

Sociology @ WBS Year 12 Roadmap

Subject Aim: Year 12 Sociology seeks to enable students to think widely and broadly about social issues and apply sociological concepts and evidence to society, social groups and their own lives. Students will be confident in referencing and critiquing sociological theories, studies and ideas. Students will be able to write essays in an academic manner that is balanced and shows skills such as analysis, synthesis and critical thinking.

Topic 1 Culture, Socialisation and Identity		Assessment
Autumn Term	Students will learn about the building blocks of Sociology through the themes of Culture, Socialisation and Identity and the basics of using sociology evidence. Students will also be answering questions like, "How does society influence me?", "What are values worth?" and "Who am I?" and applying sociological insights to such topics. Lessons should stimulate student's sociological imagination, facilitate individual thought and views, and encourage theoretical and personal criticism of the ideas and issues studied. At this stage teaching staff should be encouraging the development of knowledge and understanding (AO1) and application (AO2), with some brief use of evaluation (AO3).	There will be a formal assessment using exam questions throughout each topic. Assessment questions will progress from basic and straightforward to more demanding and extended questions. These assessments may be separated into different Assessment Objectives or be blended as an exam question. The assessments will be supported to a greater or lesser degree, depending on the stage of the course and the progress of the individual. This may include given plans, supported structures, and/or exemplar copies. Assessments will typically be given as an in class activity in order to give a close to exam experience. Some assessments may be given as homework to allow students to focus on quality responses without exam time constraints. Timing will be relevant to questions and placement in course. Students will receive a grade and targeted feedback at these points. Formative assessment will be throughout using methods such as: in class discussions and questioning; checking understand through BrightSpace work; students teaching aspects of their own learning; and small scale exam questions that are peer or self-marked in order to develop understanding of assessment criteria. Students with SEN will be supported through differentiated input, output and differentiation.
	Topic 2 (a) Youth Culture and (b) Researching Inequalities	
Spring Term	Students will develop an understanding of Youth Culture and Youth Deviance. They will understand and evaluate different theoretical explanations. Students will develop an understanding of methodologies deployed for researching social inequalities. They will consider strengths and weaknesses of various approaches. At this stage teaching staff should encourage the development of application skills (AO2). Evaluation skills (AO3) should be used regularly in lessons by teaching staff and students should be encouraged to provide greater support for their views.	
	Topic 3 Understanding Inequalities – Class and Gender	Homework and Revision Revision will be encouraged from the start of the course. Some teaching time will be dedicated to study or revision skills in order for students to understand what good revision looks like. The SIS and other Brightspace activities will complement revision. Homework will be focused on the reviewing of work done in lesson, forward learning or preparation for teaching other members of the class.
Summer Term	This section draws theories, concepts and evidence from the previously taught topics for understanding social inequalities. Students should be able to present evidence of class and gender inequalities, drawing on the textbook and more recent material. They should understand and evaluate theoretical explanations of these inequalities. Lessons should present new challenges or applications of older knowledge in order to embed what went before and push further towards clearer, more sophisticated and more extended arguments. Teaching staff should encourage students to apply theoretical perspectives, evaluate between their claims and creatively synthesise these to develop their own considered judgements.	
		Enrichment themes
		Throughout year 12 there are plentiful opportunities for students to deepen their understanding through wider study. Reading lists provide an opportunity for students to go beyond the curriculum, whereas relevant links, news and topics are highlighted constantly in lessons. Students are encouraged to understand ideas of multi-culturalism, morality, spirituality and appropriate discourse in their lives and study.

Where Next?

Students will move on to year 13 and continue to study a range of topics. Students will need to continuously apply past learning to new contexts and use their new knowledge to be critical of what has gone before. Students will be encouraged to synthesise their topics of study in order to show a holistic understanding of the subject.