Exam Board: AQA

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| **Term**  | **INTENT** | **IMPLEMENTATION** | **IMPACT**  |
| **Substantive Knowledge**This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | **Disciplinary Knowledge (Skills)**This is the action taken within a particular topic in order to gain substantive knowledge. | **Assessment opportunities**What assessments will be used to measure student progress?Evidence of how well students have learned the intended content. |
| **Autumn Term****1A** | **Intent** Why is this taught now? 4.3.1 Crime and DevianceCrime, deviance, social order and social control.* Introduction to Crime and Deviance – **Topic 0**
* Functionalist, Strain and Subcultural Theories **– Topic 1**
* Interactionism and Labelling Theory **– Topic 2**
 | Key concepts:* What is crime?
* What is deviance?
* Durkheim's functionalist theory
* Merton’s strain theory
* Subcultural Strain theories
* The social construction of crime
* Primary and secondary deviance
* Mental illness and suicide

Skills:* Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement.
* Reading – the skill of reading with interrogation to prioritise information.
* Application – Apply sociological theories, concepts, evidence and research methods to a range of issues
* Analysis – the skill of weighing up evidence to form a substantiated judgement.
* Evaluation – Using multiple theories to critique other viewpoints and come to a reasoned judgement.
 | **Year 13 Baseline Assessment*** 40 mark timed assessment (60 minutes). 1 x 10 outline question on Sociology as a Science OR Values and objectivity in Sociology, 1 x 20 item question on Methods in Context and 1 x 20 mark item question on Theories
* Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.
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| **Autumn Term****1B** | **Intent** Why is this taught now?4.3.1 Crime and Deviance* Class, Power and Crime – **Topic 3.**
* Realist Theories of Crime **– Topic 4**
* Gender, Crime and Justice **– Topic 5**
 | Key concepts:* Explaning class differences in crime
* Neo-Marxism and critical criminology
* Crimes of the powerful
* Right and Left Realism
* The chivalry thesis
* Patriarchal control
* Liberation thesis
* Masculinity and crime

Skills:* Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement.
* Application – Apply sociological theories, concepts, evidence and research methods to a range of issues
* Analysis – the skill of weighing up evidence to form a substantiated judgement.
* Evaluation – Using multiple theories to critique other viewpoints and come to a reasoned judgement.
 | * Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.
* 1 x timed 30-mark item question based upon Topic 1-4 of the Crime and Deviance section of the course.
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.
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| **Spring Term****2A** | **Intent** Why is this taught now?4.3.1 Crime and Deviance* Ethnicity, Crime and Justice – **Topic 6**
* Crime and the Media – **Topic 7**
 | Key concepts:* Ethnicity and criminalisation
* Explaining the differences in offending
* Ethnicity and victimisation
* Media representations of crime
* The media as a cause of crime
* Moral Panics
* Cyber-crime

Skills:* Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement.
* Application – Apply sociological theories, concepts, evidence and research methods to a range of issues
* Analysis – the skill of weighing up evidence to form a substantiated judgement.
* Evaluation – Using multiple theories to critique other viewpoints and come to a reasoned judgement.
 | * Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.
* Students will undertake their Yr13 mocks during this term which will be a full Paper 3 (Crime and Deviance with Theory) worth 80 marks (2 hours)
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.
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| **Spring Term****2B** | **Intent** Why is this taught now? | Key concepts:* Crime and globalisation
* Green criminology
* Defining and explaining state crime
* Crime prevention and control
* Surveillance
* Punishment
* Victimology

Skills:* Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement.
* Application – Apply sociological theories, concepts, evidence and research methods to a range of issues
* Analysis – the skill of weighing up evidence to form a substantiated judgement.
* Evaluation – Using multiple theories to critique other viewpoints and come to a reasoned judgement.
 | * Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.
* 1x timed 10-mark item question based upon Topics 7-9 of the Crime and Deviance section of the course.
* Detailed feedback given then improvement of weakest essay submitted and marked.
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.
* All potential revision questions planned and submitted by students reviewed by the teacher.
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| 4.3.1 Crime and Deviance* Globalisation, Green Crime, Human Rights and State Crime - **Topic 8**
* Control, Punishment and Victims – **Topic 9**

**Crime and Deviance summative revision*** **A review of all topics and exam technique**
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| **Summer Term****3A** | **Intent** Why is this taught now? | Skills:* Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement.
* Application – Apply sociological theories, concepts, evidence and research methods to a range of issues
* Analysis – the skill of weighing up evidence to form a substantiated judgement.
* Evaluation – Using multiple theories to critique other viewpoints and come to a reasoned judgement.
 | * Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.
* All potential revision questions planned and submitted by students reviewed by the teacher.
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| **Education with methods in context summative revision*** **A review of all topics and exam technique**
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