

Meden School Curriculum Planning																											
Subject	Sociology	Year Group	12	Sequence No.	5	Topic	Crime																				
Retrieval		Core Knowledge			Student Thinking																						
What do teachers need retrieve from students before they start teaching new content ?		What specific ambitious knowledge do teachers need teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'																						
<p>Previous learning – Recall of functionalism, Marxism, feminism and the new right in order to link it to the perspectives. Recall knowledge of working-class underachievement in order to apply to criminal behaviour.</p> <p>Recall of previous extended reading about how education can impact the criminal activity of individuals</p> <p>Links to psychology around prisons, punishment and victims of crime so cross curricular links can be made if students are taking both subjects.</p>		<ul style="list-style-type: none"> Students are expected to be familiar with sociological explanations of the following content: crime, deviance, social order and social control the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. <p>Tier 3 vocabulary</p> <table border="0"> <tr> <td>Subcultural strain theory</td> <td>Boundary maintenance</td> </tr> <tr> <td>McMafia</td> <td>Chivalry thesis</td> </tr> <tr> <td>Corporate crime</td> <td>Anomie</td> </tr> <tr> <td>Conformity</td> <td>Judiciary</td> </tr> <tr> <td>Labelling</td> <td>Hegemonic masculinity</td> </tr> <tr> <td>Scapegoat</td> <td>Spin doctor</td> </tr> <tr> <td>Criminal subculture</td> <td>Delinquency</td> </tr> <tr> <td>Deterrence</td> <td>Deviancy amplification</td> </tr> <tr> <td>Surveillance</td> <td>Marginalisation</td> </tr> <tr> <td>Globalisation</td> <td>Sensationalisation</td> </tr> </table>			Subcultural strain theory	Boundary maintenance	McMafia	Chivalry thesis	Corporate crime	Anomie	Conformity	Judiciary	Labelling	Hegemonic masculinity	Scapegoat	Spin doctor	Criminal subculture	Delinquency	Deterrence	Deviancy amplification	Surveillance	Marginalisation	Globalisation	Sensationalisation	<p>Students are able to explore case studies around why people commit crime and the inequalities between class/ethnicity/gender – students informed of cases such as Stephen Lawrence, Mark Duggen and more recent cases, in order to apply knowledge and challenge the inequalities of institutional racism,</p>		
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