

Curriculum Map Year 12 Sociology

Topic Name	Term	Knowledge developed	Skills Developed	Reflection on previous link in the curriculum	Progress to future link in the curriculum
<p>Paper 1 Section A: Socialisation, Culture and Identity</p> <p>Paper 1 Section B: Families and Relationships</p>	HT1 (Sep-Oct)	<p><u>Socialisation, Culture and Identity:</u></p> <ul style="list-style-type: none"> • Introduction to Sociology • What is culture? • Types of culture including; subcultures, high culture, popular culture, global culture & consumer culture • cultural diversity & hybridity <p><u>Families and Relationships</u></p> <ul style="list-style-type: none"> • Intro to theoretical perspectives in Sociology • The diversity of family and household types in the contemporary UK; nuclear families, extended families, lone parent families, reconstituted families, same-sex families and non-family households 	<p>Students acquire and begin to develop fundamental skills necessary for success in a level sociology, including;</p> <ul style="list-style-type: none"> → <u>Deconstructing Concepts-</u> They develop the ability to deconstruct complex sociological concepts. → <u>Using Evidence:</u> They develop the skill of using sociological evidence (studies, data, examples) to support arguments and substantiate judgments. → <u>Analysis:</u> Students apply sociological concepts and theories to analyse real-world phenomena. → <u>Analysing Social Phenomena:</u> Students apply sociological concepts and theories to analyse real-world phenomena. → <u>Evaluating research</u> - Students learn to understand, compare, and critically evaluate various sociological theories. → <u>Debating</u> - Students begin to develop the confidence to debate sociological issues, evaluating different viewpoints, and understanding that there can be multiple valid explanations for social phenomena. → <u>Cultural Awareness:</u> Studying diverse cultures and identities enhances their cross-cultural understanding and global outlook. → <u>Empathy:</u> By exploring sensitive and challenging social issues, students develop a deeper understanding and empathy for different experiences. 	NA	<p><u>Links between Socialisation, culture and identities and Families and Relationships</u></p> <ul style="list-style-type: none"> • Socialisation, Culture and Identity introduces students to the key themes of socialisation, culture and identity and develops these themes through the context of families and relationships. • Families and relationships focuses on the family as a central secondary agency of socialisation and a main transmitter of culture in contemporary society. It allows students to explore contemporary family structures and relationships. <p><u>Links to understandings social inequalities (paper 2):</u></p> <ul style="list-style-type: none"> • The topics foster an awareness of contemporary social issues related to social inequalities (paper 2) <p><u>Links to understandings globalisation in a digital world (paper 3):</u></p> <ul style="list-style-type: none"> • The topics foster an awareness of inequalities in access to digital technology in a global world <p><u>Links to Crime and Deviance (paper 3):</u></p> <ul style="list-style-type: none"> • Knowledge of subcultures relevant as explanations of crime. • Knowledge of media as a secondary agency of socialisation relevant to explanations of crime.
<p>Paper 1 Section A: Socialisation, Culture and Identity</p> <p>Paper 1 Section B: Families and Relationships</p>	HT2 (Nov-Dec)	<p><u>Socialisation, Culture and Identity:</u></p> <ul style="list-style-type: none"> • Nature/Nurture debate • What is socialisation? • The creation of identity • Primary and secondary agents of socialisation • Formal and informal agents of social control • The concept of identity • Hybrid identity <p><u>Families and Relationships</u></p> <ul style="list-style-type: none"> • Functionalist perspective of the nuclear family • New Right of the nuclear family • Marxist perspective of the nuclear family • Feminist perspective of the nuclear family • Postmodernist perspective of the nuclear family 			
<p>Paper 1 Section A: Socialisation, Culture and Identity</p>	HT3 (Jan-Feb)	<p><u>Socialisation, Culture and Identity</u></p> <ul style="list-style-type: none"> • Gender identity • Social class identity • Ethnic identity • National identity <p><u>Families and Relationships</u></p> <ul style="list-style-type: none"> • Debates about the extent of family diversity in the contemporary UK 			

Paper 1 Section B: Families and Relationships		<ul style="list-style-type: none"> • Trends in marriage, divorce and cohabitation as a reason for family diversity • Demographic changes as a reason for family diversity including; birth-rate, family size, age at marriage, age of childbearing, ageing population • Family diversity in terms of social class, ethnicity and sexuality 			<ul style="list-style-type: none"> • Knowledge of formal and informal social control relevant to controlling crime.
Paper 1 Section A: Socialisation, Culture and Identity Paper 1 Section B: Families and Relationships	HT4 (Feb-March)	<u>Socialisation, Culture and Identity</u> <ul style="list-style-type: none"> • Age identity • Sexual Identity • Disability Identity <u>Families and Relationships</u> <ul style="list-style-type: none"> • Roles and relationships between partners and how they are changing, including issues of power • Roles and relationships between parents and children and how they are changing, including issues of power 			
Paper 2 Section A: Research methods and researching social inequalities Paper 2 Section B: Understanding social inequalities	HT5 (April-May)	<u>Research methods and researching social inequalities</u> <ul style="list-style-type: none"> • Key concepts in research methods; validity, reliability, generalisability and representativeness. • Types of data • Positivist approach to research • Interpretivist approach to research • Factors affecting choice of research; practical, ethical and theoretical • Aims and Hypothesis • Sampling process and sampling techniques • Pilot studies • Longitudinal research • Questionnaires <u>Understanding social inequalities</u> <ul style="list-style-type: none"> • Patterns and trends in social class inequality • The impact of social class inequalities on life chances 	<p>Students continue to develop skills acquired earlier in the academic year whilst also developing new skills including;</p> <p>→ <u>Formulating Logical Arguments:</u> Students learn to construct clear, logical, and well-reasoned arguments, often from different sociological perspectives. This includes developing a point, explaining it, and supporting it with evidence.</p> <p>→ <u>Analysing Patterns and Trends:</u> Students analyse patterns and trends in society such as in family life, relationships, and social inequalities, drawing on sociological data.</p> <p>→ <u>Understanding Research Methods:</u> Students learn to understand and evaluate different research methods used by sociologists to gather data</p> <p>→ <u>Problem-Solving:</u> By analysing social problems and exploring potential solutions, students develop problem-solving abilities.</p>	<u>Socialisation, Culture and Identity</u> - knowledge of social class identity and how it is changing applied to understand social class inequalities.	<u>Links to understandings globalisation in a digital world (paper 3):</u> <ul style="list-style-type: none"> • Understanding social inequalities is useful to students' later study of globalisation and the digital world (paper 3) as students explore contemporary issues such as the digital divide is evident between age groups, social class and gender and ethnicity as well as issues such as globalisation and conflict which is underpinned by issues such as inequality.
Paper 2 Section A: Research methods and researching social inequalities Paper 2 Section B: Understanding social inequalities	HT6 (June-July)	<p>*YEAR 12 MOCK PAPER 1 EXAM*</p> <u>Research methods and researching social inequalities</u> <ul style="list-style-type: none"> • Content Analysis • Statistical Data • Interviews <u>Understanding social inequalities</u> <ul style="list-style-type: none"> • Theoretical perspectives of social class inequalities including; functionalism, Marxism, Weberian, feminism, New Right 			

