



Curriculum Map

Subject: Sociology

Year Group: 13

	Autumn 1/Autumn 2	Autumn 2	Autumn 2/Spring 1	Spring 2/Summer
Content	Second half of crime and deviance and beginning of global sociology	Most of global sociology	Finish global sociology and last three theories and methods topics	Revision
Skills	AO1 – knowledge and understanding (= key concepts, theories and theorists) AO2 – interpretation and application (= choosing the correct knowledge and developing it) AO3 – analysis evaluation (= providing alternative suggestions as well as strengths and criticisms)			
Key questions	Evaluate the relationship between the media and crime. Evaluate the impact of green crime, human rights, state and corporate crime. Evaluate methods to prevent crime as well as the role of the CJS. Evaluate ways of measuring global development.	Evaluate modernisation theory. Evaluate dependency theory. Evaluate other theories of development. Evaluate the impact of globalisation. Evaluate the role of agencies in development. Evaluate the impact of aid, trade, urbanisation, environment and war on development.	Evaluate the impact of employment, education, health, demographic change and gender on development. Evaluate the relationship between science and sociology. Evaluate the impact of social policies on sociology. Evaluate the value-position taken by sociologists.	Revision – past paper questions
Assessment	These are in addition to PPEs, which are always full papers or the full section of a unit on a paper Two class tests on crime and deviance (mixture of 4, 6, 10 and 30 markers)	These are in addition to PPEs, which are always full papers or the full section of a unit on a paper Two class tests on global sociology – 10 and 20 marker		Past Papers and short tests unit by unit as well as collectively
Literacy/ Numeracy/ SMSC/ Character	<u>Literacy</u> – essay writing to develop arguments; vocabulary of key concepts; using relevant information from items; reading and comprehension. <u>Numeracy</u> – understanding the role of statistics and quantitative data (especially for positivists), as well as trends and outliers on graphs. <u>SMSC</u> – developing knowledge of the contemporary world as well as sensitivity to and awareness of contrasting views especially regarding inequality/power imbalances <u>Character</u> – discussions in class and written work at home to develop confidence, fluency of expression, knowledge, cultural capital in a fun and engaging and informative way			

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<p>Justification for mapping the curriculum in the order presented</p>	<p>Year 12 begins with theory and methods. These are the foundations of sociology and all the units which follow. By having a sound grasp of theory and methods, they have the tools to apply these to the subsequent units. Paper 1, education, and Paper 2, families, are the two units that are more appropriate to study in year 12 as they are units that all students have direct experience of. This means they can 'access' these more easily than the units taught in year 13, and thus helps to build sociological knowledge in a solid and synoptic way. Families is the first unit to be taught following the principle of 'primary socialisation', with education following as the exemplar of 'secondary socialisation'.</p> <p>In year 13, students continue with crime and deviance. The last unit taught is global sociology. This is because this is the only unit which uses knowledge and case studies predominantly outside of the UK. It also has slightly different theoretical terminology compared with the other three units, so I believe it works best to teach this towards the end of the course and closer to the exams.</p>			