

What are the aims and intentions of this curriculum?

The purpose of this year is to give students a advanced understanding of Sociology:

- Identify, describe and explain various sociological explanations of crime and deviance including anomie, labelling, structural theories, subcultural theories and interactionist theory.
- Explain the social construction of concepts of crime and deviance.
- Describe, compare and contrast a variety of sociological perspectives on the social construction of crime and deviance (interactionist, functionalist, feminist and Marxist)
- Identify, describe and explain formal and informal methods of social control including unwritten rules and sanctions
- describe, compare and contrast a variety of sociological perspectives on social control
- Describe and explain the functionalist theory of stratification (effective role allocation and performance linked to the promise of rewards)
- Identify, describe and explain various methods and methodological issues
- Identify and explain the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research
- Demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues
- Demonstrate an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research
- Demonstrate the ability to interpret data presented in a variety of forms.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<ul style="list-style-type: none"> • Crime and Deviance 	Crime and deviance: <ul style="list-style-type: none"> - Difference between crime and deviance - Measuring crime - Social construction of crime and deviance - Factors affecting criminal behaviour - Social class and crime - Gender and crime - Ethnicity and crime - Age and crime - Informal social control - Formal social control 	<ul style="list-style-type: none"> • Develop an understanding of subject specific terminology • To compare crime and deviance • To understand the social construction of crime and deviance • To explain the factors affecting criminal behaviour • To understand the relationship between social class, gender, ethnicity and crime • To observe informal and formal methods of social control. <p><u>Links to Careers:</u> All careers (example – Sociologist,</p>	FORMATIVE: <ul style="list-style-type: none"> • Worksheets • Homework • Peer Assessment • Pair/Group work

			<p>Academic, Police, Judges, Roles within a court e.g. legal clerk, CPS, Parliament, Forensic Science, National Probation Service and National Offender Management)</p> <p><u>Link to PSHE:</u> The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime) Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</p>	
Autumn 2	<ul style="list-style-type: none"> • Crime and Deviance • Social stratification 	<p>Crime and deviance:</p> <ul style="list-style-type: none"> - Treatment of young offenders - The prison system - Violent crime and sentencing - Media reporting of crime - Functionalist theories about crime - Alternative theories about crime <p>Social stratification:</p> <ul style="list-style-type: none"> - What is social stratification? - Functionalism and social stratification - Socio-economic class - Marx on class - Weber on class - Life chances 	<ul style="list-style-type: none"> • To gain knowledge on the treatment of young offenders • To understand the prison system • To observe the correlation between violent crime and sentencing • To understand the media reporting of crime • To gain an insight into functionalist and alternative theories of crime <p><u>Links to Careers:</u> All careers (example – Sociologist, Academic, Police, Judges, Roles within a court e.g. legal clerk, CPS, Parliament, Forensic Science, National Probation Service and National Offender Management)</p> <p><u>Link to PSHE:</u> The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime) Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</p>	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Worksheets • Homework • Peer Assessment • Pair/Group assessment • Debate <p>SUMMATIVE:</p> <ul style="list-style-type: none"> • End of term assessment
Spring 1	<ul style="list-style-type: none"> • Social stratification 	<p>Social Stratification:</p> <ul style="list-style-type: none"> - The affluent worker - Social mobility - Poverty - Relative Deprivation 	<ul style="list-style-type: none"> • To evaluate whether well off members of the working class are more likely to become middle class • To understand what social mobility and intergenerational mobility is 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Worksheets • Homework • Peer Assessment • Pair/Group assessment

		<ul style="list-style-type: none"> - Underclass - Globalisation - Welfare state - Weber on power - Political power - Power relationships - Patriarchy 	<ul style="list-style-type: none"> • To know the differences between absolute poverty and relative poverty • To understand why sociologists use a relative measure of poverty • To gain an insight into the ideas of Murray on welfare reform and the underclass • To look at the impact of globalization on the UK • To look at Marxist and Feminist perspectives on welfare • To look into Weber's approach to power • To understand the differences between democracy and dictatorship • To look into the various factors affecting power relationships • To understand the ideas of Walby on patriarchy <p>Links to Careers: All careers (example – Sociologist, Academic, Police, Judges, Roles within a court e.g. legal clerk, CPS, Parliament, Forensic Science, National Probation Service and National Offender Management)</p> <p>Link to PSHE: The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime) Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</p>	
Spring 2	<ul style="list-style-type: none"> • Paper 1 revision 	To recap and revise all paper 1 content including exam style question practice.		<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Exam practice <p>SUMMATIVE:</p> <ul style="list-style-type: none"> • Trial exams
Summer 1	<ul style="list-style-type: none"> • Paper 2 revision 	To recap and revise all paper 1 content including exam style question practice.		<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Exam practice

				SUMMATIVE: Trial exams
Summer 2	<ul style="list-style-type: none">GCSE Exams			