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 Deviance Crime, 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. |
| **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. |
| **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. |
| **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. |
| 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** |
| **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. |
| **Education with methods in context summative revision**   * **A review of all topics and exam technique** |