

Curriculum Plan: The Sociology of Crime

Department/subject: **Autumn Sociology Year 11**

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

Year	Autumn 1	Autumn 2
Knowledge to be taught	<ul style="list-style-type: none"> • How are crime and deviance socially constructed? How do they vary on time, place and situation? • Why did Durkheim consider Crime to be Functional, Inevitable and Normal (FIN)? • How did Merton’s Strain theory build on Durkheim’s theory? (Link to the American Depression – 1930s) • Homelessness as a case study of crime and deviance – applying Functionalist and Interactionist perspectives. Becker’s explanation of crime. • What is the Marxist perspective on crime? Capitalist values & material deprivation. White collar crime and the police as an agent of bourgeoisie control • Why do women commit much less crime than men? 	<ul style="list-style-type: none"> • Why is the female crime rate rising? • The gender and class deals. Carlen’s Marxist Feminist perspective • Is the chivalry thesis dead? • Is the ‘double deviance’ theory seen in the treatment of female offenders • How useful are crime statistics in understanding crime? Official statistics – the CSEW, victim surveys and self-report studies. The advantages and disadvantages of these and different Sociological perspectives on the use of statistics as a research method • How far have the Metropolitan Police Service come since McPherson? • Is the Criminal Justice System (CJS) institutionally racist? • The now classic, Mods and Rockers study – Media Amplification of Crime · How do the media control perceptions of crime? • Applying knowledge to knife crime and the Killer Clown craze • Debates on crime – young offending, sentencing and violent crime • Cohen on delinquent subcultures • Social control – how are we controlled in society and is this changing?
Key Words	<ul style="list-style-type: none"> • Deviance • Social construction • Strain theory • Anomie • Labelling, Deviant career • Durkheim, Merton 	<ul style="list-style-type: none"> • Chivalry thesis • Double deviancy • Class and gender deals • White Collar Crime • Crimes of the Powerful • Arm of the bourgeoisie

			<ul style="list-style-type: none"> Self report studies
Links to prior knowledge	<p>From Year 10:</p> <ul style="list-style-type: none"> New Right, Functionalism, Marxism, Feminism and, this term, Interactionism – Knowledge on perspectives is revisited, deepened and applied to the study of crime, students are also introduced to another 5 of the 25 key studies from the specification. ‘Big debates’ in sociology are returned to, this time adding ‘do official statistics represent reality?’ Primary socialisation & Norms, Values & Culture – Knowledge is deepened in relation to social control Gender as a social construction and Parson’s work on the role of the family in gendered socialisation is revisited and expanded upon in relation to explaining why women commit less crime. Marxist explanations of capitalism, specifically capitalist values (consumerism, individualism and competition) is revisited, this time in relation to explaining crime rates in society Social structures – class, gender & ethnicity this term studied in relation to crime Knowledge of how to construct 12 marker mini essays is revisited to include a bigger emphasis on developing AO3 evaluative points 		
How knowledge is assessed	Formative assessments with whole class and individual feedback given - Short answer exam questions and 12 mark questions (including recapping previously taught 12 mark question content from the Family and Education units in year 10).	<p>Mock paper 1 Family and Education (studied in year 10) Mock paper 2 Crime section only (not Social Stratification – this will be studied in the Spring term of year 11)</p>	
How gaps will be addressed	<ul style="list-style-type: none"> Hands down questioning used to assess students’ understanding and address misconceptions Verbal feedback and support given by teachers throughout lessons Paired discussion allows students to work together to develop their understanding & support speed to retrieval practice Careful tracking of homework. Homework allows for consolidation of key words, retrieval practice and interleaving Time allocated for recapping and consolidating knowledge Specific skills lessons (construction of 12 mark answers) Skills needed for short answer questions are taught, modelled, practiced and refined. 		
Cultural Capital	<p>In a modern, developed society how is crime best explained? What is the relationship between capitalism and crime? Is the criminal justice system institutionally racist? What is meant by the social construction of crime and how does this relate to the lived reality of particular groups in society? What are the merits and disadvantages of using official statistics to investigate complex situations in reality?</p>		