



YEAR 11 - GCSE SOCIOLOGY

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Crime and Deviance

Curriculum Intent

Pupils will be taught the following: Topics in Sociology – Crime and Deviance

Why do we teach this to students?

We teach students crime and deviance to raise awareness of how cultural norms change over time and what happens to individuals and societies when norms are broken. It also raises awareness of inequalities within the criminal justice system and encourages students to reflect on what can cause individuals to turn to delinquent behaviour – this in turn encourages critical thinking about how to successfully prevent crime.

Why do we teach this now?

The crime and deviance topics follows from Family and Education as these topics are used as the basis of reasons for deviation from social norms. Failures in the education system and the breakdown of the family are explored as reasons for potentially delinquent behaviour. It also follows the initial year 10 research methods to allow students to now be able evaluate research used by the 5 key studies into patterns of criminal behaviour and complete exam practice on the 'incontext' methods questions from paper 2 as we work through the module.

Assessment Objectives/Skills

- AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.
- AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.
- AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

Skills/Assessment objective links

Spiritual, moral, social, and cultural development

SMSC:

- The course highlights to students the issues surrounding racism and discrimination in relation to both causes of crime and treatment by CJS.
- We consider the rise of hate crime based on intolerance and acceptance.
- We use contemporary examples related to terrorism to help dispel false cultural stereotypes that demonize certain religions and communities.

PSHE:

- Throughout several of the crime topics we consider social attitudes and policies/legislation around divorce, domestic violence, sexual grooming etc.
- We consider several different explanations of crime including recognising factors such as poverty and deprivation, peer pressure and family background in increasing the risk of criminal behaviour.


British Values:

- The crime module considers the role of formal and informal social control including the judicial system within Britain. As part of this we consider the role of the police, probation in crime prevention and punishment and possible institutional bias within British police and court institutions. While studying the CJS we consider themes of democracy and free speech through the role of the 'jury'

Skills Builder:

- Students build debating skills as we reflect explanations and causes of crime.
- They build literacy skills through analysing crime cases/articles

	<ul style="list-style-type: none"> • They develop more general knowledge and self awareness through considering recent government and national crimes • Students have to analyse and evaluate the effectiveness different crime prevention strategies used to reduce crime developing critical thinking skills
Numeracy	<ul style="list-style-type: none"> • We analyse statistical data on patterns of criminal behaviour such as increasing types of crime and analysis of geographical areas • We also research data in graphical form on prosecution rates and sentencing. • We analyse statistical data on differences across data sets in relation to gender, ethnicity and class.
Literacy	<p>Reading: In Sociology at Crompton House school, we support the development of disciplinary vocabulary and the students' ability to read, write and communicate at an academic level so that they master the nuances of the curriculum. At Key Stage 5 there is a great focus around reading current news articles and interweaving this into the study of sociology, making those vital connections between the news today and sociological theory to Sociologists who seek to understand the social world. We also explore more traditional texts, taking abstracts from writers such as Max Weber, Karl Marx and Durkheim to allow students to gather evidence to support their theories. This also allows students an opportunity to understand the style of the text and how context impacts their theories, and to assess how relevant the theories are in present day.</p> <p>Writing and Oracy: Students are supported through this journey with a range of strategies, such as studying etymology (origin) of words to increase awareness and understanding of vocabulary. At A-Level, there is an increased demand for the application of both tier 2 and tier 3 vocabulary. In short, tier two is mature language that is frequently used, whereas tier 3 is specialized to Sociology.</p> <p>This increased focus on tier 3 vocabulary for Sociology enables students to achieve mastery, where they are confident to speak like a Sociologist. Another strategy we use to enforce this language is through teacher modelling of extended writing tasks and giving students the tools and confidence to be able to achieve mastery. Students are also expected to use word banks and glossaries and are encouraged to highlight tier 3 terminology in their work so they themselves can visually see the progress they are making throughout the course.</p> <p>Tier 2 Vocabulary for Topic Crime and Deviance - anomie, selective law enforcement, stop & search, white collar crime, corporate crime, human rights abuse, state crime, moral panics, victimization, criminal justice, punishment & surveillance, social control, crime prevention, displacement</p> <p>Tier 3 Vocabulary for Topic Crime and Deviance - Social constructs,, strain theory, anomie, status frustration, delinquent subcultures,, deviant career, gender & class deal, agenda-setting, news values, hyperreality, moral entrepreneurs, deviancy amplification, folk devils, chivalry thesis, dark figure of crime</p>
Becoming future ready	<p>Personal Skills: As a Sociology student you will learn many skills, an understanding of how people think and behave which is essential in the real world, you will gain an ability to relate and empathise with a range of people, you will gain an understanding of how to listen to others sensitively and good questioning skills, you will learn techniques of how to cope with emotionally demanding situations, you will get the chance to work on your own and with others. An understanding of the range of backgrounds that individuals come from and how personal and family circumstances can affect choices and behaviour – creates a more understanding and aware character.</p> <p>Employability: Understanding appropriate language and expression when the legal system, court processes etc. Widens a student's knowledge of external government systems for social control such as the CJS, police and probation.</p>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: Differential outcomes using must, could, should.</p> <p>By resource: PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability. Extension ready and documentaries posted online via teams</p> <p>By Intervention: by providing different levels of supervision and support, Sociology drop ins, catch up sessions.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue, asking students to move further ahead in the family specification to push learning</p>

	<p>By Grouping: according to prior attainment, gender, social preference, preferred learning style – see plans adapted regularly for learners to support each other. Some students placed at the front for peer support.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>	
Implementation Curriculum Delivery		
Learning Outcomes (Knowledge)	<p>Students must examine the following areas:</p> <ul style="list-style-type: none"> • 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) • Describe the key ideas of Merton on the causes of crime • Describe the key ideas of Becker on the causes of crime • 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 (interactionist, functionalist, feminist and Marxist) • Describe the key ideas of Heidensohn on female conformity. • Identify, describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age • Identify and describe various public debates over criminal and deviant behaviour including concerns over violent crime, sentencing, the treatment of young offenders, the prison system and media coverage of crime • Describe, compare and contrast a variety of sociological perspectives on factors affecting criminal and deviant behaviour (interactionist, functionalist, feminist and Marxist) • Describe the key ideas of Albert Cohen on delinquent subcultures • Describe the key ideas of Carlen on women, crime and poverty. • Identify and describe the main sources of data on crime • Describe the pattern and trends in crime figures using relevant statistical data • Explain the 'dark figure' of crime (unreported and unrecorded crime) 	
Current learning to be developed in the future within:	Students move onto to study Social Stratification which consider many of the issues of inequality, power and social control covered previously in this crime topic.	
Assessment	Refer to assessment maps for formative and summative assessment opportunities.	
Impact	Attainment and Progress – Refer to assessment results / data review documentation.	