

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term 1A</p>	<p><u>Intent</u> Why is this taught now?</p> <p>4.3.1 Crime and Deviance</p> <p>Crime, deviance, social order and social control.</p> <ul style="list-style-type: none"> • Introduction to Crime and Deviance – Topic 0 • Functionalist, Strain and Subcultural Theories – Topic 1 • Interactionism and Labelling Theory – Topic 2 	<p>Key concepts:</p> <ul style="list-style-type: none"> • 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 <p>Skills:</p> <ul style="list-style-type: none"> • 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. 	<p>Year 13 Baseline Assessment</p> <ul style="list-style-type: none"> • 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.
<p>Autumn Term 1B</p>	<p><u>Intent</u> Why is this taught now?</p> <p>4.3.1 Crime and Deviance</p> <ul style="list-style-type: none"> • Class, Power and Crime – Topic 3. 	<p>Key concepts:</p> <ul style="list-style-type: none"> • Explaining class differences in crime • Neo-Marxism and critical criminology • Crimes of the powerful • Right and Left Realism • The chivalry thesis 	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Realist Theories of Crime – Topic 4 • Gender, Crime and Justice – Topic 5 	<ul style="list-style-type: none"> • Patriarchal control • Liberation thesis • Masculinity and crime <p>Skills:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.
<p>Spring Term 2A</p>	<p><u>Intent</u> Why is this taught now?</p> <p>4.3.1 Crime and Deviance</p> <ul style="list-style-type: none"> • Ethnicity, Crime and Justice – Topic 6 • Crime and the Media – Topic 7 	<p>Key concepts:</p> <ul style="list-style-type: none"> • 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 <p>Skills:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
	<p><u>Intent</u> Why is this taught now?</p>	<p>Key concepts:</p>	

<p>Spring Term 2B</p>	<p>4.3.1 Crime and Deviance</p> <ul style="list-style-type: none"> Globalisation, Green Crime, Human Rights and State Crime - Topic 8 Control, Punishment and Victims – Topic 9 <p>Crime and Deviance summative revision</p> <ul style="list-style-type: none"> A review of all topics and exam technique 	<ul style="list-style-type: none"> Crime and globalisation Green criminology Defining and explaining state crime Crime prevention and control Surveillance Punishment Victimology <p>Skills:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>Summer Term 3A</p>	<p><u>Intent</u> Why is this taught now?</p> <p>Education with methods in context summative revision</p> <ul style="list-style-type: none"> A review of all topics and exam technique 	<p>Skills:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.