



This half term : Skills, Knowledge and Understanding to be developed:

Explore how youths create subcultures. Examine the traits and unique attitudes of each youth subculture ranging from: Teddy Boys to Beliebers. Explain the economic factors on the creation of youth subcultures and their impact on society.

Key Terms to be learned this half term:

Youth, Children, Adults, Adolescence, subculture, Teddy Boys, Mods, Rockers, Punks, Goths, Emos, Chavs, Hippies, Affluence, Social control, Rites of passage, Deviance, Moral Panic, 'Folk Devils, Marxism, Functionalism, Feminism, Postmodernism

Week 1 Learning Objectives etc:

- Identify the Functionalist view on society
- Link the Functionalist view of society on the view of subcultures
- Analyse the view of key Functionalist writers: Durkheim, Parsons, Einstadt and Cohen
- Debate: 'Youth subcultures are vital for the development of young people.'



Objective assessments:

Students will be able to explain the Functionalist view of subcultures and debate using writers whether subcultures are vital within society.

Homework:

Who said it? Worksheet needs to be colour coded.

Week 2 Learning Objectives etc:

- Identify the Marxist view on society
- Link the Marxist view of society on the view of subcultures
- Analyse the view of key Marxist writers: Hall and Jefferson, Clarke, Brake and Cohen
- Debate: 'Youth subcultures are used to rebel against the capital society in which we live.'
- Compare and contrast the two theories and their view on subcultures.



Objective assessments:

Students will be able to explain the Marxist view of subcultures and debate using writers whether subcultures are a rebellion against capitalism.

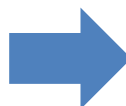
Homework:

Article and questions

APP1

Week 3 and 4 Learning Objectives etc.:

- Explain how interactionalists view youth subcultures.
- Discuss whether it is a positive or negative opinion.
- Examine the writers linked to this idea.
- Define the term 'moral panic'.
- Explore the riots of Margate 1964.
- Explain Cohen's concept of 'Folk Devils'.
- Examine the pros and cons of media and youth.
- Watch examples of moral panic.



Objective assessments:

Students can identify and describe the key theories beliefs linked to youth subcultures and identify the writers.

Homework:

Kahoot activity



Week 5 Learning Objectives etc.:

- Explore how Feminists view society.

Objective Assessments:

Homework

1A exam question

<ul style="list-style-type: none"> Define the term 'patriarchal society' and discuss the concept in detail according to Feminists. Watch and explain Emma Watson's explanation of an equal society. Compare and contrast Feminist to the Marxist and Functionalist theory. Begin to develop examination techniques linked to theory. 	<p>Students will create a PEEL paragraph explaining how Feminist view of society.</p>	
<p>Week 6 Learning Objectives etc.:</p> <ul style="list-style-type: none"> Explain how Postmodernist view youth subcultures. Discuss whether it is a positive or negative opinion. Examine the writers linked to this idea. Create PEEL paragraphs to explain their opinion of youth. Examine the strengths and weakness of the theory. Explain how youth subcultures have changed over time. Discuss whether spectacular youth cultures are still relevant in today's society. Explore the concept that youth subcultures are deviant. Explain the theories linked to youth cultures and deviant acts. 	<p style="text-align: center;"></p> <p>Objective assessments: Students can identify and describe the key theories beliefs linked to youth subcultures and identify the writers.</p> <div style="text-align: center; background-color: #FF69B4; padding: 5px; width: fit-content; margin: 10px auto;"> SA1 WJEC Examination </div>	<p>Homework Revise for end of unit test.</p>
<p>Week 7 Learning Objectives etc:</p> <ul style="list-style-type: none"> Complete SY1 exam paper. Answer question 2A and 2B from the 'Youth Cultures' section of the examination paper. 	<p style="text-align: center;"></p> <p>Objective assessments: Students will be able to understand their strengths and weaknesses of the unit so far. Students will develop their exam technique.</p>	<p>Homework: DIRT Time – complete any unfinished pieces of work and respond to all teacher feedback.</p>