

Curriculum Map Year 13 Sociology

Topic Name	Term	Knowledge developed	Skills Developed	Reflection on previous link in the curriculum	Progress to future link in the curriculum
<p>Paper 2 Section A: Research methods and researching social inequalities</p> <p>Paper 2 Section B: Understanding social inequalities</p>	HT1 (Sep-Oct)	<p><u>Research methods and researching social inequalities</u></p> <ul style="list-style-type: none"> • Observations • Ethnography • The relationship between research and social policy • Mixed method approaches <p><u>Understanding social inequalities</u></p> <ul style="list-style-type: none"> • Patterns and trends in gender inequality • The impact of gender inequalities on life chances • Theoretical perspectives of gender inequalities including; functionalism, Marxism, Weberian, feminism, New Right 	<p>Students to develop skills acquired in year 1 study of sociology;</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. → <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. → <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. → <u>Understanding Research Methods</u>: Students learn to understand and evaluate different research methods used by sociologists to gather data → <u>Problem-Solving</u>: By analysing social problems and exploring potential 	<p><u>Socialisation, Culture and Identity</u> - knowledge of gender identity and how it is changing applied to understand social class inequalities.</p>	<p><u>Understanding social inequalities</u> - knowledge of theoretical perspectives of gender inequality can be useful to support understanding of ethnic and age inequality.</p> <p><u>Crime and deviance (paper 3)</u> - knowledge of gender inequalities can be used to explain patterns in crime and deviance.</p>
<p>Paper 2 Section B: Understanding social inequalities</p> <p>Paper 3 Section A: Globalisation and the digital social world</p>	HT2 (Nov-Dec)	<p><u>Understanding social inequalities</u></p> <ul style="list-style-type: none"> • Patterns and trends in ethnic inequality • The impact of ethnic inequalities on life chances • Theoretical perspectives of ethnic inequalities including; functionalism, Marxism, Weberian, feminism, New Right <p><u>Globalisation and the digital social world</u></p> <ul style="list-style-type: none"> • Definitions of globalisation • Developments in digital forms of communication in a global society • Applying sociological theories to digital forms of communication: 	<p>Students to develop skills acquired in year 1 study of sociology;</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. → <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. → <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. → <u>Understanding Research Methods</u>: Students learn to understand and evaluate different research methods used by sociologists to gather data → <u>Problem-Solving</u>: By analysing social problems and exploring potential 	<p><u>Socialisation, Culture and Identity</u> -</p> <ul style="list-style-type: none"> • Knowledge of ethnic identity and how it is changing applied to understand social class inequalities. • Knowledge of global culture • Knowledge of relative nature of norms and values <p><u>Families and Relationships</u> - Theoretical perspectives of the nuclear family.</p> <p><u>Understanding Social inequalities</u> - Theoretical explanations of social inequalities</p>	<p><u>Understanding social inequalities</u> - knowledge of theoretical perspectives of ethnic inequality can be useful to support understanding of age inequality.</p> <p><u>Crime and deviance (paper 3)</u> - knowledge of ethnic inequalities can be used to explain patterns in crime and deviance.</p>

<p>Paper 2 Section B: Understanding social inequalities</p> <p>Paper 3 Section A: Globalisation and the digital social world</p>	<p><i>HT3 (Jan-Feb)</i></p>	<p>*YEAR 13 MOCK PAPER 1 & 2 EXAM*</p> <p><u>Understanding social inequalities</u></p> <ul style="list-style-type: none"> • Patterns and trends in age inequality • The impact of age inequalities on life chances • Theoretical perspectives of age inequalities including; functionalism, Marxism, Weberian, feminism, New Right <p><u>Globalisation and the digital social world</u></p> <ul style="list-style-type: none"> • The impact of digital forms of communication on people's identity, social inequalities and relationships • The impact of digital forms of communication on conflict and change, cultural homogenisation and cultural defence/ 'glocalisation' 	<p>solutions, students develop problem-solving abilities.</p>	<p><u>Socialisation, Culture and Identity</u> - knowledge of age identity and how it is changing applied to understand social class inequalities.</p> <p><u>Understanding Social inequalities</u> - Theoretical explanations of social inequalities</p>	<ul style="list-style-type: none"> • <u>Crime and deviance (paper 3)</u> - Knowledge of age inequalities can be used to explain patterns in crime and deviance. • Knowledge of conflict and change, cultural homogenisation and cultural defence can be used to understand global crime.
<p>Paper 3 Section B: Crime and deviance</p>	<p><i>HT4 (Feb-March)</i></p>	<p><u>Crime and deviance</u></p> <ul style="list-style-type: none"> • Definitions of crime and deviance • Social order & social control • The relativity of crime and deviance • The social construction of crime and deviance • Measuring crime using official crime statistics, victim surveys and self-report studies • The social distribution of offending and victimisation according to social class • The social distribution of offending and victimisation according to age. • The social distribution of offending and victimisation according to ethnicity. • Explanations of patterns in ethnicity and crime • The social distribution of offending and victimisation according to gender. • Explanations of patterns in gender and crime <p>The Feminist perspective of crime and deviance</p>		<p><u>Socialisation, Culture and Identity</u></p> <ul style="list-style-type: none"> • Knowledge of global culture. • Knowledge of subcultures relevant as explanations of crime. • Knowledge of media as a secondary agency of socialisation relevant to explanations of crime. • Knowledge of formal and informal social control relevant to controlling crime. <p><u>Research Methods</u>- How to understand and interpret data.</p> <p><u>Families and Relationships</u> -Theoretical perspectives of the nuclear family.</p> <p><u>Understanding Social inequalities</u> - Theoretical explanations of social inequalities</p>	<p>NA</p>

<p>Paper 3 Section B: Crime and deviance</p>	<p><i>HT5 (April-May)</i></p>	<p><u>Crime and deviance</u></p> <ul style="list-style-type: none"> ● Functionalist explanation of crime and deviance: ● Functionalist subcultural theories of crime ● Marxism explanation of crime and deviance ● Neo-Marxist/ radical criminology explanation of crime and deviance ● Crimes of the powerful: White collar crime and corporate crime ● Interactionist explanation of crime ● Left Realist explanations of crime ● Left wing policies of how crime and deviance be reduced: ● New Right and Right Realist explanation of crime ● Right wing policies of how crime and deviance be reduced ● Global crime and Green Crime 			
	<p><i>HT6 (June-July)</i></p>	<p>*STUDY LEAVE*</p>			