**Sociology YR 13 Year Curriculum Overview**

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|  | **Autumn** | **Spring** | **Summer** |
|  | **Learning Cycle 1** | **Learning Cycle 2** | **Learning Cycle 3** |
| **Topic**  | The Media **(RSB)** | Crime and Deviance **(RJ)** |  The Media **(RSB)** | Crime and Deviance **(RJ)** | Theory and Methods**(RSB)** | Theory and Methods**(RJ)** |
| **Critical Prior Knowledge**  | Theory and concepts from Year 12Understanding of the general left- and right-wing political standpoints introduced in Year 12Essay writing abilityRole of attitudes and beliefs (RPE and History) | Theory and concepts from Year 12Understanding of the general left- and right-wing political standpoints introduced in Year 12Essay writing abilityRole of attitudes and beliefs (RPE and History) | Theory and concepts from Year 12Understanding of the general left- and right-wing political standpoints introduced in Year 12Essay writing abilityRole of attitudes and beliefs (RPE and History) | Key criminological concepts from learning cycle 1Understanding of the general left- and right-wing political standpoints introduced in Year 12Essay writing abilityRole of attitudes and beliefs (RPE and History) | Theory and Research methods, methods in context from learning cycle 1 and 3 year 12 | Theory and Research methods, methods in context from learning cycle 1 and 3 year 12 |
| **Overall Intent****(Big ideas and key concepts)** | To understand the relationship between ownership and control of the mediaTo understand the processes of selection and presentation of the content of the newsTo understand media representations of age, social class, ethnicity, gender, sexuality and disability | To understand crime, deviance, social order and social controlTo understand the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime | To understand the media, globalisation and popular cultureTo understand the new media and their significance for an understanding of the role of the media in contemporary societyTo understand the relationship between the media, their content and presentation, and audiences. | To understand the social distribution of crime and deviance by ethnicity, gender and social class, including recent trendsTo understand globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimesTo understand crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. | To understand consensus, conflict, structural and social action theoriesTo understand the concepts of modernity and post-modernity in relation to sociological theoryTo understand the relationship between Sociology and social policy. | To understand the nature of science and the extent to which Sociology can be regarded as scientificTo understand the relationship between theory and methodsTo understand debates about subjectivity, objectivity and value freedom |
| **Essential****Knowledge milestones** **(What students must master)** | Media concentration | Functions of crime (Durkheim) | The New media: Digitalisation, technological economic and cultural convergence | Evidence of racism in criminal justice system | Hegemony (Gramsci) | Verstehen |
| Horizontal integration | Strain Theory (Merton) | Participatory culture | Myth of black criminality (Gilroy) | Structuralist Marxism (Althusser) | Sociology of science |
| Vertical integration | Status Frustration (Cohen) | The digital divide (Gender, class and global) | Policing the crisis (Hall) | AGIL schema, latent/manifest functions (Parsons) | Falsification (Popper) |
| Global conglomeration | Other Subcultural theories  | The Neophiliac perspective | Ethnicity and victimisation | Internal critique of Functionalism (Merton) | Paradigms (Kuhn) |
| Synergy | Subterranean values, Drift  | The Cultural pessimist perspective | News values | Feminist perspective Intersectionality | Value freedom/subjectivity |
| Technological convergence | Moral entrepreneurs, labelling  | Global village | Law of opposites (Surette) | Social Action theories | Suicide Postivism/Interpretivism |
| The Pluralist theory | Negotiation of justice, topic v resource  | Time/Space compression | Media as cause of crime | Agency |  |
| Neo Marxist/Hegemonic theory | Primary, secondary deviance  | Popular Culture | Critique of moral panics | Looking glass self (Mead) |  |
| Traditional/Instrumental Marxism | Moral panics, deviance amplification spiral  | High Culture | Global criminal economy | Dramaturgical model (Goffman) |  |
| News as a window on the world | Criminogenic capitalism | Mass Culture | Global risk consciousness | Ethnomethodology (Garfinkel) |  |
| Social construction of the news:  | Selective enforcement of the law (Labelling/Marxism) | Infotainment | Glocal organisation |  |  |
| News values,  | Ideological functions of the law | Candyfloss culture | McMafia  | Phenomenology (Schutz) |  |
| Agenda setting, | Critical criminology | Cultural/Media imperialism | Green crime – primary/secondary | Hyper-reality/Simulacra (Baudrillard) |  |
| churnalism | White collar/corporate crime | Hypodermic syringe model | Zemiology | Risk-society (Beck) |  |
| Spin doctors, | De-labelling | Imitation/copycat violence | State crime – definitions – human rights | Social policySocial democrat perspectiveConflict/consensus views |  |
| citizen journalism / Digital citizens | Right and left realism | Cultural effects model | The authoritarian personality (Adorno) |  |  |
| Moral panics and folk devils | Chivalry thesis | Desensitisation | Modernity and the holocaust  |  |  |
| Deviance amplification | Patriarchal control | Media censorship/regulation | Situational crime prevention  |  |  |
| Representations of masculinity and femininity | Liberation thesis | The two-step flow model | Environmental crime prevention |  |  |
| Representations of sexuality with reference to lesbians, gays, bisexuals and transexuals | Hegemonic masculinity | The selective filter model | Surveillance |  |  |
| Representation of disability | Deindustrialisation  | The uses and gratifications | Sovereign/disciplinary power  |  |  |
| Representations of ethnic minority groups | Gender and victimisation | The reception analysis model | Sociological perspectives on punishment |
| Representations of social class (working, middle and upper class) | Prisons – efficacy – mass incarceration - transcarceration |
| Representations of age | Victimology – positivist/critical. Patterns and impacts of victimisation |
| **Cultural Capital** | Diversity and Equality discussion opportunities through topics such as same media representation of social class, gender, ethnicity and sexuality.Broadening of imagination through the questioning of the media ownership, personal agender and the social construction of global news | Evaluation of the evidence baseSearching for/application of knowledge re. pertinent contemporary news articlesOptions – sociology/social policy undergraduate degrees. | Diversity and Equality discussion opportunities through looking at the impact of cross cultural comparisons with access to the New MediaFocus on the significant differences between High and Popular culture and it’s significant to social classNew language opportunities with concepts such as desensitisation and catharsis being introduced | Evaluation of the evidence baseSearching for/application of knowledge re. pertinent contemporary news articlesOptions – sociology/social policy undergraduate degrees. |  |  |
| **Mode of Retrieval**  | Start of each lesson – 2 questions about last lesson, 2 questions about the topic they are studying, 2 questions about a previous topic – written on their ‘retrieval practise’ paper in their file. | Start of each lesson – 2 questions about last lesson, 2 questions about the topic they are studying, 2 questions about a previous topic – written on their ‘retrieval practise’ paper in their file. | Start of each lesson – 2 questions about last lesson, 2 questions about the topic they are studying, 2 questions about a previous topic – written on their ‘retrieval practise’ paper in their file. | Start of each lesson – 2 questions about last lesson, 2 questions about the topic they are studying, 2 questions about a previous topic – written on their ‘retrieval practise’ paper in their file. | Start of each lesson – 2 questions about last lesson, 2 questions about the topic they are studying, 2 questions about a previous topic – written on their ‘retrieval practise’ paper in their file. | Start of each lesson – 2 questions about last lesson, 2 questions about the topic they are studying, 2 questions about a previous topic – written on their ‘retrieval practise’ paper in their file. |
| Mastery learning – students will be given homework on ‘Carousel’ online -given multiple attempts. Completed homework will be 80% or over. | Mastery learning – students will be given homework on ‘Carousel’ online -given multiple attempts. Completed homework will be 80% or over. | Mastery learning – students will be given homework on ‘Carousel’ online -given multiple attempts. Completed homework will be 80% or over. | Mastery learning – students will be given homework on ‘Carousel’ online -given multiple attempts. Completed homework will be 80% or over. | Mastery learning – students will be given homework on ‘Carousel’ online -given multiple attempts. Completed homework will be 80% or over. | Mastery learning – students will be given homework on ‘Carousel’ online -given multiple attempts. Completed homework will be 80% or over. |
| Topics in Sociology (Media)- 10/10/20 questions.A multi topic test on Media using all types of exam questions covered. | 4/6/10/30-mark exam questions. 30-mark questions – essays.A multi topic test on crime and deviance all types of exam questions covered. | Topics in Sociology (Media)- 10/10/20 questionsA multi topic test on Media using all types of exam questions covered. | 4/6/10/30-mark exam questions. 30-mark questions – essays.A multi topic test on crime and deviance all types of exam questions covered. | 10/20-mark exam questionsConsistent formative testing and past paper exam practice. | 10/20-mark exam questionsConsistent formative testing and past paper exam practice. |
| **ECC Student Characteristics** | Be mutually tolerant and empathic individuals. Be knowledgeable and able to deeply understand and recall information easily. | Be mutually tolerant and empathic individuals. Be knowledgeable and able to deeply understand and recall information easily. | Be mutually tolerant and empathic individuals. Be knowledgeable and able to deeply understand and recall information easily. | Be mutually tolerant and empathic individuals. Be knowledgeable and able to deeply understand and recall information easily. | Be mutually tolerant and empathic individuals. Be knowledgeable and able to deeply understand and recall information easily. | Be mutually tolerant and empathic individuals. Be knowledgeable and able to deeply understand and recall information easily. |
| **Connection to future learning****(When is this developed / revisited)?** | This will be revisited, developed, revised and assessed throughout learning cycle 2  | This will be revisited, developed, revised and assessed throughout learning cycle 2 | This will be revisited, developed, revised and assessed throughout learning cycle 3 | This will be revisited, developed, revised and assessed throughout learning cycle 3  | This will be developed throughout Learning cycle 3 in the run up to the summer examinations | This will be developed throughout Learning cycle 3 in the run up to the summer examinations |