

Year 12 Curriculum Map for Sociology

Students need to be able to understand the structure of society and four different institutions in it (the family, education, the media and the criminal justice system). They need to be able to describe and evaluate the key sociological perspectives (functionalism, Marxism, feminism and postmodernism),

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic(s): Introduction to Sociology Education: Class differences in achievement Ethnic differences in achievement	Topic(s): Education: Ethnic differences in achievement Gender differences in achievement The role of education in society Educational policy and inequality	Topic(s): Education: Educational policy and inequality Methods in context	Topic(s): Unit 2: Families and households: Couples Childhood Theories of the family Demography	Topic(s): Unit 2 – Families and Households Changing family patterns Family diversity Families and social policy	Topic(s): Unit 3 – The Media The new media Ownership and control The media, globalisation and popular culture
‘Big idea(s) / fundamental concepts	Key sociological theories: Functionalism, Marxism and feminism Social class and its impact on educational achievement Ethnicity and its impact on educational achievement	Ethnicity and its impact on achievement Gender and its impact on achievement The main role of education in society – to reproduce value consensus, to reproduce capitalism or to reproduce patriarchy Different government policies and how they impact schools – pre 1988, marketization, New Labour and Coalition (2010) policies	Different government policies and how they impact schools – pre 1988, marketization, New Labour and Coalition (2010) policies Methods in context – how sociologists conduct research and how they research education specifically	The structure of the nuclear family Couples, power and control – how is power and domestic labour distributed in the family Childhood – the social construction of childhood and whether the life stage is improving. Theories of the family – functionalism, Marxism, feminism and the personal life perspective Demography – birth rate, death rate, the ageing population, migration	Changing family patterns – divorce, partnerships, parents and children, ethnic differences in family patterns Family diversity – postmodern view of society and family structures Families and social policy – the history of social policy and examples of different nation’s policies e.g. Nazi Germany, Russia and China	The new media – key technological changes to the media and the impact on society in terms of choice and diversity Ownership and control – patterns of who owns and controls the media → is it the few or the many?
Knowledge to be learnt	Overarching concepts of the three theories – value consensus, class conflict and gender conflict in society External factors and how they impact class differences in achievement i.e. poor housing, poverty, parental attitudes. Internal factors and how they impact class differences in achievement i.e. teacher expectations, streaming based on ability and pupil subcultures as a response to labelling & streaming. External factors and how they impact ethnic differences in achievement i.e. cultural deprivation and family structure, material deprivation and class. Internal factors and how they impact ethnic differences in achievement i.e. labelling and teacher racism, pupil responses to racism and institutional racism	The gender gap in achievement External reasons for why girls tend to outperform boys: <ul style="list-style-type: none"> • Impact of feminism • Changes in the family • Changes in the workplace • Equal opportunities Internal reasons for why girls tend to outperform boys: <ul style="list-style-type: none"> • Teacher attention • Challenging stereotypes • League tables Boys and achievement – reasons why boys underachieve: <ul style="list-style-type: none"> • Boys and literacy • Globalisation • Feminisation of education • Shortage of male primary school teachers Gender and subject choice: <ul style="list-style-type: none"> • Gender role socialisation • Gendered subject images • Gender identity and peer pressure • Gendered job opportunities 	Sociological research methods (and how they are used to investigate society and education): <ul style="list-style-type: none"> • Experiments • Participant observation • Interviews • Questionnaires • Secondary sources (official statistics and documents) 	Couples: <ul style="list-style-type: none"> • The domestic division of labour • Resources and decision-making in households • Domestic violence – structural causes Childhood: <ul style="list-style-type: none"> • The modern western notion of childhood • Cross-cultural and historical differences in childhood • The future of childhood Theories of the family: <ul style="list-style-type: none"> • The main functions of the family according to the different sociological perspectives Demography: <ul style="list-style-type: none"> • Patterns and reasons for the decline in the birth rate, death rate, impact of the ageing population, impact and patterns of migration, globalisation. 	Reasons for and impact of the increase in divorce, changes to partnerships and decline in marriage, women’s increased financial independence, changing patterns of childbearing, declining stigma Functionalism and New Right – traditional, modern views of family diversity. Postmodern view of diversity and changes to the family Families and social policy – comparative view, perspectives’ opinions on social policies involved with family life (functionalism, the New Right, feminism, Marxism).	Ownership and control: the power of the media, how governments control media usage and output, formal controls on the media, who owns the media, the media and ideology, Pluralism and Marxism The new media: features of the new media, who uses it, the merging of old media and new media, the significance of the new media in contemporary society; cultural pessimists and cultural optimists
	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	Aim of EoY exam
	End of topic tests: External and internal factors in achievement; ethnic differences in achievement / practice exam	End of topic tests: Ethnic and gender differences in achievement; the role of education in society/practice exam questions – 10 and 30 mark questions	End of topic tests: educational policy and inequality/practice exam questions on methods in context – 20 mark questions	End of topic tests: couples, childhood, theories and demography/practice exam questions	End of topic tests: changing patterns, family diversity, families and social policy	End of year exam on Education with Theory and Methods

Key vocabulary	Value consensus Macro versus micro Structural versus social action theories Material deprivation Cultural deprivation Cultural capital Labelling and the self-fulfilling prophecy Elaborated code versus restricted code Streaming Fatalism Immediate gratification Collectivism Present-time orientation The ethnocentric curriculum Institutional racism Racialized expectations Pro versus anti-school subcultures Model minorities 'Asian work ethic'	Labelling Patriarchy Male gaze Masculinity crisis Feminism Gender role socialisation Tough love Meritocracy Particularistic standards Universalistic standards The myth of meritocracy The correspondence principle The hidden curriculum Social solidarity Role allocation Consumer choice Ineffective socialisation agents Fordism Post-Fordism	Marketization Privatisation Academies Free schools Hawthorne effect Social desirability bias Validity Reliability Positivism Interpretivism Representative	Joint versus segregated conjugal roles Expressive role Instrumental role The symmetrical family Patriarchy March of progress Dual burden Triple shift Gender domains Social construction Toxic childhood The information hierarchy The cult of childhood Child-centred society Age patriarchy Primary socialisation The stabilisation of adult personalities Structural differentiation Capitalism Pester power Liberal/Marxist/radical feminists Fictive kin	Diversity Different family types Stigma The negotiated family Confluent love The pure relationship Individualisation thesis Connectedness thesis The zombie family Gender regimes Modernisers Traditionalists	Horizontal and vertical integration The dominant ideology Ideological state apparatus False class consciousness Hegemony Agenda-setting Gatekeeping News values Tabloidisation Hyper-reality Churnalism Blogosphere Citizen journalism Collective intelligence
The role of reading an comprehension	Background reading Textbook Journal articles – Rosenthal & Jacobson (Pygmalion in the Classroom) Ray Rist (1970) – Student social class and teacher expectation	Background reading Textbook Paul Willis – “Learning to Labour”	Background reading Textbook Political parties’ manifestos regarding educational policies	Background reading Textbook Sarah Hall – The Carhullan Army (reading suggestion)	Background reading Textbook	Background reading Textbook Research – ownership and control of the media (who owns what)
The role of independent extended writing	Students write timed exam questions on a variety of topics.	As before	As before	As before	As before	As before
The role of maths/ numeracy	Achievement levels – compare social class and ethnicity Correlation – parental income and academic achievement Official statistics - achievement	Achievement levels – compare gender differences Comparison – numbers of boys and girls taking certain subjects	League tables and the impact of marketization, value added in schools	Graphs depicting changing patterns	Average number of children women have during child-bearing years	Pay gap – men and women who work in the media and who own media companies
Links to careers/ aspirations	Sociology – university	Educational policy and inequality – government work	Researcher	Sociology at university Social worker	Sociology at university Social worker	Journalism Sociology at university
Core skills <i>A skill is a performance built on what a person knows</i>	AO1 – knowledge and understanding AO2 – application AO3 - evaluation	As before	As before Application to context becomes very important here	As before	As before	As before
Dept. enrichment activities	Visits to Canterbury Christ Church University Sociology department					

Home learning opportunities	Google Scholar – researching journal articles and studies not in the textbook. Subscription to Sociology Review magazine. Films with a sociological theme e.g. “The Truman Show” (postmodernism). Book list e.g. “The Carhullan Army” by Sarah Hall and “He, She and It” by Marge Piercy.											
-----------------------------	--	--	--	--	--	--	--	--	--	--	--	--