

Curriculum Intent: Criminology is the study of law and crime, a discipline that combines elements of Psychology, Law and Sociology. Our aim is to enable students to acquire skills to clearly describe and assess theoretical explanations for the causes of criminal behaviour and review how the British justice system deals with offenders. We aim to help students to consider the social implications of crimes and criminality, including government policies and police initiatives, using empathy and informed judgement. Students will acquire academic skills such as independent research, report writing, analytical and evaluative skills as they will be required to review the validity of theories and research evidence. We aim to help students develop an objective and comprehensive vocabulary in order to discuss sensitive issues concisely and precisely in written reports and spoken debates. Practical skills include creativity, planning and organisation. We hope to help students to develop an understanding of how theoretical concepts apply in the real world of the police investigation and court room by looking at real life examples and cases. We will give students an insight into career options within the criminal justice sector, social and probation work and within the police force.

Dates	Content	Assessment	Rationale
T1	<p>Unit 1 – Changing Awareness of Crime</p> <p>AC 1.1 Different types of crime AC 1.2 Reasons crime goes unreported AC 1.3 Consequences of unreported crime AC 1.4 Media representations of crime</p>	<p>PC1 – knowledge test on types of crimes</p> <p>-practice brief assessing AC1.1 and AC1.2</p> <p>Weekly: Reading news articles Independent research Knowledge tests</p>	<p>Students complete the Introductory course, looking at types of crimes and related UK laws. Students develop a vocabulary bank to precisely and formally analyse five categories of crime, considering victim, offenders and levels of public awareness.</p> <p><i>CVs: Compassion and empathy are developed when looking at moral and individual crimes – looking at the experience of survivors of honour crime, domestic abuse and hate crime, and considering the motivations for crimes such as substance misuse, soliciting for prostitution, vagrancy etc.</i></p> <p><i>Service – is shown when organising and delivering college awareness campaigns</i></p>
T2	<p>Unit 1 – Changing awareness of crime</p> <p>AC1.5 Impact of Media Representations on the Public Perceptions of Crime AC 1.6 Methods of Collecting Statistics about Crime AC 2.1 Compare Campaigns for Change AC 2.2. Effectiveness of Media use in Campaigns for Change AC 3.1 Plan a Campaign for Change AC 3.2 Design Materials for use in a Campaign for Change AC 3.3 Justify a Campaign for Change</p>	<p>PC2: timed practice AC2</p> <p>Weekly: Reading articles Independent research Knowledge tests</p>	<p>Students spend time developing creative and practical skills by designing and producing campaigns for change materials, including paper-based resources, social media sites and merchandise. This is informed by knowledge on which media outlets have the most impact. Through this task, students consider societal views on law and punishments and how these can change. This leads well into Unit 2 work.</p> <p><i>CVs: Justice and Wisdom, - students look at the moral intent and outcomes of campaigns for change, led by individuals or organisations</i></p>
T3	<p>Practice campaign Full Practice brief Controlled assessment</p>	<p>PC3: 8 hour controlled assessment</p> <p>Weekly: Reading articles Independent research Knowledge tests</p>	<p>Students are given the opportunity to apply exam skills in timed conditions by typing ACs in response to an unseen brief. They will also plan, create and justify a campaign for change using design software based on this brief. Teacher and peer feedback on the campaign products is used to inform progress, ready for the controlled assessment. A focus will be on editing skills and literacy fluency.</p>
T4	<p>AC 2.2 Describe Biological Theories of Criminality AC 3.2 Evaluate the Effectiveness of theories to explain causes of Criminality AC 2.2 Describe Individualistic Theories of Criminality AC 3.2 Evaluate the Effectiveness of theories to explain causes of Criminality</p>	<p>PC4 – 4 and 8 mark exam questions on criminological theories</p>	<p>Students build on their knowledge of law variation across different cultures and subcultures to consider the concept of the social construction of crime. This involves looking at specific moral crimes to consider how deviant behaviours are viewed and reviewed.</p>

<p>T5</p>	<p>AC 2.2 Describe Individualistic Theories of Criminality AC 3.2 Evaluate the Effectiveness of theories to explain causes of Criminality AC 2.3 Describe Sociological Theories of Criminality AC 3.2 Evaluate the Effectiveness of theories to explain causes of Criminality AC 2.3 Describe Sociological Theories of Criminality AC 3.2 Evaluate the Effectiveness of theories to explain causes of Criminality AC 2.3 Describe Sociological Theories of Criminality AC 3.2 Evaluate the Effectiveness of theories to explain causes of Criminality AC 3.1 Analyse Situations of Criminality</p>	<p>PC5 – 8 mark questions on applications of theories and related policies</p> <p>Weekly: Reading articles Independent research Knowledge tests</p>	<p><i>CVs – Compassion, courage and justice – students consider the impact of changing social norms on laws and contemplate the bravery of changemakers</i></p> <p>Different biological, individualistic and sociological theories of crime are considered in detail and evaluated, combining AC2, AC3 and elements of AC4 (policy) to enable students to spend more time developing analysis skills. There are applied to real cases to test validity, allowing students to concurrently practise analysing situations of criminality.</p> <p><i>CVs – wisdom – students develop skills of objective analysis and consider the issue of bias</i></p>
<p>T6</p>	<p>AC 4.1 Assess the use of Theories in Informing Policy Development AC 4.2 Explain how Social Changes Affect Policy Development AC 4.3 Discuss how Campaigns Affect Policy Making</p> <p>Unit 2 Revision</p> <p>Unit 3: From Crime Scene to Court Room Introduction to Cases AC 1.1 Evaluate the Effectiveness of the Roles of Personnel Involved in Criminal Investigations AC 1.1 Evaluate the Effectiveness of the Roles of Personnel Involved in Criminal Investigations</p> <p>CEIAG: External speakers to explore careers by personnel within the criminal justice system:</p> <ul style="list-style-type: none"> - Police - Judge - National Crime Agency 	<p>PC6 - May Unit 2 exam</p> <p>Weekly: Reading articles Independent research Knowledge tests</p>	<p>Students wrap up Unit 2 by looking at applications and implications of theories and campaigns in terms of police and government policy formation.</p> <p>Students are given an introduction to Unit 3 in Term 6, looking at how to analyse and interpret real police and court cases. This prompts students to use the summer holiday to complete extensive independent research into significant legal cases that will inform their controlled assessment in Year 13.</p> <p>Students are given the opportunity to see the current legal cases in court and learn how new laws are passed.</p> <p>Trips to see key legal personnel in action: local magistrates' Court, Crown Court, Trip to London: The Supreme Court, The Old Bailey, Houses of Parliament</p>