

	Autumn Term – Teacher 1 NB	Autumn 1 – Teacher 2 LJ	Spring term – Teacher 1 NB	Spring Term – Teacher 2 LJ	Summer Term – Teacher 1 NB	Summer Term – Teacher 2 LJ
Content- WHAT will be learned? What previous learning can be linked?	Finish any theory that remains untaught from last term. Start Beliefs in society •the relationship between social change and social stability, and religious beliefs, practices and organisations • religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice	Start /Cont Crime and Deviance •crime, deviance, social order and social control Perspectives	Cont/ Beliefs • the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices •ideology, science and religion, including both Christian and non-Christian religious traditions	The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns	Finish Beliefs Revision	Finish Crime •media and crime; • green crime; human rights and state crimes crime control, surveillance, •prevention •role of punishment, •patterns in victims
Skills- What will be developed?	Essay writing Analysis and evaluation of different perspectives on beliefs Identifying the different characteristics of differing religious organisations	Applying knowledge of theories from year 1 to understanding causes and solutions to crime	Essay writing skills Analysis and Evaluation of organisations and the nature of beliefs and science and ideology Builds on knowledge of science from Term 3 from Teacher 3 on science	Evaluation of patterns and trends in crime Analysis of treatment of women/men/EM/Age within the CJS	Understanding the difference between 10 markers with Items and without Practising essays in timed conditions Retrieval of year 1 Term 1-3 content	Understanding the global context of crime Evaluating the treatment of victims and causes of victims Questioning the role of punishment
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Specifically there is the opportunity to discuss how religion can function at a societal, group and individual level. Regarding social change it is important to consider not just how religion may help or hinder such change but also the impact social change can have on religion, eg technological developments, rise of	What causes crime? What are the trends in crime and deviance? What is the difference between crime and deviance?	Social groups to consider could include social classes, gender, ethnicity, age, disability. Equally the level of analysis could be elites v marginalised or host vs migrant. Again the ability to discuss both belief and practice would demonstrate analytical skills. Linking the appeal to different groups with	Is the CJS fair? Do all members of society get the same treatment in the CJS? Are there gender/ethnicity and class differences in motivations for crime?	Understanding the “analyse two reasons” questions Understanding the evaluation and debate questions Revising the PEEL structure	Do states commit crimes? Do we need to consider green crimes as real crimes? What brings on victimisation? Do prisons work? Does punishment serve a purpose?

	<p>feminism, materialism, individualism.</p> <p>Need to demonstrate awareness of the different forms religious organisations can take.</p> <p>In addition discuss debates about the growth and/or decline of different forms of religion.</p> <p>Can also be used as a critique of different theories of religion. For example do functionalists only concentrate on established religions, do feminists ignore the appeal of some sects to women?</p>		<p>other processes including risk/uncertainty, globalisation would also be rewarded.</p>			
<p>SEND- how will support be seen? Seating plans? Simplified questions?</p>	<p>Key vocabulary sheets Writing templates Use of modelling and annotation under the visualiser Use of model answers</p>	<p>Reading lists QR Codes for additional revision videos and websites Key concepts lists and studies Essay planning templates used</p>	<p>Writing templates Key vocabulary sheets Use of modelling and annotation under the visualiser Use of model answers</p>	<p>Key vocabulary sheets Use of modelling and annotation under the visualiser Use of model answers</p>	<p>Mocks will reveal any struggling students from mock 1 in term 3 in Year 1 and Mocks in Year 2 Term 1 – these students will be targeted for additional revision sessions since October half term and these students will be closely monitored.</p>	<p>Access to video folder on sharepoint Breaking down key vocabulary – using glossary books and studies books Modelling exemplar answers</p>
<p>Assessment- What? Why?</p>	<p>EOT's Progress Checks Satchel Quizzes</p>	<p>EOTs Progress Checks Satchel Quizzes</p>	<p>EOT's Progress Checks Satchel Quizzes</p>	<p>Mock in January to be on Paper 2 EOTs Progress Checks DTT targets</p>	<p>DTT books to provide personalised learning/revision</p>	<p>DTT books to provide personalised learning/revision EOT's Progress Checks Satchel Quizzes</p>
<p>What memory for skills will be required- modelling? Concrete answers? Retrieval?</p>	<p>Extended writing using PEEL paragraphing Essay template sheets to develop essay structure</p>	<p>Extended writing using PEEL paragraphing Essay template sheets to develop essay structure</p>	<p>Modelling of exam answers Ensure students can apply PEEL accurately</p>	<p>Extended writing using PEEL paragraphing Essay template sheets to develop essay structure</p>	<p>Pupils will need to remember the conventions for each style of question</p>	<p>Extended writing using PEEL paragraphing</p>

	Use of knowledge organisers to support	Use of knowledge organisers to support		Use of knowledge organisers to support	The content of Families and Methods	Essay template sheets to develop essay structure Use of knowledge organisers to support
Literacy- reading, extended accurate writing and oracy opportunities	Reading lists available Extended writing	Writing answers to 10 markers and 30 markers Using PEE for 4 /6 markers	Reading item questions Reading lists available Extended writing 20 markers	Reading item questions Reading lists available Extended writing 30 markers	An extended piece of writing would be expected most lessons – or practise paragraphs	Reading item questions Reading lists available Extended writing 30 markers
Numeracy/computing skills	N/A	N/A	N/A	OCS and trends identified using graphs	N/A	Statistics on prison populations /stop and searches and other data from victims may be looked at
Character development	Thinking critically over the relevance of religion and other belief systems	Considering the structural inequality that is in society causing crime Acknowledging the different environments that may lead to a criminal career and the nature of society that encourages crime	Consideration of patriarchy , ethnicity and power within religion and the reasons why people are turning t6o religion. May draw on their own experiences to identify with the studies	Discussion of the fairness of the CJS	Pupils need to be able demonstrate awareness of the perspectives clearly on a range of different topics How to structure an argument effectively	Consideration of globalisation and the differences in crimes between developed and less developed countries Glocal crimes Crimes of the powerful as well as street crimes
Equality/Diversity opportunities	Presentation of relationships between gender and religious beliefs and practices CAGE used to analyse different religious organisations	Issues of poverty/power Gender and institutional racism	CAGE – Patriarchy in religion is it still apparent? Ethnicity and globalisation of religion and building therefore a tolerance of differences between belief systems Power and class differences	Awareness of different issues facing different social groups within the CJS	Retrieving debates from Year 1 on CAGE/Globalisation/Ageism	Awareness of power in committing crimes Prisons and victimisation by CAGE
Homework/Independent learning	EOT's Satchel quizzes Essay planning	DTT books launched after October half term to personalise the learning EOTs Satchel quizzes Essay planning	EOT's Satchel quizzes Essay planning	EOT's Satchel quizzes Essay planning	Satchel quizzes Working through Independent revision booklets on sharepoint Question Banks	EOT's Satchel quizzes Essay planning DTT
CIAG coverage/links	Critical thinking Analytical skills Balanced views	Reflecting on the role of the Criminal justice system Policy making to combat crime	Analytical skills Personal opinion and evaluation Reading for meaning Balanced views Information retrieval	Critical thinking Discussions and debates	Revision will have real life skills for future university careers for students going on to higher education	Opportunities to understand the role of prison officers Governmental roles for enforcing and tracking crime

