

Social Sciences Year 13 Curriculum Map

	Psychology	Sociology	Criminology
Autumn 1	<p><b>Teacher A: Aggression</b></p> <ul style="list-style-type: none"> <li>• Introduction to aggression and anger</li> <li>• Social learning theory and deindividuation</li> <li>• Biological explanations (neural, hormonal, evolutionary and genetic)</li> <li>• Ethological explanations</li> </ul> <p><b>Teacher B: Biopsychology</b></p> <ul style="list-style-type: none"> <li>• Localisation of function</li> <li>• Lateralisation and split-brain research</li> <li>• Plasticity and functional recovery</li> <li>• Circadian, ultradian and infradian rhythms</li> <li>• Endogenous pacemakers and exogenous zeitgebers</li> <li>• Ways of studying the brain</li> </ul> <p>Assessment 1 (early October): Aggression and Biopsychology 16-mark questions.</p>	<p><b>Teacher A: Education</b></p> <ul style="list-style-type: none"> <li>• The role of education</li> <li>• Theoretical explanations of the role of education</li> <li>• Educational inequalities and ethnicity</li> <li>• Educational inequalities and gender</li> <li>• The global gender apartheid</li> </ul> <p><b>Teacher B: Globalisation</b></p> <ul style="list-style-type: none"> <li>• Introduction to globalisation</li> <li>• Global society (digital social networks and the global village)</li> <li>• The development of digital forms of communication</li> <li>• Sociological theories and digital communication</li> </ul> <p>Assessment 1 (early October): Globalisation (16-mark question) and Education (20-mark question).</p>	<p><b>Teacher A: Crime Scene to Courtroom</b></p> <ul style="list-style-type: none"> <li>• Personnel involved in criminal investigations</li> <li>• Criminal investigation techniques</li> <li>• Criminal investigation examples (situations/locations)</li> <li>• Criminal investigation examples (types of crime)</li> <li>• Types of evidence</li> <li>• Processing of evidence</li> <li>• Rights of individuals (suspects, victims, witnesses)</li> </ul> <p><b>Teacher B: Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>• Law-making processes</li> <li>• Structure of the criminal justice system</li> <li>• Models of criminal justice</li> <li>• Forms of social control (internal and external)</li> </ul> <p>Assessment 1 (early October): Content from both units and synoptic link to Y12</p>
Autumn 2	<p><b>Teacher A: Aggression/Approaches to Psychology</b></p> <ul style="list-style-type: none"> <li>• Frustration-aggression hypothesis</li> <li>• Institutional aggression</li> <li>• Media aggression</li> <li>• Approaches to psychology revision (key studies and topics for mock exams)</li> </ul>	<p><b>Teacher A: Education</b></p> <ul style="list-style-type: none"> <li>• Social class and education</li> <li>• In school and out of school factors</li> <li>• Theoretical explanations of differences in educational attainment</li> <li>• Types of schools</li> </ul> <p><b>Teacher B: Globalisation</b></p> <ul style="list-style-type: none"> <li>• Digital communication and identity</li> </ul>	<p><b>Teacher A: Crime Scene to Courtroom</b></p> <ul style="list-style-type: none"> <li>• The Crown Prosecution Service</li> <li>• Trial processes</li> <li>• Rules of evidence</li> <li>• Influences on the outcomes of criminal cases</li> <li>• Juries and magistrates</li> </ul> <p><b>Teacher B: Crime and Punishment</b></p>

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	<p><b>Teacher B: Issues and Debates</b></p> <ul style="list-style-type: none"> <li>• Gender and cultural bias</li> <li>• Free will and determinism</li> <li>• Nature-nurture debate</li> <li>• Holism and reductionism</li> <li>• Ideographic and nomothetic approaches</li> <li>• Ethical implications of research</li> </ul> <p>Assessment 2 (December): Mock exams. Full paper 1 and paper 2.</p>	<ul style="list-style-type: none"> <li>• Digital communication and social inequalities</li> <li>• Digital communication and relationships</li> <li>• Mock preparation (Y12 targeted content)</li> </ul> <p>Assessment 2 (December): Mock exams. Full paper 1 and paper 3 (minus 40-mark question).</p>	<ul style="list-style-type: none"> <li>• Aims of punishment (retribution, rehabilitation, retaliation, reparation, deterrence)</li> <li>• Forms of punishment (imprisonment, community, financial, discharge)</li> </ul> <p>Assessment 2 (December): Mock exams. Crime and punishment focus with synoptic link to Y12.</p>
Spring 1	<p><b>Teacher A: Stress</b></p> <ul style="list-style-type: none"> <li>• Managing and coping with stress</li> <li>• Individual differences in stress</li> <li>• Gender differences in stress</li> <li>• Social support to cope with stress</li> <li>• Mock exam review meetings</li> </ul> <p><b>Teacher B: Gender</b></p> <ul style="list-style-type: none"> <li>• Androgyny</li> <li>• Biological approach</li> <li>• Cognitive explanations</li> <li>• Psychodynamic explanations</li> <li>• Social learning theory</li> <li>• Culture and media</li> <li>• Atypical gender development</li> <li>• Mock exam review meetings</li> </ul>	<p><b>Teacher A: Education</b></p> <ul style="list-style-type: none"> <li>• Educational policies 1979-1997</li> <li>• New Labour</li> <li>• Coalition</li> <li>• Education since 2015</li> <li>• Impact of educational policies</li> </ul> <p><b>Teacher B: Globalisation/Revision</b></p> <ul style="list-style-type: none"> <li>• Mock exam review meetings</li> <li>• Digital communication and culture</li> <li>• Research methods revision</li> <li>• Education unit evidence consolidation</li> </ul>	<p><b>Teacher A: Crime Scene to Courtroom</b></p> <ul style="list-style-type: none"> <li>• Criminal case reviews</li> <li>• Verdicts</li> <li>• Miscarriages of justice</li> <li>• Safe verdicts</li> <li>• Just sentencing</li> <li>• Controlled assessment preparation</li> </ul> <p><b>Teacher B: Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>• Agencies of social control (police, CPS, judiciary, prisons, probation)</li> <li>• Tactics and measures used to promote social control</li> </ul> <p>Assessment 3 (Early February): Tasks 1-4 and tasks 5 and 6 mock (controlled assessment).</p>
Spring 2	<p><b>Teacher A: Paper 1 and Approaches Revision</b></p> <ul style="list-style-type: none"> <li>• Social Influence</li> <li>• Memory</li> <li>• Attachment</li> <li>• Psychopathology</li> <li>• Approaches to Psychology</li> </ul>	<p><b>Teacher A: Year 12 Revision</b></p> <ul style="list-style-type: none"> <li>• Social Inequalities</li> <li>• Media (non-mock content)</li> </ul> <p><b>Teacher B: Year 12 Revision</b></p> <ul style="list-style-type: none"> <li>• Socialisation, Culture and Identity (non-mock content)</li> </ul>	<p><b>Teacher A: Crime Scene to Courtroom</b></p> <ul style="list-style-type: none"> <li>• Controlled assessment preparation</li> </ul> <p><b>Teacher B: Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>• Limitations of agencies in achieving social control</li> <li>• Evaluating the effectiveness of agencies in achieving social control</li> </ul>

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	<p><b>Teacher B: Paper 2 and 3 Revision</b></p> <ul style="list-style-type: none"> <li>• Biopsychology</li> <li>• Research Methods</li> <li>• Issues and Debates</li> <li>• Gender</li> <li>• Stress</li> <li>• Aggression</li> </ul> <p><b>Assessment 3 (late March): Full paper 3 and research methods section (paper 2).</b></p>	<p><b>Assessment 3 (late March): Full paper 2 and Education 40-mark question.</b></p>	<p><b>Assessment 4 (early March): Tasks 7-9 mock (controlled assessment).</b></p> <p><b>Unit 3 Controlled Assessment</b></p>
Summer	<p><b>Teacher A: Paper 1 and Approaches Revision</b></p> <ul style="list-style-type: none"> <li>• Social Influence</li> <li>• Memory</li> <li>• Attachment</li> <li>• Psychopathology</li> <li>• Approaches to Psychology</li> </ul> <p><b>Teacher B: Paper 2 and 3 Revision</b></p> <ul style="list-style-type: none"> <li>• Biopsychology</li> <li>• Research Methods</li> <li>• Issues and Debates</li> <li>• Gender</li> <li>• Stress</li> <li>• Aggression</li> </ul> <p><b>A-Level Exams</b></p>	<p><b>Teacher A: Paper 2 and Paper 3 Revision</b></p> <ul style="list-style-type: none"> <li>• Social Inequalities</li> <li>• Globalisation</li> <li>• Education</li> </ul> <p><b>Teacher B: Paper 1 and Research Methods Revision</b></p> <ul style="list-style-type: none"> <li>• Socialisation, Culture and Identity</li> <li>• Media</li> <li>• Research Methods</li> </ul> <p><b>A-Level Exams</b></p>	<p><b>Teacher A: Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>• The criminal justice system</li> <li>• Aims and forms of punishment</li> </ul> <p><b>Teacher B: Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>• Social control (forms, agencies and evaluation)</li> </ul> <p><b>Assessment 5 (late April): Unit 4 mock exam</b></p> <p><b>Unit 4 Exam</b></p>

Assessment point

Assessment point on topic currently being taught

Assessment point on topic previously taught (inter-leaving)

Formal assessment/exam