Year 10 Sociology Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	**Crime and Deviance**	**Crime and Deviance**	**Social Stratification**	**Social Stratification**	**Revision, intervention and exam skills**	***Students completing exams***
Ethos Links	**STEM-** using evidence, statistics and research to understand patterns of crime and deviance. **Milton Keynes-** exploring local experiences of crime, policing, social control and community safety. **Sustainability-** considering how safe, cohesive and resilient communities can be created and maintained.	**STEM-** critically evaluating crime data and research to understand patterns, trends and inequalities. **Milton Keynes-** applying sociological ideas to local examples of crime, policing and community concerns. **Sustainability-**exploring how prevention, social cohesion and effective institutions can contribute to safer and more sustainable communities.	**STEM-** analysing social data to identify patterns and inequalities within society. **Milton Keynes-** exploring the social structure, diversity and inequalities within our local community. **Sustainability-** examining how inequality in income, wealth and opportunities can affect the long-term sustainability of communities.	**STEM-** using research, data and evidence to investigate inequalities relating to class, gender, ethnicity and age. **Milton Keynes-**applying sociological perspectives to inequalities within our local community. **Sustainability-** considering how reducing inequality and improving access to resources and opportunities can support sustainable communities.	**STEM-** using evidence, data and critical analysis to evaluate sociological arguments and develop well-supported conclusions. **Milton Keynes-** applying sociological knowledge to relevant local and contemporary examples. **Sustainability-** developing informed, critical thinkers who can understand social challenges and contribute positively to the future of their communities.	***Students completing exams***

Knowledge	By the end of this unit students will know and understand: **Crime and Deviance** • What is crime and deviance? • When is an act seen as deviant? • What is social order and social control? • What is formal and informal social control? • What are the main sources of data on crime and deviance? • How useful are statistics on crime and deviance? • How useful are statistics on crimes reported to the police? • What other problems are there with police recorded crimes? • How does functionalism explain crime and deviance?	By the end of this unit students will know and understand: **Crime and Deviance** • How does feminism explain crime and deviance? • How does interactionism explain crime and deviance? • What is the problem with social class and crime? • What is the relationship between gender and crime? • How do sociologists explain an increase in female crime? • Is there a link between gender, crime and poverty? • What is the relationship between ethnicity and crime? • What is the relationship between age and crime? • How does mass media create deviancy amplification?	By the end of this unit students will know and understand: **Social Stratification** • What is social stratification? • How does functionalism view stratification? • How does Marxism view stratification? • How does Weber view stratification? • What is social mobility? • Does class still matter?	By the end of this unit students will know and understand: **Social Stratification** • What is gender and what inequalities exist? • What is ethnicity and what inequalities exist? • What is age and what inequalities exist? • What affects life choices? • How do we measure wealth and poverty? • How do sociological perspectives view poverty? • What is the welfare state? • What is power and how is it viewed by feminism? • How is stratification researched?	By the end of this unit students will know and understand: **All units:** • Key terminology and concepts across all four units. • The key theoretical perspectives and their application across all four units. • Key sociological debates and contemporary issues relating to class, gender and ethnicity. • The structure and format of each examination paper. • The requirements and assessment objectives for each question type.	***Students completing exams***

	• How does Merton explain crime and deviance? • How does Marxism explain crime and deviance?	• What type of crime causes public concern and debate? • How is crime researched?			• Effective strategies for approaching and answering each type of examination question.	
Skills	By the end of this unit students will be able to: • Analyse and interpret key information from data sources, including official statistics. • Make connections between sociological research and theoretical perspectives. • Identify and interpret key patterns, trends and relationships within data. • Apply sociological knowledge to real-world examples and contemporary issues. • Apply relevant sociological evidence and examples to extended examination answers. • Complete sections of examination papers, applying AO1, AO2 and AO3 skills. • Identify the features of high-quality examination answers and use feedback to improve their own work. • Select and use effective strategies to summarise and organise key knowledge for revision. • Manage time effectively when completing a full examination paper.					
Key Vocabulary	Crime Deviance Identity Theft Law Negative sanctions Positive sanctions Terrorism Social stigma Socially defined Social control Social order Agent of social control Formal social control Informal social control Judiciary Legislature/Legislation	Double deviance Deviant career Interactionism Labelling Master status Self-fulfilling prophecy Anti-social behaviour Recorded crime Self report study Victim survey 'dark figure' of crime Reported crime Crime rate Corporate crime Indictable offences Social problem Class deal	Income Social Class Social inequality Social mobility Social stratification Wealth Achieved status Ascribed status Apartheid Caste Alienation Elite False class consciousness Oligarchy Ideology Aristocracy	Crisis of masculinity Gender pay-gap Glass ceiling Sexism Assimilation Prejudice New Right Youth subculture Ageism Overclass Absolute poverty Relative poverty Social exclusion Environmental poverty Relative deprivation Relative income poverty State standard of poverty	***Students completing exams***	

	Magistrate Judiciary Criminal subculture Social cohesion Anomie Delinquency Structural theory White-collar crime Chivalry thesis Conformity Control theory Criminal Justice System	Gender deal Status frustration Urban Deviancy amplification Folk devil Moral panic Agenda setting News values Official Crime statistics Community service	Upper class Life chances Affluence Embourgeoisement Instrumentalism Inter-generational Objective class Subjective class	Subjective poverty Life-cycle poverty Situational poverty Welfare state Material deprivation Underclass Dependency globalisation bureaucracy censorship pluralism propaganda	
Assessment	• GCSE Pod - key knowledge retrieval tasks. • Seneca retrieval tasks. • Regular short exam questions at the end of each lesson- review of learning. • Knowledge checkers every three lessons/topics.	• GCSE Pod - key knowledge retrieval tasks. • Seneca retrieval tasks. • Regular short exam questions at the end of each lesson- review of learning. • Knowledge checkers every three lessons/topics.	• GCSE Pod - key knowledge retrieval tasks. • Seneca retrieval tasks. • Regular short exam questions at the end of each lesson- review of learning. • Knowledge checkers every three lessons/topics.	• GCSE Pod - key knowledge retrieval tasks. • Seneca retrieval tasks. • Regular short exam questions at the end of each lesson- review of learning. • Knowledge checkers every three lessons/topics.	***Students completing exams***