

Curriculum Sequencing Grid: (Criminology)

Year 12	Term 1	Term 2	Term 3
<p>Unit (Tablet in 39-week plan)</p>	<p>Different types of crime and why some crimes go unreported and the consequences of unreported crime</p> <p>Media representation of crime and the impact of this on public perception and how useful methods of collecting this information is</p> <p>Criminal and deviant behaviour and this is socially constructed</p> <p>Theories of criminality and application to criminal situations</p>	<p>Campaigns for change and the effectiveness of this</p> <p>Planning a campaign for change</p> <p>Evaluation of criminological theories and informing policy development</p> <p>Social changes and policy development including use of campaigns</p>	<p>Unit 1 – Complete internal assessment (8 hours)</p> <p>Unit 2 – Revision and complete external assessment (1hr 30mins)</p> <p>Y1 Course ends Term 3, HT5. Internal Assessment Deadline 15th May External Exam week before HT5</p> <p>Y2 Course begins HT6 for A Level students.</p>
<p>Key Retainable Knowledge (Required for Y11/13)</p> <ul style="list-style-type: none"> What... How.... Why.... 	<p>What will they learn?</p> <p>Different types of crime and why some crimes go unreported and the consequences of unreported crime White collar, moral, state, technological and individual crime students should know victims of these crimes, offender, and level of public awareness, understanding of personal/social/cultural reasons why some do not report crime and the consequences of this, ripple effect, decriminalisation, legal changes, procedural changes, and police prioritisation</p>	<p>What will they learn?</p> <p>Campaigns for change and the effectiveness of this Comparing campaigns for change and their purpose, change for policymaking, law, agencies, funding, awareness, or attitudes and how this is done using blogs, social media, advertising, TV, documentaries, events, or print – contemporary examples should be used to suggest how effective this is</p> <p>Planning a campaign for change Aim and objective of campaign, justification of choice of campaign to raise awareness around and how this will be done with methods/materials, also</p>	<p>What will they learn?</p> <p>Unit 1 – Complete internal assessment (8 hours) 3 Hours – AC1 (No Internet Access/ Class notes allowed) 5 Hours – AC2 and AC3 (Internet Access/ Class notes allowed) Students given brief and must apply content learnt to the scenario and plan a campaign for changed which links to the issues provided in the time allowed</p>

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	<p>Media representation of crime and the impact of this on public perception and how useful methods of collecting this information is Newspaper, television, film, gaming, music, and social media's representation of crime factual or fiction, students to consider the impact this has on public perception such as moral panic, concerns and attitude, distortion of crime trends, stereotyping, response and changing priorities and considering the usefulness of how crime is reported using ONS and CSEW.</p> <p>Criminal and deviant behaviour and how this is socially constructed Legal and social definitions of crime and deviance plus formal/informal sanctions applied, consideration of how laws change depending on time, place, culture, and context of the situation</p> <p>Theories of criminality and application to criminal situations Biological theories including genetic and physiological, individualistic theories including social learning, psychodynamic and psychological, Sociological theories including social structure, interactionism and realist approaches learners need to apply this to a different range of crimes and understand the possible causes for the crime committed</p>	<p>develop the skills to design a campaign and justify the approaches used to be successful in changing awareness/attitudes/laws.</p> <p>Evaluation of criminological theories and informing policy development Consider strengths and weaknesses of biological, individualistic, and sociological theories in explaining criminality, relating to studies which support findings and application to contemporary examples and society</p> <p>Social changes and policy development including use of campaigns Application of biological, individualistic, and sociological theories should be used to consider how these inform policy development to reduce, deter or punish criminal behaviour, this includes penal populism, eugenics, death penalty, zero tolerance, CCTV, restorative justice, rehabilitation, multi-agency approaches, token economy and behaviour modification. Consideration as to how/where these are applied and if changes have been made to policies over time and impact, they may have, students should also have an understanding of how policy develops over time due to social values, norms and mores, demography and cultural changes leading to criminalisation or decriminalisation at the time, students must also use Unit 1 knowledge to</p>	<p>Unit 2 – Revision and complete external assessment (1hr 30mins) Students will have three weeks to revise Unit 2 and incorporate Unit 1 synoptic links where appropriate</p> <p>How/Why? Staff members will follow Philosophy of T&L in SS department see Manifesto. Students must draw in Unit 1 knowledge of types of crimes, campaigns for change and how the media influences the perception of crime trends and effects this has on the public to Unit 2.</p>
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	<p>How/Why? Staff members will follow Philosophy of T&L in SS department see Manifesto. Students will be introduced to the difference between "criminal and deviant" behaviour. They must have examples of how behaviour can change over time, place and culture and what fabrications in society evolve this. Students must understand the importance and relevance of underreported crime and the impact this has on society and perception of crime patterns. Evaluation of methods which collect this data must be debated. Furthermore, student will start to theorise why crime happens based on the social structures of society, the genetic makeup we have or individual personality/behaviours which might be influenced. Relevant and recent laws, campaigns and crimes will be used in context to stimulate student interest and application.</p>	<p>understand how newspapers, individuals and pressure groups may also affect policies made in society</p> <p>How/Why? Staff members will follow Philosophy of T&L in SS department see Manifesto. Using their knowledge of the differences between criminal and deviant behaviour students will grapple with the changes that happen in society which might influence our thoughts and processes for criminalising or decriminalising certain actions. They will refer to relevant campaigns to assess how effective laws/policies can be changed and what impact this has had on UK government. Students should be able to compare this with other countries also. Furthermore, students will need to be able to evaluate the theories which claims to explain criminal behaviour and contemplate the research which supports said findings. This needs to be applied to context and real-life examples. Students will then start to consider the forms of sanctions and deterrence which can control behaviour and the use this has in our society, which changes over time.</p>	
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<p>Key Technical Vocabulary (To be modelled and deliberately practiced in context.)</p>	<p>White collar, moral, state, technological and individual crime students should know victims of these crimes, offender, and level of public awareness, understanding of personal/social/cultural reasons why some do not report crime and the consequences of this, ripple effect, decriminalisation, legal changes, procedural changes, and police prioritisation</p> <p>Biological theories including genetic and physiological, individualistic theories including social learning, psychodynamic and psychological, Sociological theories including social structure, interactionism and realist approaches learners need to apply this to a different range of crimes and understand the possible causes for the crime committed</p>	<p>Comparing campaigns for change and their purpose, change for policymaking, law, agencies, funding, awareness, or attitudes and how this is done using blogs, social media, advertising, TV, documentaries, events, or print</p> <p>Penal populism, eugenics, death penalty, zero tolerance, CCTV, restorative justice, rehabilitation, multi-agency approaches, token economy and behaviour modification</p>	<p>Revision of all key topics and content in this half term.</p>
<p>Opportunities for Reading</p>	<p>News articles on current criminal topics, relating to honour crimes/white collar crime</p> <p>Case studies and experiments in criminological theory</p>	<p>Historical documents on eugenics linking to World War II and America</p> <p>Rehabilitation success in UK and comparative to other countries</p> <p>Media portrayal and moral panics</p>	
<p>Developing Cultural Capital (exposure to very best- essential knowledge and</p>	<p>Contemporary crime statistics using Gov.co.uk and CSEW</p>	<p>Research on Sarah's Law, Clare's Law, Ann Ming Campaign, Smoking legislation, Animal Rights,</p>	<p>Sheffield Crown Courts</p>

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<p>skills of educated citizens – appreciation of human creativity and achievement.)</p>	<p>Research laws/behaviours in different countries and history of UK law</p> <p>Documentaries around state crime/white collar crime “Enron” “Wolf of Wall Street” “BBC Panorama” “Chernobyl” “Holocaust” Gender “OITNB” and Ethnicity BBC “Ross Kemp on Gangs” “London Riots” “Black Lives Matter” Navigate procedural changes for reporting crime, hate/domestic abuse/terror</p> <p>Questionnaires on criminal/deviant behaviour</p> <p>Lombroso physiological study of “atavistic features”</p> <p>Bandura's SLT “Bobo Doll” Documentary</p> <p>Eysenck Personality Test</p>	<p>Homosexuality and Same-Sex Marriage, Brexit, Drug legislation and Road Safety</p> <p>Design and plan a campaign for change linking to an unreported crime</p> <p>Forensic psychologist case studies from HMP Service (Contemporary cases) to analyse situation and explain criminality</p> <p>Students to draw up own crime prevention strategies i.e., target hardening, environmental, rehabilitation and sanctions</p> <p>Research how media, pressure groups and individuals' impact on policy development in UK and other countries use contemporary and recent examples</p>	<p>Complete Internal/External Assessment</p>
<p>Cross Curricular Links (Authentic Connections)</p>	<p>Unit 1 and Unit 2 link discuss social constructions of crime and provides similar links to culture, time, and place.</p> <p>Unit 1 and Unit 2 types of crime and theories of crime allow students to apply theory to practice.</p>	<p>Unit 1 campaign for change links with Unit 2 policy development in the UK and other countries to preventing and raising awareness of crime</p>	<p>Unit 2 exam can link back to Unit 1 types of crime, reasons for not reporting and media influences</p>

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Key Assessment	<p>Students will have a concrete understanding between criminal and deviant behaviour and be able to apply when/where/how this has changed over time. They will evaluate the use of theories in explaining criminal behaviour and consider the time, place, culture, and context of the situation as to which the crime has occurred. Students throughout the course will apply to relevant and recent case examples, which will heighten their application of the subject to the real world. By the end of this course students will confidently be able to identify underreported crimes and reasons for this and plan a campaign that will help raise awareness or change attitudes around this. Furthermore, they will be able to debate how useful biological, individual, and sociological theories are in explaining criminal behaviour in the world today, considering the influence this has on policy development and the aim of sanctions in terms to punish, restore or rehabilitate individuals back into society. For Unit 1, students will complete SPA assessment relating to all AC's applying to a fictional scenario in practice of the real assessment set by WJEC. Unit 2 students will complete 2 mark – 9-mark SPA assessment questions (3 every half term) and will be included in their learning cycle. Trial examinations for Year 1 will be conducted in January and March to ensure learners can sufficiently close the gaps before external assessment in May.</p>
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Year 13	Term 1	Term 2	Term 3
Unit (Tablet in 39-week plan)	Unit 3 Crime Scene to courtroom Evaluate the effectiveness of the roles of personnel involved in criminal investigations Assess the usefulness of investigative techniques in criminal investigations Explain how evidence is processed Examine the rights of individuals in criminal investigations Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects	Unit 3 Crime Scene to courtroom (Internal Assessment HT3) Unit 4 Crime and Punishment Describe processes used for law making Describe the organisation of the criminal justice system in England and Wales Describe models of criminal justice Explain forms of social control Discuss the aims of punishment	Unit 4 Crime and Punishment Describe the contribution of agencies to achieving social control Examine the limitations of agencies in achieving social control Evaluate the effectiveness of agencies in achieving social control External Assessment (HT6) (1hr 30mins)

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	<p>Describe trial processes</p> <p>Understand rules in relation to the use of evidence in criminal cases</p> <p>Assess key influences affecting the outcomes of criminal cases</p> <p>Discuss the use of laypeople in criminal cases</p> <p>Examine information for validity</p> <p>Draw conclusions from information</p>	<p>Assess how forms of punishment meet the aims of punishment</p> <p>Explain the role of agencies in social control</p>	
<p>Key Retainable Knowledge (Required for Y11/13)</p> <ul style="list-style-type: none"> • What... How.... Why.... 	<p>What will they learn?</p> <p>Evaluate the effectiveness of the roles of personnel involved in criminal investigations Learners should have an understanding of the roles of the personnel involved and be able to evaluate their effectiveness in criminal investigations. The effectiveness should be considered in the context of potential limitations: cost, expertise, and availability</p> <p>Assess the usefulness of investigative techniques in criminal investigations Learners should have an understanding of the range of techniques and assess their</p>	<p>What will they learn?</p> <p>Unit 3 Crime Scene to courtroom</p> <p>Unit 1 – Complete internal assessment (8 hours) 3 Hours – AC1 (No Internet Access/ Class notes allowed) 5 Hours – AC2 and AC3 (No Internet Access/ Class notes allowed) Students given brief and must apply content learnt to the scenario.</p> <p>Unit 4 Crime and Punishment</p> <p>Describe processes used for law making Learners should have knowledge of the legislative process and the role of judges in making criminal law. Synoptic links: Learners should relate this to the review of verdicts in</p>	<p>What will they learn?</p> <p>Unit 4 Crime and Punishment</p> <p>Describe the contribution of agencies to achieving social control Candidates should understand the range of techniques used by the agencies and be able to examine their contribution. Synoptic links: Learners should apply their understanding of policy and campaigns from Unit 1, criminological theories from Unit 2, the processes used to bring an accused to justice in Unit 3 to the role of the different agencies.</p> <p>Examine the limitations of agencies in achieving social control Learners should understand the limitations of social control agencies and able to examine the implications of these limitations. Synoptic links: Learners should apply their</p>

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	<p>effectiveness in a range of different types of criminal investigations.</p> <p>Explain how evidence is processed Learners should have an understanding of the different types of evidence and how they are collected and processed. Learners should explore how different types of evidence were processed through a range of case studies, e.g., Barry George, Sally Clarke, Angela Cannings, Amanda Knox.</p> <p>Examine the rights of individuals in criminal investigations Learners should consider the rights of all individuals from investigation through to appeal.</p> <p>Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects Learners should have an understanding of the role of the CPS. Learners should explain the evidential and public interest tests in the decision to prosecute.</p> <p>Describe trial processes Learners should have knowledge of each of the stages of the trial process including the roles of the personnel involved.</p>	<p>criminal cases in Unit 3 and campaigns and changes in policy learned in Unit 1.</p> <p>Describe the organisation of the criminal justice system in England and Wales Learners should have knowledge of the organisation and role of the agencies involved in criminal justice. Learners should also consider the relationships between different agencies and the extent of co-operation that exists. Synoptic links: Learners should draw on their learning in Unit 3 regarding the process taken to obtain verdicts in criminal cases and the roles of different personnel and agencies involved. Learners can also draw on their learning of campaigns and changes in policy learned in Unit 1.</p> <p>Describe models of criminal justice Learners should be able to describe the theories of the two models of criminal justice. Synoptic links: Learners will draw on their understanding of criminological theories in Unit 2 and their review of criminal verdicts in Unit 3 to gain awareness of the application of these models</p> <p>Explain forms of social control Candidates should have an understanding of different forms of social control with reference to theory. Synoptic links: Learners will need to relate their understanding to theoretical knowledge acquired through Unit 2. They should also be able to apply their</p>	<p>understanding of criminological theories from Unit 2 in their examination of the limitations. Learners will also draw on their understanding of policy and campaigns for change in examination of the limitations of agencies.</p> <p>Evaluate the effectiveness of agencies in achieving social control Learners should be able to draw together their learning to evaluate the success or failure of agencies in achieving social control. Synoptic links: Learners should apply the skill they developed in Unit 3 to evaluate information in terms of: bias, opinion, circumstances, currency, accuracy The types of evidence, as set out in Unit 3, include: evidence, trial transcripts, media reports, judgements, Law Reports</p> <p>How/Why? Staff members will follow Philosophy of T&L in SS department see Manifesto. Most people in our society are law-abiding and unwilling to break laws. Law-breaking is frequently of the petty variety, so serious crime and repeat offending is often restricted to a few people who cannot or will not abide by the rules that most of us consider to be so important. Society has had to develop a complex system of mechanisms, processes, and organisations to ensure that people do not break the law. If they do commit crime, society needs to be protected from their behaviour. These social institutions each</p>
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	<p>Understand rules in relation to the use of evidence in criminal cases Learners should have an understanding of how evidence is used in court.</p> <p>Assess key influences affecting the outcomes of criminal cases Learners should have an understanding of the many factors that can influence the outcome of a trial and be able to assess their impact.</p> <p>Discuss the use of laypeople in criminal cases Learners should be able to discuss the strengths and weaknesses of both juries and lay magistrates.</p> <p>How/Why? Staff members will follow Philosophy of T&L in SS department see Manifesto. The criminal trial process involves many different people and agencies. Learning about the roles of these will give you a clearer insight into what happens once a crime is detected and the process that leads to either a guilty or non-guilty verdict. There are strict rules as to how evidence is collected from a</p>	<p>understanding to situations studied in Units 1, 2 and 3.</p> <p>Discuss the aims of punishment Learners should be able to explain each of the aims of punishment. Synoptic links: Learners should be able to consider these aims in the context of the criminological theories learned in Unit 2.</p> <p>Assess how forms of punishment meet the aims of punishment Candidates should be able to assess how different forms of punishment meet the aims of punishment. Synoptic links: Learners should be able to draw on their learning developed in Units 1, 2 and 3 in order to make objective evidence based conclusions.</p> <p>Explain the role of agencies in social control Candidates should be able to identify agencies involved with social control and explain their role in achieving social control. Synoptic links: Learners can apply their understanding from Unit 3 to this criterion</p> <p>How/Why? Staff members will follow Philosophy of T&L in SS department see Manifesto. Most people in our society are law-abiding and unwilling to break laws. Law-breaking is frequently of the petty variety, so serious crime and repeat offending is often restricted to a few people who cannot or will not abide by the rules that</p>	<p>have different mechanisms, ideologies, and policies. You will learn something of their variety, how they work and their effectiveness in preventing and protecting us from criminality.</p>
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	<p>crime scene and also strict rules governing the giving of evidence in court; learning about these rules will allow you to review the trial process and assess whether the aims of the criminal justice system have been met. You may be familiar with the role of the jury in the Crown Court, but you may not be aware of the many different factors that influence jury decision-making. By undertaking this unit, you will be able to assess the use of lay people in determining the fate of a suspect and evaluate the criminal trial process from crime scene to courtroom.</p>	<p>most of us consider to be so important. Society has had to develop a complex system of mechanisms, processes, and organisations to ensure that people do not break the law. If they do commit crime, society needs to be protected from their behaviour. These social institutions each have different mechanisms, ideologies, and policies. You will learn something of their variety, how they work and their effectiveness in preventing and protecting us from criminality.</p>	
<p>Key Technical Vocabulary (To be modelled and deliberately practiced in context.)</p>	<p>Personnel, crime scene investigators, forensic specialists, forensic scientists, police officers/detectives, Crown Prosecution Service (CPS), pathologist, other investigative agencies, e.g., Serious and Organised Crime Agency, HM Revenue & Customs Techniques, forensic, surveillance techniques, profiling techniques, use of intelligence databases, e.g. National DNA Database, interview, eye witnesses, other witnesses, e.g. experts, observation, etc. Criminal investigations, situations o crime scene, laboratory, police station,</p>	<p>Personnel, crime scene investigators, forensic specialists, forensic scientists, police officers/detectives, Crown Prosecution Service (CPS), pathologist, other investigative agencies, e.g. Serious and Organised Crime Agency, HM Revenue & Customs Techniques, forensic, surveillance techniques, profiling techniques, use of intelligence databases, e.g. National DNA Database, interview, eye witnesses, other witnesses, e.g. experts, observation, Forms of social control, internal forms, rational ideology, tradition, internalisation of social rules and morality, external forms, coercion, fear of punishment, control theory, reasons for abiding by the law, Aims of punishment, retribution,</p>	<p>Revision of all key topics and content in this half term.</p>

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	'street', types of crime, violent crime, e-crime, property crime Rules of evidence, relevance and admissibility, disclosure of evidence, hearsay rule and exceptions, legislation, and case law	rehabilitation, deterrence, prevention of reoffending, deterrence of others from committing similar crimes, public protection, reparation	
Opportunities for Reading	<p>News articles on current criminal topics, relating to criminal investigations</p> <p>Case studies reviewing evidence in court causes</p> <p>Gardner R and Bevel T (2009) Practical Crime Scene Analysis and Reconstruction (Practical Aspects of Criminal & Forensic Investigations) Taylor and Francis group</p> <p>Ebisike, Norbert (October 2008). Offender Profiling in the Courtroom: The Use and Abuse of Expert Witness Testimony Greenwood Publishing Group.</p>	<p>Books</p> <p>Kelling L and Coles C M Fixing Broken Windows: Restoring Order and Reducing Crime in Our Communities (Simon and Schuster Inc, 1998)</p> <p>Martin Innes (2003) Understanding social control: Deviance, crime, and social order McGraw Hill</p> <p>Websites</p> <p>http://www.antisocialbehaviour.org.uk/news-worthy/2006/respect_agenda.php Anti-Social Behaviour www.civitas.org.uk</p> <p>The Institute for the Study of Civil Society Journals Civil Liberties Review</p>	<p>Books</p> <p>Kelling L and Coles C M Fixing Broken Windows: Restoring Order and Reducing Crime in Our Communities (Simon and Schuster Inc, 1998)</p> <p>Martin Innes (2003) Understanding social control: Deviance, crime, and social order McGraw Hill</p> <p>Websites</p> <p>http://www.antisocialbehaviour.org.uk/news-worthy/2006/respect_agenda.php Anti-Social Behaviour www.civitas.org.uk</p> <p>The Institute for the Study of Civil Society Journals Civil Liberties Review</p>
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	<p>Contemporary crime statistics using Gov.co.uk and CSEW</p> <p>Research laws/behaviours in different countries and history of UK law</p>	<p>Contemporary crime statistics using Gov.co.uk and CSEW</p> <p>Research laws/behaviours in different countries and history of UK law</p> <p>Documentaries exposing criminal procedures and cases</p>	<p>Sheffield Crown Courts</p> <p>Complete External Assessment</p>

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	<p>Documentaries exposing criminal procedures and cases</p> <p>Review court cases and evidence - live trials</p> <p>http://www.exploreforensics.co.uk/ Explore Forensics</p>	<p>Review court cases and evidence - live trials</p> <p>http://www.exploreforensics.co.uk/ Explore Forensics</p> <p>Escape room – Crime and Deviance</p>	
<p>Cross Curricular Links (Authentic Connections)</p>	<p>Unit 1 and Unit 2 link discuss social constructions of crime and provides similar links to culture, time, and place.</p> <p>Unit 1 and Unit 2 types of crime and theories of crime allow students to apply theory to practice.</p>	<p>Unit 1 campaign for change links with Unit 2 policy development in the UK and other countries to preventing and raising awareness of crime, Unit 3 understanding personnel and evidence involved in review of cases.</p>	<p>Unit 4 is a synoptic unit including all other units taught previously.</p>
<p>Key Assessment</p>	<p>What are the roles of personnel involved when a crime is detected? What investigative techniques are available to investigators to help to identify the culprit? Do techniques differ depending on the type of crime being investigated? What happens to a suspect once charged by the police and the Crown Prosecution Service (CPS)? What safeguards are in place to ensure a suspect has a fair trial? A miscarriage of justice occurs when an innocent person goes to prison and when the guilty person is still free and unpunished. At the end of this unit, you will have gained the skills to review criminal cases, evaluating the evidence in the cases to determine whether the verdict is safe and just. Unit 3 is internally assessed and externally moderated and will be complete at the beginning of term 2. Through unit 4, you will learn about the criminal justice system in England and Wales and how it operates to achieve social control. You will have gained an understanding of the organisations which are part of our system of social control and their effectiveness in achieving their objectives. As such, you will be able to evaluate the effectiveness of the process of social control in delivering policy in different contexts. This requires you to link to synoptic topics across each unit covered so far in your final external assessment in June in Y2.</p>		