

Curriculum Plan

Department/subject: A Level Sociology - Autumn term Year 13

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 13	Autumn 1	Autumn 2
Knowledge to be taught	<p><u>Crime and deviance</u></p> <p>How useful is the functionalist perspective of crime? How useful are subcultural theories in explaining 'subcultural crime and deviance' in society today? How useful are the Marxist perspectives for explaining crime? How useful are the interactionist perspective and labelling theory for explaining crime? What are the strengths and limitations of right realism? How do left and right realism differ in their approaches to tackling crime? How can we best explain differences in crime statistics between ethnic groups? Why are there gender differences in crime? What is it about masculinity that explains the fact that most criminals are and always have been men? In relation to crime and deviance, how can we best explain differences in social class?</p>	<p><u>Crime and deviance</u></p> <p>How has globalisation impacted patterns of crime? How do the media cause and represent crime? How easy is it to define green crime? How useful is the concept of 'green crime'? How easy is it to define state crime? How do societal structures impact on the likelihood of victimisation? How does critical victimology inform the criminal justice system? Why does the CJS not work?</p>
Key words	<ul style="list-style-type: none"> • Collective conscience 	<ul style="list-style-type: none"> • situational crime prevention

	<ul style="list-style-type: none"> ● Manifest and latent functions ● Hegemony ● Labelling ● Criminogenic capitalism ● Ideological functions of crime ● Selective law enforcement and white-collar crime ● Differential association ● Right and left realism ● Victimization ● Aetiological crisis ● rational choice theory ● zero tolerance policies ● labelling and deviance amplification ● reintegrative shaming ● Criminogenic capitalism ● selective law enforcement ● Differential association 	<ul style="list-style-type: none"> ● surveillance ● individualisation ● custodial sentences ● restorative justice ● zero tolerance ● moral panics ● globalised crime ● amplification of deviance ● corporate crime ● green crime ● target hardening ● Positivist and critical victimology, ● zemiology, ● e.g. transnational organised crime ● McMafia
<p>Links to prior knowledge</p>	<p><u>From GCSE and Year 12:</u></p> <ul style="list-style-type: none"> ● Knowledge on perspectives is revisited, deepened and applied to the study of crime ● The unit builds on GCSE understanding of Crime and Deviance and deepens students' understanding of social processes and ability to critically analyse perspectives 	
<p>How knowledge is assessed</p>	<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 exam answers) - Skills needed for short answer questions are re-taught, modelled, practiced and refined. 	

<p>How gaps will be addressed</p>	<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 exam answers) - Skills needed for short answer questions are re-taught, modelled, practiced and refined.
<p>Cultural capital lessons</p>	<ul style="list-style-type: none"> - What is the best approach to reducing crime and why? - How does the study of crime and deviance shine a light on structural inequality and / or cultural deficits? - How important is globalisation to understanding crime in the UK? - What makes people conform? How can crime be prevented and is this always desirable?