


**Intent**

Through the study of Criminology, the department offers the pupils a rigorous education in how we develop, learn and behave. Pupils will also gain an understanding of some of the basic principles and explanations for why individuals commit crime, policies that developed from these theories as well as whether the sanctions involved in criminal behaviour work. In addition, an appreciation of how this is applied in everyday life as well as ongoing cases and in conjunction with the application of the empirical method will be central to all lessons and SOW; thus enhancing the pupil's ability to think critically and their understanding as 'global citizens'.

We believe that learning should be placed within a dynamic framework of discussion and debate and should involve a high level of independent learning from the pupils. In addition, we believe that by sharing our enthusiasm for the subject and modelling the importance of reading and life-long learning we will inspire pupils to undertake their own research. This will, in turn, foster an environment for pupils to develop self-mastery and engagement in self-regulated learning.

**Implementation**

## Year 12 Curriculum Content Map

	TERM 1	TERM 2		TERM 3	
Unit title & description	<b>Unit 1 Changing awareness of crime</b>	<b>Unit 1 Controlled assessment if not sat at the end of term 1</b>	<b>Unit 2 Criminological Theories</b>	Unit 2 – Preparation for mocks and practice assessments	Unit 3 From Crime Scene to Courtroom
Knowledge 	<p><b>Unit 1</b>  <b>AC1.1 Analyse different types of crime</b>                      Types of crime: white collar, organised, corporate, professional, moral, state, human rights, technological, e-crime, individual, hate crime, honour crime, domestic abuse</p> <p><b>AC1.2 Explain the reasons that certain crimes are unreported</b>                      Reasons • personal, e.g. o fear o shame o disinterest o not affected • social and cultural, e.g. o lack of knowledge o complexity o lack of</p>	<p><b>Unit 2</b>  <b>AC1.1 Compare criminal behaviour and deviance</b>                      Criminal behaviour • social definition • legal definition • formal sanctions against criminals • variety of criminal acts Deviance • norms, moral codes and values • informal and formal sanctions against deviance • forms of deviance</p> <p><b>AC1.2 Explain the social construction of criminality</b>                      Social construction • how laws change from</p>	<p><b>Unit 3</b>  <b>AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations</b>                      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 &amp; Customs</p> <p><b>AC1.2 Assess the usefulness of investigative</b></p>		


	<p>media interest o lack of current public concern o culture bound crime (e.g. honour killing, witchcraft)</p> <p><b>AC1.3 Explain the consequences of unreported crime</b> Consequences • ripple effect • cultural • decriminalisation • police prioritisation • unrecorded crime • cultural change • legal change • procedural change</p> <p><b>AC1.4 Describe media representation of crime</b> Media • newspaper • television • film • electronic gaming • social media (blogs, social networking) • music</p> <p><b>AC1.5 Explain the impact of media representations on the public perception of crime</b> Impact • moral panic • changing public concerns and attitudes • perceptions of crime trends • stereotyping of criminals • levels of response to crime and types of punishment • changing priorities and emphasis</p> <p><b>AC1.6 Evaluate methods of collecting statistics about crime</b> Evaluation criteria • reliability • validity • ethics of research • strengths and limitations • purpose of research Information about crime • Home Office statistics • crime survey for England and Wales</p> <p><b>AC2.1 Compare campaigns for change</b></p>	<p>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</p> <p><b>AC2.1 Describe biological theories of criminality</b> Biological theories • genetic theories • physiological theories</p> <p><b>AC2.2 Describe individualistic theories of criminality</b> Individualistic theories • learning theories • psychodynamic • psychological theories</p> <p><b>AC2.3 Describe sociological theories of criminality</b> Sociological theories • social structure • interactionism • realism</p> <p><b>AC3.1 Analyse situations of criminality</b> Situations relating to: • different types of crime • individual criminal behaviour</p> <p><b>AC3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality</b> Criminological theories • individualistic • biological • sociological</p> <p><b>AC4.1 Assess the use of criminological theories in informing policy development</b> Criminological theories • individualistic •</p>	<p><b>techniques in criminal investigations</b> Techniques • forensic • surveillance techniques • profiling techniques • use of intelligence databases, e.g. National DNA Database • interview techniques e.g. eye witness interviews, expert interviews Criminal investigations • situations o crime scene o laboratory o police station o 'street' • types of crime o violent crime o e-crime o property crime</p> <p><b>AC1.3 Explain how evidence is processed</b> Types of evidence • physical evidence • testimonial evidence Process • collection • transfer • storage • analysis • personnel involved</p> <p><b>AC1.4 Examine the rights of individuals in criminal investigations</b> Individuals • suspects • victims • witnesses</p>
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	<p>Campaigns for change, e.g. • change in policy • change in law • change in priorities of agencies • change in funding • change in awareness • change in attitude</p> <p><b>AC2.2 Evaluate the effectiveness of media used in campaigns for change</b> Media • blogs • viral messaging • social networking • advertising • radio • television • film • documentary • word of mouth • events • print</p> <p><b>AC3.1 Plan a campaign for change relating to crime</b> Plan • aims and objectives • justification of choice of campaign • target audience • methods to be used • materials to be used • finances • timescales • resources needed</p> <p><b>AC3.2 Design materials for use in campaigning for change</b> Design • structure of information • use of images or other accentuating features to capture attention • use of persuasive language • promotion of action • consideration of target audience • alignment with campaign</p> <p><b>AC3.3 Justify a campaign for change</b> Justify • presentation of a case for action • use of evidence in support of a case • use of persuasive language</p>	<p>biological • sociological Policy development • informal policy making • formal policy making o crime control policies o state punishment policies</p> <p><b>AC4.2 Explain how social changes affect policy development</b> Social changes • social values, norms and mores • public perception of crime • structure of society o demographic changes • cultural changes</p> <p><b>AC4.3 Discuss how campaigns affect policy making</b> Campaigns • newspaper campaigns • individual campaigns • pressure group campaigns</p>	
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Skills		<p><b>AO1: Demonstrate knowledge and understanding of criminological ideas, processes and procedures.</b></p> <p><b>AO2: Apply knowledge and understanding of criminological ideas, processes and procedures.</b></p> <p><b>AO3: Analyse and evaluate criminological information, ideas, processes and procedures to make judgements and draw conclusions.</b></p>
Literacy		Students are expected to use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of enquiry.
Enrichment learning		Students acquire knowledge and understanding of criminology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena
British values		Students develop an understanding of issues in the study of criminology, the contribution of criminology to individual, social and cultural diversity, and how criminological theories contributes to society.
Character		Students develop an understanding of the relationship between criminology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in criminological theories and concepts
Careers		Frequent and relevant reference to studying criminology at university or courses that are applicable to criminology, where and which topics relate to which careers. Reference frequently made to how lesson activities reflect what different types jobs students can study following criminology e.g. probation officer

## Year 13 Curriculum Content Map







	TERM 1	TERM 2		TERM 3
Unit title & description	Unit 3 From Crime Scene to Courtroom	Unit 1 Controlled assessment if not sat at the end of term 1	Unit 4 Crime and Punishment	Unit 4 Crime and Punishment (Overspill and revision)

<p>Knowledge </p>	<p>Review on:  <b>Unit 3</b>  <b>AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations</b>                  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 &amp; Customs</p> <p><b>AC1.2 Assess the usefulness of investigative techniques in criminal investigations</b>                  Techniques • forensic • surveillance techniques • profiling techniques • use of intelligence databases, e.g. National DNA Database • interview techniques e.g. eye witness interviews, expert interviews Criminal investigations • situations o crime scene o laboratory o police station o 'street' • types of crime o violent crime o e-crime o property crime</p> <p><b>AC1.3 Explain how evidence is processed</b>                  Types of evidence • physical evidence • testimonial evidence Process • collection • transfer • storage • analysis • personnel involved</p> <p><b>AC1.4 Examine the rights of individuals in criminal investigations</b>                  Individuals • suspects • victims • witnesses                  AC2.1 Explain the requirements of the Crown</p>	<p><b>Unit 4</b>  <b>AC1.1 Describe processes used for law making Processes</b>                  • government processes • judicial processes</p> <p><b>AC1.2 Describe the organisation of the criminal justice system in England and Wales</b>                  Criminal justice system • police • law creation • courts • formal punishment • relationships</p> <p><b>AC1.3 Describe models of criminal justice</b>                  Models of criminal justice • due process • crime control</p> <p><b>AC2.1 Explain forms of social control</b>                  Forms of social control • internal forms o rational ideology o tradition o internalisation of social rules and morality • external forms o coercion o fear of punishment • control theory o reasons for abiding by the law</p> <p><b>AC2.2 Discuss the aims of punishment</b>                  Aims of punishment • retribution • rehabilitation • deterrence o prevention of reoffending o deterrence of others from committing similar crimes • public protection • reparation</p> <p><b>AC2.3 Assess how forms of punishment meet the aims of punishment</b>                  Forms of punishment • imprisonment • community • financial • discharge</p> <p><b>AC3.1 Explain the role of agencies in social</b></p>	<p><b>Unit 4</b>                  Overspill and revision. Practice assessments in preparation for public examinations.</p>
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	<p>Prosecution Service (CPS) for prosecuting suspects Requirements • charging role – Criminal Justice Act 2003 • Prosecution of Offences Act 1985 • Full Code Test</p> <p>AC2.2 Describe trial processes Processes • pre-trial • bail • roles • plea bargaining • courts • appeals</p> <p>AC2.3 Understand rules in relation to the use of evidence in criminal cases Rules of evidence • relevance and admissibility • disclosure of evidence • hearsay rule and exceptions • legislation and case law</p> <p>AC2.4 Assess key influences affecting the outcomes of criminal cases Influences • evidence • media • witnesses • experts • politics • judiciary • barristers and legal teams</p> <p>AC2.5 Discuss the use of laypeople in criminal cases Laypeople • juries • magistrates</p> <p>AC3.1 Examine information for validity Examine for • bias • opinion • circumstances • currency • accuracy Information • evidence • trial transcripts • media reports • judgements • Law Reports</p> <p>AC3.2 Draw conclusions from information Conclusions • just verdicts • miscarriage • safe verdict • just sentencing</p>	<p><b>control</b>                  Role • aims and objectives • funding • philosophy • working practices o types of criminality o types of offenders o reach (local, national) Agencies • government-sponsored agencies o police o CPS o judiciary o prisons o probation • charities • pressure groups</p> <p><b>AC3.2 Describe the contribution of agencies to achieving social control</b>                  Contribution • tactics and measures used by agencies o environmental ▪ design ▪ gated lanes o behavioural ▪ ASBO ▪ token economy o institutional o disciplinary procedures ▪ rule making ▪ staged/phased • gaps in state provision</p> <p><b>AC3.3 Examine the limitations of agencies in achieving social control</b>                  Limitations • repeat offenders/recidivism • civil liberties and legal barriers • access to resources and support • finance • local and national policies • environment • crime committed by those with moral imperatives</p> <p><b>AC3.4 Evaluate the effectiveness of agencies in achieving social control</b>                  Agencies • government sponsored agencies o police o CPS o judiciary o prisons o probation • charities • pressure groups</p>	
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## The Grange Academy Criminology curriculum map



<p>Skills</p> 	<p><b>AO1: Demonstrate knowledge and understanding of criminological ideas, processes and procedures.</b>  <b>AO2: Apply knowledge and understanding of criminological ideas, processes and procedures.</b>  <b>AO3: Analyse and evaluate criminological information, ideas, processes and procedures to make judgements and draw conclusions.</b></p>
<p>Literacy</p> 	<p>Students are expected to use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of enquiry.</p>
<p>Enrichment learning</p> 	<p>Students acquire knowledge and understanding of criminology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena</p>
<p>British values</p> 	<p>Students develop an understanding of issues in the study of criminology, the contribution of criminology to individual, social and cultural diversity, and how criminological theories contributes to society.</p>
<p>Character</p> 	<p>Students develop an understanding of the relationship between criminology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in criminological theories and concepts</p>
<p>Careers</p> 	<p>Frequent and relevant reference to studying criminology at university or courses that are applicable to criminology, where and which topics relate to which careers. Reference frequently made to how lesson activities reflect what different types jobs students can study following criminology e.g. probation officer</p>