



Students examine the difference between crime and deviance and the relationship social class, gender, ethnicity and involvement in crime. Students refine their 12 mark essay skills by evaluating issues such as the usefulness of crime statistics.

Topic 5- Crime

PPE feedback and reflection

Paper 2- Crime and Social Stratification

PPE

Revision and skills consolidation

Students will evaluate the impact of material and cultural factors on educational success and apply Marxist, Functionalist and Feminist views to the role of education

Topic 4- Education

Students apply research methods to the topic of Family and refine their evaluation skills by comparing research methods

Topic 3- Research methods

Students examine different types of family structures and apply Marxist, Functionalist and Feminist views to the study of the Family and develop 12 mark essay skills

Topic 2- Family

Students will identify and explain the ideas of the Founding Fathers- Marx, Durkheim and Weber as well as key social processes and structures

Topic 1-The Sociological approach

Paper 1- Family and Education



Skills – presenting and analysing primary/secondary data and evaluation

Fieldwork skills – Paper 3 – Coastal management trip – Walton-on-the-Naze

Unit 1 Section C – Physical Landscapes in the UK

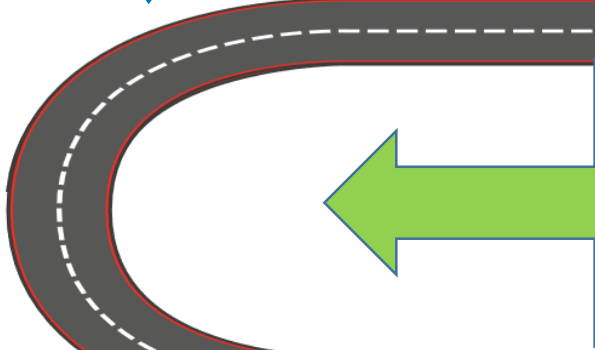
Understanding coastal landscapes and river landscapes around the UK



Skills- analysing, evaluation and critically thinking.



Skills- analysing, evaluation and critically thinking.



Understanding the urban world, urban change in the UK and urban sustainability – links to fieldwork

Unit 2 Section A – Urban Issues and Challenges – Paper 2

Fieldwork skills – Paper 3 – Urban regeneration field trip - Stratford

Skills – presenting and analysing primary/secondary data and evaluation



Skills- analysing, evaluation and critically thinking.

Understanding tectonic, weather and climate change hazards

Unit 1 Section A The Challenge of Natural Hazards – Paper 1



Students will explore the origins and value of the universe, followed by the origins and value of human life. The big question is "where did we come from and how did we get here?"

Theme B: Religion and Life

SKILL: Construct balanced arguments regarding beliefs and values.

PPE

PPE Revision – developing revision technique

SKILL: Analyse questions related to beliefs and values.

Students will learn about the key beliefs in Islam – including the nature of Allah, the importance of the Prophets, the role of the Qur'an, and the Islamic beliefs in life after death.

Islam Beliefs & Teachings

SKILL: Understand significant common and divergent views in religions.

Students will explore the nature of family life and relationships for both religious believers and non-believers. We explore divorce and same-sex marriage.

SKILL: Understand influence of religion on individuals and society.

Theme A: Relationships

Students will explore the nature and existence of God, followed by the life of Jesus. They will explore how both influence Christians today.

SKILL: Using key sources of wisdom and authority.

Christian Beliefs & Teachings

Students will study the religious and ethical arguments surrounding war, peace and conflict (including nuclear weapons and terrorism).

SKILL: Apply knowledge and understanding of two religions.

Theme D: Peace and Conflict



**Part One -
Medicine Stands
Still - 1000-1500**

The focus here is change and continuity over a broad period of time. Other key concepts include similarity and difference

**Paper Two
Health and the
People 1000-2022**

Students consolidate their extended writing skills, with a particular focus on cause and consequence

**Part Three – the
Road to War**

Students extend their knowledge and understanding of the inter war period, through analysis of sources and producing written accounts.

**Part Two – The
League of
Nations**

PPE

**Revision and
skills
consolidation**

Students focus on the evaluation of historical sources and in particular, political cartoons

**Part One – Peace
Making**

**Paper 1 Conflict
and Tension
1918-39**

Students begin to develop their skills of presenting an argument, through extended writing tasks.

**Part Two
Germany 1929-
45**

Students will identify and evaluate interpretations of specific events and explain the key features of the period.

**Part One
Germany 1890-
1929**

**Paper 1 –
Germany 1890-
1945**