Subject: Sociology

Medium-term plan year 2023

Unit planning and evaluation sheet:

Unit:	Title: Crime and Deviance	
Why are you teaching it? **What do they need to know? Misconceptions?**	Crime and Deviance is the first unit of Paper 2 of the Sociology GCSE. Students need to be able to define criminal and deviant behaviour, and explain the differences between the two. They need to be able to explain the ways in which deviance can vary depending upon time, place, situation and culture. Students also need to know and understand how sociologists have explained the causes of crime and deviance, considering Marxist, Feminist, Functionalist, Interactionist and New Right perspectives. They must also be able to explain and evaluate examples of formal and informal methods of social control, including the role of prisons. Students must also evaluate the role of the media in contributing to crime. Additionally, students need to be able to apply their knowledge of CAGE to evaluate which groups are the most likely to be convicted of crime, and explain the reasons behind this.	
Why are you teaching it now? What **prior learning** do students have?	Students have already studied the main sociological theories in depth through the Paper 1 units Family and Education. They should have a secure grounding in Feminism, Marxism, Functionalism and Interactionist theories and through this unit will be able to apply these to the study of crime and deviance. This unit is the first on Paper 2 in the AQA Sociology GCSE.	
	Keywords (highlight in yellow for a Frayer model deep dive)	Crime, Deviance, Agencies of social control, informal and formal social control, anomie, strain theory, moral panic, deviancy amplification, news values, agenda setting, control theory, chivalry thesis, double deviance thesis, bedroom culture, subcultures, gangs, hidden figure of crime, invisible crime, edgework, institutional racism, Macpherson Report.
	Literacy (reading, writing, oracy, listening)	Reading: Use of the three whole school reading strategies where appropriate: 1. Skim, scan and zoom. 2. Choral and repeated reading 3. Use of tier 2 and 3 vocabulary Extended writing using clear success criteria. Oracy: students will use tier 2 & 3 vocabulary in their verbal answers.

	SEND	Use of PCS 10 for SEND strategies. All staff to have seating plans identifying SEND students, making sure SEND students are asked more questions and provided with more support in lessons. All staff will have pupil profiles in their teaching and learning folders.
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	By the end of this module, students should be able to apply the main sociological theories to a range of issues relating to crime and deviance. For example, students should be able to explain the difference between Functionalist, Marxist, Feminist and Interactionist approaches to crime and deviance. They should also be able to apply their knowledge of research methods to specific sociological inquiries into Crime and Deviance.	
What **amendments** are you going to make following evaluation of this module?	When this module was previously taught, the different forms of social control were not covered in sufficient depth. As a result, methods of social control such as prisons will be studied in greater detail.	

Topic 1: Causes of Crime

	Intent (knowledge/ understanding/ skills)	**Implementation** (sequencing of teaching & learning)	**Impact** (knowledge/understanding /skills learnt)
	L/O: L1: To define Crime and Deviance L2-3: To evaluate Interactionist explanations of Crime and Deviance L4: To evaluate Functionalist explanations of	**Each lesson will follow this structure:** **Retrieval starter:** 6 knowledge questions from previous lessons and previous units (at least 2 from research methods topic as interleaving) **Main task:** The main task of each lesson will aim at developing students' knowledge and understanding of the key sociological concepts for each lesson, as well as their ability to access Assessment Objectives 1, 2 and 3. Knowledge acquisition will be a main focus of each lesson, for example through reading tasks, generating detailed and dual-coded mind-maps,	As a result of this unit, students will be able to

| | | Crime and Deviance
L5-6: To evaluate Merton's explanation of Crime and Deviance
L7: To evaluate Marxist explanations of crime and deviance
L8-10: To explain the causes of crime (case study presentations)
L11-12: To evaluate whether inequality is the main cause of crime
L13: To describe the main agencies of social control
L14-15: To evaluate whether the media creates crime | Students will focus on the work of key sociologists, completing Key Thinkers worksheets for each of these to enable them to easily access this information through their revision.

Plenary task: The plenary task of each lesson will take the form of an exam question. This will address Assessment Objectives 1 (Demonstrating knowledge), 2 (Applying knowledge) and 3 (Evaluating knowledge) across the unit of lessons.

<mark>**Support:**</mark> **Use of Ten for SEND strategies.**
Differentiated resources for each lesson to remove literacy barriers.
Scaffolding including sentence starters, key words, Tier 2 vocabulary mats, explicit teaching of Tier 3 vocabulary (including use of the Freyer model for high frequency vocab), a key word glossary.
Modelling tasks using visualiser to ensure students understand the tasks set.
<mark>**Challenge:**</mark> Questioning linked to Bloom's and HOT.
Extension tasks based on high order skills of comparison, analysis and evaluation (e.g. asking students to evaluate how far they agree with different theoretical perspectives or asking students to compare the work of different sociologists). | |

	L16: To evaluate how far the media encourages deviant behaviour L17-18: To evaluate feminist explanations of crime and deviance		
	Differentiated success criteria: **Success Criteria** ● To define key vocabulary ● To explain key sociological concepts using examples ● To explain the work of key sociologists and theories ● To apply the work of key sociologists and theories to sociological debates ● To compare the work of key sociologists and theories ● To evaluate the work of key sociologists and theories ● To make judgements and draw conclusions about key sociological debates		

(Note: the "Differentiated success criteria:" heading appears in red.)

Topic 2: Who commits crime?

	Intent	Implementation (sequencing of teaching & learning)	Impact (knowledge/understanding/skills learnt)

	(knowledge/ understanding/ skills)		
	L/O: L19: To evaluate whether the double deviance thesis led to the execution of Aileen Wuornos L20-21: To explain the relationship between gender and crime L22: To explain the increase in female criminality L23-24: To explain the relationship between class and crime L25: To evaluate the usefulness of crime statistics L26-27: To evaluate whether social class is the most accurate	**Each lesson will follow this structure:** **Retrieval starter:** 6 knowledge questions from previous lessons and previous units (at least 2 from research methods topic as interleaving) **Main task:** The main task of each lesson will aim at developing students' knowledge and understanding of the key sociological concepts for each lesson, as well as their ability to access Assessment Objectives 1, 2 and 3. Knowledge acquisition will be a main focus of each lesson, for example through reading tasks, generating detailed and dual-coded mind-maps, Students will focus on the work of key sociologists, completing Key Thinkers worksheets for each of these to enable them to easily access this information through their revision. **Plenary task:** The plenary task of each lesson will take the form of an exam question. This will address Assessment Objectives 1 (Demonstrating knowledge), 2 (Applying knowledge) and 3 (Evaluating knowledge) across the unit of lessons. **Support:** **Use of Ten for SEND strategies.** Differentiated resources for each lesson to remove literacy barriers. Scaffolding including sentence starters, key words, Tier 2 vocabulary mats, explicit teaching of Tier 3 vocabulary (including use of the Freyer model for high frequency vocab), a key word glossary. Modelling tasks using visualiser to ensure students understand the tasks set. **Challenge:** Questioning linked to Bloom's and HOT. Extension tasks based on high order skills of comparison, analysis and evaluation (e.g. asking students to evaluate how far they agree with different theoretical perspectives or asking students to compare the work of different sociologists).	

| | | predictor of crime
L28: To explain the relationship between age and crime
L29-30: To explain the relationship between ethnicity and crime
L31: To define institutional racism
L32-33: To evaluate whether institutional racism is still an issue in modern Britain
L34: Knowledge quiz | |
| | | **Differentiated success criteria:**
Success Criteria
    ● To define key vocabulary
    ● To explain key sociological concepts using examples
    ● To explain the work of key sociologists and theories
    ● To apply the work of key sociologists and theories to sociological debates | |

| | | To compare the work of key sociologists and theories To evaluate the work of key sociologists and theories To make judgements and draw conclusions about key sociological debates | |