a sociological phenomenon (within Education and Family) has been observed and measured	Students can describe the ways in which a sociological phenomenon (with Crime and Stratification) has been observed and measured	Students can describe in detail complex sociological investigations into Education and Culture, and recognise different theoretical approaches to these	Students can describe in detail complex sociological investigations into Crime and Media and recognise different theoretical approaches to these
<b>Recording Data</b>	Students can describe the recorded data in a piece of research	Students can draw conclusions from the recorded data in a piece of research	Students can draw conclusions and assess the usefulness and application based on the interpretation of recorded data in a piece of research	Students can apply different theoretical positions to give meaning to recorded data from a piece of research
<b>Evaluating</b>	Students can identify strengths and weaknesses in sociological research	Students can assess the validity, reliability and generalisability of sociological research	Students can conduct complex evaluations of sociological research, incorporating practical, and ethical theories. Students can also evaluate the strengths and weaknesses of theoretical positions on sociological studies.	Students can conduct complex evaluations of a wide range of research. They can evaluate, compare and contrast different theoretical standpoints in research and can also apply sociological debates to their evaluation.