

KS5 Sociology Curriculum Map

The sequencing follows a "foundations-first" approach, ensuring students grasp the relationship between social structures and individuals before tackling complex global or theoretical issues.

Year	Term 1 & 2	Term 3 & 4	Term 5 & 6
Year 12	Foundations & Education • Norms, values, and socialisation • Class, gender, and ethnic differences in achievement • Role of schooling (Functionalism vs. Marxism) • Methods in Context: Applying research to education	Families & Households • Changing patterns of marriage/divorce • Gender roles and domestic labor • Childhood as a social construct • Research Methods: Positivism vs. Interpretivism	Theory & Consolidation • Intro to Social Theory (consensus vs. conflict) • Links between research methods and theoretical perspectives • Debates • Preparation for Paper 1 and 2 content.
Year 13	Crime & Deviance (contd in Term 3) • Theories of crime (Strain, Labeling, Subcultural) • Social distribution of crime (Class, Gender, Ethnicity) • Media and crime; Green/State crime	The Media • Ownership and control of media • Media representations of social groups • Globalisation and popular culture • New Media vs. Traditional Media	Advanced Theory & Revision (Term 5) • Sociology as a Science • Objectivity and Values • Postmodernism and Social Policy • Final exam technique and synoptic links

1. Education (Year 12, Term 1-3)

We begin with **Education** because it is a "universal experience." It allows students to apply the core concepts of **socialisation, norms, and values** to a setting they are currently immersed in.

- **The Logic:** It introduces the "Big Three" variables (Class, Gender, Ethnicity) which act as the toolkit for every other topic in the course.
- **Methods in Context:** This is taught alongside Education because students can easily conceptualise the ethics and practicalities of researching pupils or teachers compared to, for example, researching criminals.

2. Research Methods (Year 12, Term 4)

Positioning **Research Methods** here acts as a bridge. Students have seen how theories work in Education; now they learn the technical "how" behind the data. This provides the necessary groundwork for the more independent analysis required in Year 13.

3. Crime and Media (Year 13)

Crime and Deviance is scheduled for Year 13 because it requires a more sophisticated understanding of social control and power.

- **Sequencing Media:** Media is placed later as it serves as a "synoptic" topic. To understand media representations of crime or family, students must have already mastered the earlier units.

4. The Theory "Golden Thread"

Theory and Debates are introduced early but revisited with higher complexity at the end of the course.

- **Initial Stage:** Learning what Marxists or Functionalists believe.
- **Final Stage:** Debating the nature of sociology itself—is it a science? Is it value-free? This requires the cumulative knowledge of the entire two-year program.