Criminology long term plan

	KEVI HWGA Curriculum Map	
Curriculum Purpose:		
Context	Beyond KEVI HWGA:	Criminology is the scientific study of crime and criminals, including the motivations and consequences of crime and its perpetrators, as well as preventative measures. Studying criminology can be seen as multi-disciplinary, as it contains elements of psychology, biology, statistics, law, and sociology. Criminology deals with both theoretical and practical work, seeking to understand and tackle crime and criminals, as well as the legal and criminal justice system, and its wider social ramifications.
	KS5	KS5 students of criminology will learn about the awareness of crime and criminological theories in the first year of study which allows students to think critically about why people committ crime and how that impacts individuals within society. Students will completed one controlled assessment and an external exam in the first year of study unpicking key questions about why crime is committed within society and ways that we can prevent these from happening. In the second year of study studetns will use their critical thinking to discover the process from the crime scence to the court room and focus on the key processes in the criminal justice system. This is a controlled assessed piece which will involved completing a series of tasks focussing on a scenario to answer. The final unit focusses on the crie and punishment system within society and has a key focus of social control and how the police have a detrimental impact on the safety of individuals in society.

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Big Qs Linked to NC	Autumn 1 Unit 3	Autumn 2 Unit 3	Spring 1 Unit 4	Spring 2 Unit 4	Summer 1	Summer 2
Year 13	What techniques are used in criminal investigations? How is evidence processed? What rights do individuals have in criminal investigations?	What is the process of prosecution?	What does the criminal justice system look like in England and Wales? Why do we have punishment within society?	What does the criminal justice system look like in England and Wales? Why do we have punishment within society? How do we measure punishment in society?		
Substantive Knowledge, Concepts and skills	LO1 - Understand the process of criminal investigations. AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations. AC1.2 Assess the usefulness of investigative techniques in criminal investigations. AC1.3 explain how evidence is processed. AC1.4 Examine the rights of individuals in criminal investigations. Pupils will explore: 1. Crime sceence investigators, forensic scientists, forensic specialists, police officers, detectives, CPS, pathologists. 2. Forensic, surveillance techniques, profiling techniques, intelligence databases, interview techniques. 3. Physical evidence, testimonial evidence. DNA, Surveillance, Geographical profiling, Investigative psychology, Typological profiling, Barnum effect, Patent, Latent, Forensic	LO2 – Understand the process for prosecution of suspects. AC2.1 Explain the requirements of the Crown Prosecution Service for prosecuting suspects. AC2.2 Describe trial processes. AC2.3 Understand rules in relation to the use of evidence in criminal cases AC2.4 Assess key influences affecting the outcomes of criminal cases. AC2.5 Discuss the use of laypeople in criminal cases. Pupils will explore: 1. Criminal Justice Act 2003, Prosecution of Offences Act 1985. Full code test. 2. Pre – trial, bail, plea bargaining, courts, appeals. 3. Relevance and admissibility, discolure of evidence, hearsay rule and exceptions, legislation and case law. 4. Evidence, media, witnesses, experts, politics, judiciary, barristers and legal teams. 5. Juries and magistrates. LO3 – Be able to review criminal cases AC3.1 Examine information for validity AC3.2 Draw conclusions from information. Pupils will explore:	LO1 – Understand the criminal justice system in England and Wales. AC1.1 Describe processes used for law making. AC1.2 Describe the organisation of the criminal justice system in England and Wales. AC1.3 Describe models of criminal justice. Pupils will explore: 1. Government processes and judicial processes. Synoptic link: AC1.1 should be linked to unit 3 verdicts in criminal cases and campaigns for change in unit 1 2. Police, law creation, courts, formal punishment, relationships. Synoptic link: AC1.2 should link with learning from unit 3 verdicts in criminal cases and unit 1 campaigns for change 3. Due process, crime control Synoptic link: AC1.3 should link to criminological theories unit 2 and criminal verdicts in unit 3 LO2 – Understand the role of punishement in a criminal justice system AC2.1 Explain forms of social control. AC2.2 Discuss the aims of punishment. AC2.3 Assess how forms of punishment meet the aims of punishment. Pupils will explore:	LO2 – Understand the role of punishement in a criminal justice system AC2.1 Explain forms of social control. AC2.2 Discuss the aims of punishment. AC2.3 Assess how forms of punishment meet the aims of punishment. Pupils will explore: 1. Internal forms, external forms, control theory. Synoptic link: link to theoretical knowledge gained from unit 2. Apply to situations studied in units 1, 2 and 3 2. Aims of punishment for example retribution, rehabilitation, deterrence Synoptic link: link to the context of the criminological theories learnt in unit 1 3. Forms of punishment: imprisonment, community, financial, discharge Synoptic link: draw on learning from unit 1, 2 and 3 in order to make objective evidence based conclusions. Make a decision on whether or not punishments work or achieve their aims. LO3 – Understand measures used in social control AC3.1 Explain the role of agencies in social control		

1. Bias, opinion, curcumstances, currency, accuracy, evidence, trail transcripts, media reports, judgements, law reports
2. Just verdicts, miscarriage, safe verdict, just sentencing.

DNA ,Surveillance ,Geographical profiling, Investigative psychology, Typological profiling, Barnum effect, Patent, Latent, Forensic

1. Internal forms, external forms, control theory.

Synoptic link: link to theoretical knowledge gained from unit 2. Apply to situations studied in units 1 2 and 3.

2. Aims of punishment for example retribution, rehabilitation, deterrence

Synoptic link: link to the context of the criminological theories learnt in unit 1.

3. Forms of punishment: imprisonment, community, financial, discharge.

Synoptic link: draw on learning from unit 1, 2 and 3 in order to make objective evidence based conclusions. Make a decision on whether or not punishments work or achieve their aims.

Parliament
Imprisonment
Social Control
Coercion
Retribution
Rehabilitation
Reformation
Community sentence

AC3.2 Describe the contribution of agencies to achieveing social control
AC3.3 Examine the limitations of agencies in achieveing social control
AC3.4 Evaluate the effectiveness of agencies in achieveing social control

Pupils will explore:
1. Roles and agencies

Synoptic link: apply the understanding from unit 3.

2. Contribution measures.

Synoptic link: Policy and campaigns unit 1 Criminological theories unit 2. The process used to bring an accused to justice in unit 3 to the role of the different agencies

3. Limitations of agencies in social control.

Synoptic link: Appy the understanding of criminological theories from unit 2 in the examination of limitations.

4. Agencies, charities and pressure groups.

Synoptic link: apply knowledge developed in unit 3. This includes: evience, media reports, Law reports, trail transcripts and judgements

Parliament
Imprisonment
Social Control
Coercion
Retribution
Rehabilitation
Reformation
Community sentence

| HPL in the curriculum | Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives | Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives | Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives | Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives | Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives | |

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Feedback & Assessment	Individual feedback based on tasks linked to the controlled assessment Task 5,6,7,8	Controlled assessment	Assessments will be completed for all assessment criterion as well as synoptic links for all units studied.	Assessments will be completed for all assessment criterion as well as synoptic links for all units studied.		
Big Qs *Linked to NC*	Autumn 1 Unit 1	Autumn 2 Unit 1	Spring 1 Unit 2	Spring 2 Unit 2	Summer 1 Unit 2	Summer 2 Unit 3 prep
Year 12	1. How does crime reporting affect the public perception of criminality? 2.How are campaigns used to elicit change?	1.How does crime reporting affect the public perception of criminality? 2.How are campaigns used to elicit change? 3.How would you plan a campaign for change?	1.Is crime considered to be a social construct? 2.How can crime be linked to biology? 3.Is crime the responsibility of the individual? 4.What are the sociological theories of crime?	1.How is crime caused within a society? 2.Why does social policy about crime need to be reviewed regularly?	1.How is crime caused within a society? 2.Why does social policy about crime need to be reviewed regularly?	Criminology project Crime scene investigation
Substantive Knowledge, Concepts and skills	LO1 - Understand how crime reporting affects the public perception of criminality. AC1.1 Analyse different types of crime. AC1.2 Explain the reasons that certain crimes are unreported. AC1.3 Explain the consequences of unreported crime. AC1.4 Describe media representation of crime. AC1.5 Explain the impact of the media representations on the public perception of crime. AC1.6 Evaluate methods of collecting statistics of crime. Pupils will explore: 1. Types of victims and offenders, level of public awareness and whether these crimes are criminal or deviant.	LO2 - Understand how campaigns are used to elicit change AC2.1 Compare campaigns for change. AC2.2 Evaluate the effectiveness of media used in campaigns for change. Pupils will explore: 1. Change in policy, change in law, change in priorities of agencies, change in funding, change in awareness, change in attitude. 2. Media such as blogs, viral messaging, social networking, advertising, radio, TV, film, documentary, word of mouth, events, print. LO3 - Plan campaigns for change relating to crime. AC3.1 Plan a campaign for change relating to crime. AC3.2 Design materials for use in campaiging for change.	LO1 - understand social constructions of criminality. AC1.1 compare criminal behaviour and deviance. AC1.2 Explain social construction of criminality. Pupils will explore: 1. Social and legal definition, formal sanctions against criminals, variety of criminal acts. Synoptic link: impact of reporting on public perceptions of crime and deviance. Unit 1 LO1 AC1.5 2. How laws change from culture to culture, how laws change over time, how laws are applied differently according to circumstances in which actions occur, why laws are different according to place, time and culture.	LO3 - Understand causes of ciminality. AC3.1 Analyse situations of criminality. AC3..2 Evaluate the effectivness of crminological theories to explain causes of crminality. Pupils will explore: 1. Different types of crime, indivdual criminal behaviour. 2. Individualistic, biological, sociological. Monozygotic Dizygotic Concordance Somatotype Obervational learning Differential associations Juvenile deliquent Extraversion Introversion	LO3 - Understand causes of ciminality. AC3.1 Analyse situations of criminality. AC3..2 Evaluate the effectivness of crminological theories to explain causes of crminality. Pupils will explore: 1. Different types of crime, indivdual criminal behaviour. 2. Individualistic, biological, sociological. LO4 - Understand causes of policy change. AC4.1 Assess the use of criminological theories in informing policy development AC4..2 Explain how social changes affect policy development. AC4.3 Discuss how campaigns affect polocy making. Pupils will explore: 1. Inform policy making, formal policy making, crime control	Students will use all the learning from both units and come up with a project that is investigating one of the topic areas that has been covered in either unit 1 or 2 Pupils will explore: 1. Crime reporting 2. One of the criminological theories and apply it to a real life example. 3. Social policy 4. How is crime caused within society? Students will be expected to plan their project and them present it to the class or in smaller groups and write a report at the end answering thir research question.

(White - collar crime, moral crime, technological crime, individual crime and state crime)	AC3.3 Justify a campaign for change. Pupils will explore:	Synoptic link: media and campaigns for change that contibute to social constructions of criminality and unreported crime. Unit 1 L01 AC1.5		policies, state punishment policies. 2. Social values and norms, public perception of crime, structure of society, cultural changes.

2. Personal, social and cultural reasons as to why crime is not reported.
3. The consequences of unreported crime.
4. Media platforms such as newspaper, TV,film, electronic gaming, social media and music.
5. Impact of media respesentations such as moral panic, changing public concerns, perceptions of crime trends, stereotyping of criminals.
6. Reliability, validity, ethics, strengths and lmitations, purpose of research.

L02 - Understand how campaigns are used to elicit change
AC2.1 Compare campaigns for change.
AC2.2 Evaluate the effectiveness of media used in campaigns for change.
Pupils will explore:
1. Change in policy, change in law, change in priorities of agencies, change in funding, change in awareness, change in attitude.
2. Media such as blogs, viral messaging, social networking, advertising, radio, TV, film, documentary, word of mouth, events, print.

Criminal
Deviance
Genocide

Pupils will explore:
1. Aims and objectives, justification of choice of campaign, target audiece, methods to be used, materials to be used, fiances, timescales, resources needed.
2. Structure of information, use of images or other accentuating features to capture attention, use of persuasive language, promotion of action, consideration of target audience.
3. Presentation of a case of action,
4. Use of evidence in support of a case, use of persuasive language.

Criminal
Deviance
Genocide
Atrocity
Crown Procescution Service
Dark figure of crime
Cyber - bullying
Perpetrators
Stigma

L02 - Know theories of criminality
AC2.1 Describe biological theories of criminality.
AC2.2 Describe individualistic theories of criminality.
AC2.3 Describe sociological theories of criminality.

Pupils will explore:
1. Learning theories, psychodynamic, psychological theories.
2. Social structure, interactionism, realism.
3. Genetic theories, physiological theories

Monozygotic
Dizygotic
Concordance
Somatotype
Obervational learning
Differential associations
Juvenile deliquent
Extraversion
Introversion

3. Newpaper campaigns, individual campaigns, pressure group campaigns.

Synoptic link: refer to the campaigns considered in unit 1 and other to identify the policies that are introduced

Monozygotic
Dizygotic
Concordance
Somatotype
Obervational learning
Differential associations
Juvenile deliquent
Extraversion
Introversion

	Atrocity Crown Procesecution Service Dark figure of crime Cyber - bullying Perpetrators Stigma				
HPL in the curriculum	Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives *Practice* *Collaboration* *Concerned for society*	Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives *Practice* *Collaboration* *Concerned for society*	Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives *Practice* *Collaboration* *Concerned for society*	Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives *Practice* *Collaboration* *Concerned for society*	Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives *Practice* *Collaboration* *Concerned for society*	Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives *Practice* *Collaboration* *Concerned for society*
Feedback and assessment	Individual feedback based on tasks linked to the controlled assessment Task 1 – 6	Individual feedback based on tasks linked to the controlled assessment Task 5,6,7,8 Controlled assessment	Assessments will be completed for all assessment criterion as well as synoptic links for all unit 1.	Assessments will be completed for all assessment criterion as well as synoptic links for all unit 1.	Assessments will be completed for all assessment criterion as well as synoptic links for all unit 1.	Controlled assessment preparation for unit 3 which will be sat in Year 13.