

**Curriculum Map: Sociology Year 13**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Content</b> Declarative knowledge 'I Know'</p>	<p><b>Topic 2b -what are the main patterns and trends in social inequality and difference?</b> Social inequality and difference in relation to ethnicity.  consider people's identity and social inequalities in relation to: social class gender age</p>	<p><b>Topic 2b - How can patterns and trends in social inequality and difference be explained?</b>  The main sociological explanations of social inequality and difference: functionalism Marxism Weberian feminism New Right</p>	<p><b>Topic 3a - What is the relationship between globalisation and digital forms of communication?</b>  Definitions of globalisation Developments in digital forms of communication in a global society: digital revolution global village networked global society media convergence social media virtual communities digital social networks  Applying sociological theories to digital forms of communication: Marxism feminism postmodernism be aware of the problems with defining globalisation. consider how developments in digital communication</p>	<p><b>Topic 3a - What is the impact of digital forms of communication in a global context?</b>  The impact of digital forms of communication on: people's identity social inequalities relationships  The impact of digital forms of communication on culture: conflict and change cultural homogenisation cultural defence/ 'glocalisation'  consider both the positive and negative impacts of digital forms of communication.</p>	<p><b>Revision for the final exams – Skills and content.</b></p>	<p><b>Revision for the final exams – Skills and content.</b>  <b>Sitting the final exams.</b></p>

	<p><b>Topic 3b - How are crime and deviance defined and measured?</b></p> <p>Definitions:  crime and deviance  social order  social control  the relativity of crime and deviance  the social construction of crime and deviance</p> <p>Measuring crime:  official crime statistics  victim surveys  self-report studies  consider the relativity of crime and deviance over time, between societies and within societies.  consider the advantages and disadvantages of each way of measuring crime.  have awareness that official crime statistics could include police recorded crime figures and the Crime Survey for England and Wales.</p>	<p><b>Topic 3b - What are the patterns and trends in crime?</b></p> <p>The social distribution of offending and victimisation:  social class  gender  age  ethnicity</p> <p>Patterns of crime in a global context:  global organised crime  green crime</p> <p>consider the patterns and trends of offending and victimisation in relation to social class, gender, age and ethnicity.</p>	<p>are related to social capital.  have an overview of how developments in digital forms of communication have been theoretically interpreted.</p> <p><b>Topic 3b - How can crime and deviance be explained?</b></p> <p>Theoretical views of crime and deviance:  functionalism  Marxism  neo-Marxism/radical criminology  interactionism  realism (left and right)  New Right  subcultural theories  feminism</p> <p>consider the explanations of crime.</p>	<p><b>Topic 3b - How can crime and deviance be reduced?</b></p> <p>Social policy and crime:  left wing:  ○ social and community crime prevention and punishment  ○ restorative justice  ○ structural changes in society</p> <p>right wing:  ○ situational crime prevention  ○ environmental crime prevention  ○ retributive justice  ○ punitive punishment and control</p> <p>consider policies relating to crime prevention, punishment and control.</p>	<p><b>Revision for the final exams – Skills and content.</b></p>	<p><b>Revision for the final exams – Skills and content.</b></p>
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<b>Skills</b> Procedural Knowledge 'I know how to'	<b>Ao1</b> Demonstrate knowledge and understanding of: sociological theories, concepts and evidence sociological research methods  <b>Ao2</b> Apply sociological theories, concepts, evidence and research methods to a range of issues  <b>A03</b> Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: present arguments, make judgements, draw conclusions.					
<b>Strategies</b> Conditional Knowledge 'I know when to'	<ul style="list-style-type: none"> <li>• Use knowledge and application in my written answers to provide an accurate and detailed answer.</li> <li>• Use evaluation skills to analyse and evaluate.</li> <li>• Use Named Studies</li> <li>• Use Key Concepts</li> <li>• Use Contemporary examples</li> <li>• Use Contemporary statistics</li> <li>• Use Sociological theory</li> <li>• Have a well-developed line of reasoning, which is clear and logically structured</li> <li>• Reach a credible and fully supported critical conclusion.</li> </ul>					
Key Questions	<b>What are the main patterns and trends in social inequality and difference?</b>  <b>How are crime and deviance defined and measured?</b>	<b>How can patterns and trends in social inequality and difference be explained?</b>  <b>What are the patterns and trends in crime?</b>	<b>What is the relationship between globalisation and digital forms of communication?</b>  <b>How can crime and deviance be explained?</b>	<b>What is the impact of digital forms of communication in a global context?</b>  <b>How can crime and deviance be reduced?</b>	<b>How can I revise effectively and prepare for my exams?</b>	<b>How can I revise effectively and prepare for my exams?</b>
Assessment topics	Past exam questions on patterns and trends in CAGE inequality.  Past exam questions on defining and measuring crime and deviance.	Past exam questions on theoretical explanations of crime and deviance.  Past exam questions on patterns and trends in crime.	Past exam questions on the relationship between globalisation and digital forms of communication.  Past exam questions on theoretical explanations of crime and deviance.	Past exam questions on the impact of digital forms of communication.  Past exam questions on reducing crime and deviance.	All past exam questions for all topics.	All past exam questions for all topics.

<p>Cross curricular links/Character Education</p>	<p>An awareness of the disparity of experiences of different social groups.</p> <p>An awareness of the inequality that exists in our society.</p> <p>Encourage students to 'go and do likewise' by challenging inequality whenever they see it.</p> <p>Developing an awareness of the privileges in our lives and how some people are much less fortunate.</p> <p>Encourage students to promote equality and fairness in all their dealings with other people and in their treatment of the environments and communities in which we live.</p>	<p>Develop an awareness and understanding of the differing views in our political spectrum.</p> <p>Encourage students to identify their own political leanings and bias.</p> <p>Develop a respect for alternative views and an ability to listen to others who hold differing views in a calm and respectful manner.</p> <p>Develop reasoned thought in dialogue with others.</p> <p>Encourage students to 'go and do likewise' by challenging inequality whenever they see it.</p> <p>Developing an understanding of the differing experiences that social groups may experience with regards to offending and also victimisation.</p>	<p>Develop an awareness of the impact of social media on their lives. Consider how social media can be used for good in society.</p> <p>Develop an understanding of the differing views in our political spectrum and how these relate to different social policies.</p> <p>Encourage students to identify their own political leanings and bias.</p> <p>Develop a respect for alternative views and an ability to listen to others who hold differing views in a calm and respectful manner.</p>	<p>Develop an awareness of the different ways in which we punish criminals.</p> <p>Encourage students to identify their own thoughts on how we should punish criminals and the significance of both retribution and rehabilitation.</p> <p>Consider how our school values and C of E ethos reflect the importance of rehabilitation and 'loving thy neighbour.'</p>		
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