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| <p>Year: 11</p> <p>SOCIOLOGY</p> | <p>Curriculum Intent: Students will complete the specification content in the first term and half, building on their understanding of content from Years 9 and 10. Links will be developed between all of the perspectives covered earlier and how each unit fits within the whole specification. Skills will be developed that will enable the students to apply their knowledge and understanding at a higher level, through accessing the top levels of the 12 mark essay questions. After the February half term, all content will be interlinked and retaught, drawing out the themes and issues that run through the entire specification. Students will also consolidate their knowledge and understanding of the 25 key studies delivered throughout the three year course.</p> | | | | |  |
| <p>Unit title:</p> <p>Education Crime & Deviance</p> | <p>Term 1 <i>Education (to conclude) & Crime & Deviance (to start)</i></p> | | <p>Term 2 <i>Crime & Deviance (to conclude) & Reteach</i></p> | | <p>Term 3 <i>Reteach & Revision</i></p> | |
| <p>Topic Titles (in order of delivery)</p> | <ol style="list-style-type: none"> 1. Alternative Education 2. Parental Choice 3. Influence of schools 4. Gender and Achievement 5. Ethnicity and Achievement 6. Internal factors vs External factors 7. Methods in Education <p>INTRODUCING Crime & Deviance Social order & Control</p> | <ol style="list-style-type: none"> 1. Explanations for Crime 2. Functionalism 3. Marxism 4. Interactionist 5. Feminism 6. Gender & Crime 7. Official Statistics 8. Media & Crime 9. PPE revision | <ol style="list-style-type: none"> 1. Class & Crime 2. Ethnicity & Crime 3. Age & Crime 4. Locality & Crime 5. Controlling Crime & Deviance 6. Prisons 7. Methods in Crime | <ol style="list-style-type: none"> 1. The big picture 2. Perspectives – functionalism in all units 3. Marxism in all units 4. Feminism in all units 5. New Right in all units | <ol style="list-style-type: none"> 1. Research methods in context 2. Social Stratification 3. Families 4. Education 5. Crime & Deviance | <ol style="list-style-type: none"> 1. Final exams |
| <p>Key knowledge / Retrieval topics</p> | <p>Differences in achievement Factors/processes affecting achievement</p> | <p>Perspectives of crime Key factors in crime statistics</p> | <p>Different experiences of crime Ways to control crime</p> | <p>Perspectives (all topics) Processes (all topics)</p> | <p>All 4 units Research methods</p> | |

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| <p>Understanding / Sequence of delivery</p> | <ol style="list-style-type: none"> 1. Identify key differences 2. Describe key factors 3. Explain key processes 4. Compare and contrast key factors/differences | <ol style="list-style-type: none"> 1. Understand key perspectives 2. Identify key points/terms 3. Describe key ideas 4. Explain advantages/disadvantages for each viewpoint 5. Compare/contrast key factors/views | <ol style="list-style-type: none"> 1. Understand key perspectives 2. Identify key points/terms 3. Describe key ideas 4. Explain advantages/disadvantages for each viewpoint 5. Compare/contrast key factors/views | <ol style="list-style-type: none"> 1. Draw diagram to show key perspectives 2. Compare/contrast the main viewpoints 3. Key terms in all units | <ol style="list-style-type: none"> 1. Identify key terms 2. Describe key ideas 3. Explain key factors 4. Compare/contrast viewpoints 5. Evaluate 'how far sociologists agree that...' | |
| <p>Assessment</p> | <p>Grades 1-3 Key term identification/glossary sheets</p> <p>Grades 4-6 As above PLUS Mastery of 3 & 4 mark questions (identify & describe; identify & explain) Plans for 12 mark questions</p> <p>Grades 7-9 As above PLUS Use of key terminology and perspectives in 12 mark answers Develop the 'how far...' answer, showing both sides of the issue</p> | <p>Grades 1-3 Key term identification/glossary sheets</p> <p>Grades 4-6 As above PLUS Mastery of 3 & 4 mark questions (identify & describe; identify & explain) Plans for 12 mark questions</p> <p>Grades 7-9 As above PLUS Use of key terminology and perspectives in 12 mark answers Develop the 'how far...' answer, showing both sides of the issue</p> | <p>Grades 1-3 Key term identification/glossary sheets</p> <p>Grades 4-6 As above PLUS Mastery of 3 & 4 mark questions (identify & describe; identify & explain) Plans for 12 mark questions</p> <p>Grades 7-9 As above PLUS Use of key terminology and perspectives in 12 mark answers Develop the 'how far...' answer, showing both sides of the issue</p> | <p>Grades 1-3 Key term identification/glossary sheets</p> <p>Grades 4-6 As above PLUS Mastery of 3 & 4 mark questions (identify & describe; identify & explain) Plans for 12 mark questions</p> <p>Grades 7-9 As above PLUS Use of key terminology and perspectives in 12 mark answers Develop the 'how far...' answer, showing both sides of the issue</p> | <p>Grades 1-3 Key term identification/glossary sheets</p> <p>Grades 4-6 As above PLUS Mastery of 3 & 4 mark questions (identify & describe; identify & explain) Plans for 12 mark questions</p> <p>Grades 7-9 As above PLUS Use of key terminology and perspectives in 12 mark answers Develop the 'how far...' answer, showing both sides of the issue</p> | |