

Social Sciences Year 12 Curriculum Map

	Psychology	Sociology	Criminology
Autumn 1	<p>Teacher A: Social Influence</p> <ul style="list-style-type: none"> • Conformity (types, explanations and social roles) • Obedience • Authority <p>Teacher B: Approaches to Psychology</p> <ul style="list-style-type: none"> • Origins of psychology • Behaviourism • Social learning theory • Cognitive • Biological and evolutionary • Psychodynamic • Humanistic 	<p>Teacher A: Media</p> <ul style="list-style-type: none"> • Representations of ethnicity • Representations of femininity • Representations of masculinity • Representations of social class • Representations of young people • Representations of the old <p>Teacher B: Socialisation, Culture and Identity</p> <ul style="list-style-type: none"> • Types of culture • Agents of socialisation • Introduction to identity • Nationality, ethnicity and cultural hybridity 	<p>Teacher A: Changing Awareness of Crime</p> <ul style="list-style-type: none"> • Introduction to crime and criminality • Types of crime • Reasons for unreported crime • Consequences of unreported crime • Media representation of crime <p>Teacher B: Criminological Theories</p> <ul style="list-style-type: none"> • Criminal behaviour • Deviant behaviour • Social construction of criminality (time, place and culture)
Autumn 2	<p>Teacher A: Social Influence (continued)</p> <ul style="list-style-type: none"> • Resistance to social influence • Minority influence • Social influence and social change <p>Teacher B: Attachment</p> <ul style="list-style-type: none"> • Caregiver-infant interactions • The development of attachment • Animal studies of attachment • Explanations of attachment (learning theory and Bowlby) <p>Assessment 1 (mid-November): Social Influence and Approaches (16-mark questions)</p>	<p>Teacher A: Media</p> <ul style="list-style-type: none"> • Theoretical perspectives • Direct effect theories • Indirect effect theories • Active audience perspectives • Deviance amplification model • Moral panics <p>Teacher B: Socialisation, Culture and Identity</p> <ul style="list-style-type: none"> • Gender identities • Social class and identity <p>Assessment 1 (mid-November): Media (38 marks)</p>	<p>Teacher A: Changing Awareness of Crime</p> <ul style="list-style-type: none"> • Campaigns for change (comparison) • Media used in campaigns for change (evaluation) • Campaigns for change (comparison and evaluation) • Campaign design (planning, material design and justification) <p>Teacher B: Changing Awareness of Crime/Criminological Theories</p> <ul style="list-style-type: none"> • Impact of media representations of crime on public perceptions • Crime statistics • Biological theories (genetic and physiological)

Social Sciences Year 12 Curriculum Map

			<p>Assessment 1 (mid-November): Unreported crime, media representations of crime and crime across time, culture and place</p>
Spring 1	<p>Teacher A: Psychopathology</p> <ul style="list-style-type: none"> • Definitions of abnormality • Mental disorders • The behavioural approach (phobias) <p>Teacher B: Attachment (continued)</p> <ul style="list-style-type: none"> • Types of attachment (strange situation) • Cultural variations • Maternal deprivation • Effects of institutionalisation • Influence of early attachment 	<p>Teacher A: Understanding Social Inequalities</p> <ul style="list-style-type: none"> • Defining and stratifying social class • Income and wealth • Types of poverty • Social mobility • Theoretical perspectives on social inequality • Introduction to gender inequalities <p>Teacher B: Socialisation, Culture and Identity</p> <ul style="list-style-type: none"> • Sexuality • Age • Disability • Changing identities 	<p>Teacher A: Changing Awareness of Crime</p> <ul style="list-style-type: none"> • Controlled Assessment Preparation <p>Teacher B: Criminological Theories</p> <ul style="list-style-type: none"> • Individualistic theories (learning, psychodynamic, psychological) • Sociological theories <p>Y12 Assessment 2 (early January): Unit 1 mock (tasks 1-4)</p> <p>Y12 Assessment 3 (early February): Unit 1 mock (tasks 5 and 6)</p>
Spring 2	<p>Teacher A: Psychopathology</p> <ul style="list-style-type: none"> • The cognitive approach (depression) • The biological approach (OCD) <p>Teacher B: Memory</p> <ul style="list-style-type: none"> • Short and long-term memory (capacity, duration, coding) • Multi-store model of memory • Types of LTM • The working memory model 	<p>Teacher A: Understanding Social Inequalities</p> <ul style="list-style-type: none"> • Gender inequalities in work and employment • Gender inequalities across society • Feminism • Theoretical explanations of gender inequalities • Introduction to ethnic inequalities 	<p>Teacher A: Criminological Theories</p> <ul style="list-style-type: none"> • Criminological theories (support completion) • Impact of campaigns on policymaking (individual, newspaper, pressure group) – synoptic link to unit 1 <p>Teacher B: Criminological Theories</p> <ul style="list-style-type: none"> • Criminological theories evaluation • Criminological theories and policy development (informal and formal, crime prevention and punishment)

Social Sciences Year 12 Curriculum Map

	<p>Assessment 2 (late February): Psychopathology, Attachment and Social Influence (short-answer questions)</p>	<ul style="list-style-type: none"> Ethnic inequalities in work and employment <p>Teacher B: Research methods</p> <ul style="list-style-type: none"> Introduction to research methods Research methods and theory (positivism and interpretivism) Key research concepts <p>Assessment 2 (late February): Socialisation, culture and identity (38 marks)</p>	<ul style="list-style-type: none"> Social change and policy development (culture, values and norms, and structure of society) <p>UNIT 1 CONTROLLED ASSESSMENT (late February)</p>
<p>Summer 1</p>	<p>Teacher A: Research Methods</p> <ul style="list-style-type: none"> Experiments (types of experiment, variables, hypotheses) Sampling Ethics Observations (techniques and design) <p>Teacher B: Memory</p> <ul style="list-style-type: none"> Explanations of forgetting (interference and retrieval failure) Accuracy of eyewitness testimony (misleading information, anxiety and the cognitive interview) <p>Assessment 3 (late April): Attachment (16-marker and short answer question) and Approaches (short answer)</p>	<p>Teacher A: Understanding Social Inequalities</p> <ul style="list-style-type: none"> Ethnicity and life chances Theoretical explanations of ethnic inequalities and differences Introduction to age inequalities Age and poverty The digital divide Theoretical explanations of age and difference <p>Teacher B: Research Methods</p> <ul style="list-style-type: none"> Key concepts in the research process Sampling (process and techniques) Ethics Research methods Types of data (quantitative and qualitative) Mixed methods 	<p>Teacher A: Criminological Theories</p> <ul style="list-style-type: none"> Unit 2 revision Social constructions of criminality (autumn 1) Policymaking and policy development (spring 2) <p>Teacher B: Criminological Theories</p> <ul style="list-style-type: none"> Unit 2 revision Biological, individualistic and sociological theories of crime (spring 1) Criminological theories evaluation (spring 2) <p>Assessment 4 (late April): Unit 2 mock exam</p> <p>UNIT 2 EXAM (mid-May)</p>

Social Sciences Year 12 Curriculum Map

		Assessment 3 (late April): Media (18 marks) and inequalities (20 marks)	
Summer 2	<p>Teacher A: Research Methods</p> <ul style="list-style-type: none"> • Self-report (techniques and design) • Correlations • Data handling and analysis • Scientific process and peer review <p>Teacher B: Biopsychology</p> <ul style="list-style-type: none"> • The nervous system • Neurons and synaptic transmission • The endocrine system • The fight or flight response <p>Assessment 4 (late June): End of year exam – full paper 1 exam (social influence, memory, attachment, psychopathology)</p>	<p>Teacher A: Revision and Extension</p> <ul style="list-style-type: none"> • Media • Social inequalities • Content overview, key research and extension project <p>Teacher B: Revision and Extension</p> <ul style="list-style-type: none"> • Culture, socialisation and identity • Content overview, key research and extension project <p>Assessment 4 (late June): End of year exam – full paper 2 exam (researching and understanding social inequalities)</p>	<p>Teachers A and B</p> <ul style="list-style-type: none"> • Criminology extended project

Assessment point

Assessment point on topic currently being taught

Assessment point on topic previously taught (inter-leaving)

Formal assessment/exam