



Applied Diploma in Criminology- Start to End Point Mapping – Curriculum Sequence Grids 2024-2025



Year 12	Term 1		Term 2		Term 3	
Unit(s) – As outlined in 39-week plans	Unit 1 – Changing Awareness of Crime	Unit 2 – Criminological Theories	Unit 1 – Changing Awareness of Crime Unit 2 Revision	Unit 2 – Criminological Theories	Unit 2 – Criminological Theories Unit 3 – Crime Scene to Court Room	Unit 2 – Criminological Theories Unit 4 – Crime and Punishment Room
Key Retainable Knowledge & Skills	<p>Learning Outcome 1 - Understand how crime reporting affects the public perception of criminality</p> <ul style="list-style-type: none"> Types of crime Reasons that crime are underreported Consequences of unreported crime Media representation of crime Impact of media representation Methods of collecting crime statistics <p>Learning Outcome 3 - Plan campaigns for change</p> <ul style="list-style-type: none"> Plan campaign for change relating to crime Design materials Justify the campaign <p>Learning Outcome 2 - Understand how campaigns are used to elicit change</p> <ul style="list-style-type: none"> Compare campaigns for change Effectiveness of media used in campaigns. <p>Skills that will be developed are:</p> <p>Analyse Different types of crime</p>	<p>Learning Outcome 1 - Understand social construction of criminality</p> <ul style="list-style-type: none"> Criminal behaviour and deviance Social construction of criminality <p>Learning Outcome 2 Know theories of criminality</p> <ul style="list-style-type: none"> Biological theories Sociological theories Psychological theories <p>Learning Outcome 3 – Causes of Criminality</p> <ul style="list-style-type: none"> Analyse criminality Evaluate effectiveness of theories of crime <p>Skills that will be developed are:</p> <p>Compare Criminal behaviour and deviance</p> <p>Explain Social construction of criminality Theories of criminality</p> <p>Describe Biological theories of criminality Individualistic theories of criminality Sociological theories of criminality</p> <p>Analyse Situations of criminality. Criminality</p> <p>Evaluate Effectiveness of criminological theories to explain causes of criminality.</p>	<p>Learning Outcome 2 - Understand how campaigns are used to elicit change</p> <ul style="list-style-type: none"> Compare campaigns for change Effectiveness of media used in campaigns. <p>Revision of Unit 1 CA and Practice CA</p> <p>Controlled Assessment</p> <p>Unit two content and revision Learning Outcome 1 - Understand social construction of criminality</p> <ul style="list-style-type: none"> Criminal behaviour and deviance Social construction of criminality <p>Learning Outcome 2 Know theories of criminality</p> <ul style="list-style-type: none"> Biological theories Sociological theories Psychological theories <p>Learning Outcome 3 – Causes of Criminality</p> <ul style="list-style-type: none"> Analyse criminality Evaluate effectiveness of theories of crime <p>Learning Outcome 4 - Understand causes of policy change</p>	<p>Learning Outcome 4 - Understand causes of policy change</p> <ul style="list-style-type: none"> Use of theory in informing policy development Social changes affecting policy development Campaigns affecting policy making <p>Unit two content and revision Learning Outcome 1 - Understand social construction of criminality</p> <ul style="list-style-type: none"> Criminal behaviour and deviance Social construction of criminality <p>Learning Outcome 2 Know theories of criminality</p> <ul style="list-style-type: none"> Biological theories Sociological theories Psychological theories <p>Learning Outcome 3 – Causes of Criminality</p> <ul style="list-style-type: none"> Analyse criminality 	<p>Unit two content and revision Learning Outcome 1 - Understand social construction of criminality</p> <ul style="list-style-type: none"> Criminal behaviour and deviance Social construction of criminality <p>Learning Outcome 2 Know theories of criminality</p> <ul style="list-style-type: none"> Biological theories Sociological theories Psychological theories <p>Learning Outcome 3 – Causes of Criminality</p> <ul style="list-style-type: none"> Analyse criminality Evaluate effectiveness of theories of crime <p>Learning Outcome 4 - Understand causes of policy change</p> <ul style="list-style-type: none"> Use of theory in informing policy development Social changes affecting policy development Campaigns affecting policy making 	<p>Revision of unit two content</p> <p>Unit 3 content: Understand the process of criminal investigations</p> <ul style="list-style-type: none"> Roles of personnel involved in criminal investigations Techniques used in criminal investigations Criminal evidence Rights of individuals in investigation <p>Skills that will be developed are:</p> <p>Evaluate The effectiveness of the role of personnel involved in criminal investigation.</p> <p>Assess The usefulness of investigative techniques in criminal investigations</p> <p>Key influences affecting outcomes of cases</p> <p>Explain How evidence is processed.</p> <p>Requirements of the CPS</p> <p>Examine The rights of individuals in criminal investigations</p> <p>Describe Trial processes</p>



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	<p>Explain Reasons that certain crimes are unreported</p> <p>The consequences of unreported crime</p> <p>Describe Media representation of crime</p> <p>Explain The impact of the media perception on the public perception of crime</p> <p>Evaluate Methods of collecting statistics about crime</p> <p>Effectiveness of media used in campaigns for change</p> <p>Compare Campaigns for change</p>		<ul style="list-style-type: none"> • Use of theory in informing policy development • Social changes affecting policy development • Campaigns affecting policy making <p>Skills that will be developed are:</p> <p>Analyse Different types of crime</p> <p>Explain Reasons that certain crimes are unreported</p> <p>The consequences of unreported crime</p> <p>Describe Media representation of crime</p> <p>Explain The impact of the media perception on the public perception of crime</p> <p>Evaluate Methods of collecting statistics about crime</p> <p>Effectiveness of media used in campaigns for change</p> <p>Compare Campaigns for change</p>	<ul style="list-style-type: none"> • Evaluate effectiveness of theories of crime <p>Skills that will be developed are:</p> <p>Explain Social construction of criminality Theories of criminality How social changes affect policy development</p> <p>Describe Biological theories of criminality Individualistic theories of criminality Sociological theories of criminality</p> <p>Analyse Situations of criminality.</p> <p>Evaluate Effectiveness of criminological theories to explain causes of criminality.</p> <p>Assess The use for criminological theories in informing policy development</p> <p>Discuss How campaigns affect policy making</p>	<p>Unit 4 content</p> <p>Understand the criminal justice system in England and Wales</p> <ul style="list-style-type: none"> • Processes in law making • Organisation of criminal justice system • Models of criminal justice <p>Skills that will be developed are:</p> <p>Describe Processes used in law making</p> <p>The organisation of the criminal justice system, Models of criminals' justice</p>	<p>Discuss Use of lay people in cases</p>
<p>Key Technical Vocabulary</p>	<p>Campaigns, Hate crime, White collar crime, ripple effect, scapegoat, moral panic, stereotype, self-report studies victim surveys, dark figure of crime</p>	<p>Genetics, crime, deviance, social construction, Strain theory, capitalism, labelling, self-fulfilling prophecy, individualistic, atavistic, endomorphic, ectomorphic, mesomorphic, social learning theory, psychodynamic, id, superego, ego</p>	<p>Campaigns, hate crime, white collar crime, ripple effect Scapegoat, moral panic Stereotype, self-report studies victim surveys, dark figure of crime</p>	<p>Genetics, strain theory, capitalism, labelling , self-fulfilling prophecy, individualistic, atavistic Endomorphic, ectomorphic Mesomorphic, social learning theory,</p>	<p>Legislation, criminal justice system, precedent, probation sentencing, crime control, due process</p>	<p>Crime scene investigators, forensics, crown prosecution service, pathologist's surveillance, profiling eyewitness Testimonial, suspects witness, victims</p>



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				psychodynamic, Id, superego, ego, norms values, mores zero tolerance, restorative justice.		
Opportunities for Reading	Newspaper articles on campaigns Articles on crimes within society.	BBC website - https://www.bbc.co.uk/ Society section of the Guardian website - https://www.theguardian.com/society Office for National Statistics website for the latest crime statistics: https://www.ons.gov.uk/	Newspaper articles on campaigns Articles on crimes within society.	BBC website - https://www.bbc.co.uk/ Society section of the Guardian website - https://www.theguardian.com/society Office for National Statistics website for the latest crime statistics: https://www.ons.gov.uk/	Newspaper articles on crime and punishment.	Newspaper articles on forensics and crime investigation professionals.
Developing Cultural Capital	Discussions and exposure to difference perceptions of crime within cultures. Understanding of the impact of politics in causing policies related to crime within society.	Discussions and exposure to different perspectives on the causes of crime.	Discussions and exposure to difference perceptions of crime within cultures. Understanding of the impact of politics in causing policies related to crime within society.	Developing skills of analysis through application of theory to real life case studies.	Exposure to understanding of how laws are made within the UK.	Discussion and exposure to how crime scenes are processed. Application of knowledge to case studies.
Cross Curricular Links (Authentic Connections)	SMSC links. Sociology – understanding of crimes within society. History – how laws have changed within society. RS – impact of religion on reporting crime.	Geography – how crimes are different in various countries. History – how laws have changed over time. Psychology – links to forensic psychology Biology – scientific explanations of crime	SMSC links. Sociology – understanding of crimes within society. History – how laws have changed within society. RS – impact of religion on reporting crime.	History – impact of politics on laws within society relating to crimes. Psychology – links to forensic psychology Biology – scientific explanations of crime	History – impact of laws/policy on society.	Psychology – forensics.
Key Assessment	Students will be assessed within lessons via questioning. End of learning outcome assessments	Students will be assessed within lessons via questioning. End of learning outcome assessments	Students will be assessed within lessons via questioning. Mock controlled assessment. Controlled assessment (worth 25% of final grade)	Students will be assessed within lessons via questioning. Exam style questions in lessons. In class assessment – unit 2 content	Students will be assessed within lessons via questioning. Trial exam External exam for unit 2.	Students will be assessed within lessons via questioning. Trial exam External exam for unit 2.



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Year 13	Term 1		Term 2		Term 3	
Unit(s) – As outlined in 39-week plans	Unit 3 – Crime Scene to Court Room	Unit 4 – Crime and Punishment	Unit 4- Crime and Punishment	Unit 4 – Crime and Punishment	Revision – unit 4 Revision – unit 2	Revision – unit 2
Key Retainable Knowledge & Skills	<p>Unit 3 content:</p> <p>Learning Outcome 1- Understand the process of criminal investigations</p> <ul style="list-style-type: none"> Roles of personnel involved in criminal investigations Techniques used in criminal investigations Criminal evidence Rights of individuals in investigation <p>Learning Outcome 2 Processes for prosecution of suspects</p> <ul style="list-style-type: none"> Requirements of the crown prosecution service Trial processes Rules in relation to evidence in criminal cases Key influences affecting outcomes of cases Lay people <p>Learning Outcome 3 - Review criminal cases</p> <ul style="list-style-type: none"> Examine information for validity Draw conclusions from information. <p>Unit 3 revision and practice</p> <p>Controlled Assessment</p> <p>Skills that will be developed are:</p> <p>Examine Information for validity</p> <p>Draw conclusions From evidence provided</p> <p>Evaluate The effectiveness of the role of personnel involved in criminal investigation.</p> <p>Assess</p>	<p>Learning Outcome 1 - Understand the criminal justice system in England and Wales</p> <ul style="list-style-type: none"> Processes in law making Organisation of criminal justice system Models of criminal justice <p>Learning Outcome 2 - Understand role of punishment in criminal justice system</p> <ul style="list-style-type: none"> Forms of social control Aims of punishment Forms of punishment and how they meet the aims <p>Skills that will be developed are:</p> <p>Describe Processes used in law making</p> <p>The organisation of the criminal justice system,</p> <p>Models of criminal justice</p> <p>Contribution of agencies to achieving social control</p> <p>Explain Forms of social control</p> <p>Discuss Aims of punishment</p> <p>Assess How punishment meets aims of punishment</p>	<p>Learning Outcome 1 - Understand the criminal justice system in England and Wales</p> <ul style="list-style-type: none"> Processes in law making Organisation of criminal justice system Models of criminal justice <p>Learning Outcome 2 - Understand role of punishment in criminal justice system</p> <ul style="list-style-type: none"> Forms of social control Aims of punishment Forms of punishment and how they meet the aims <p>Learning Outcome 3 - Understand measures used in social control</p> <ul style="list-style-type: none"> Role of agencies in social control Contribution of agencies to social control Limitation and effectiveness of agencies in social control. <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Describe Explain Discuss Assess Examine Evaluate Analyse Compare Design Justify <p>(all of these skills are listed on the curriculum plan for Y12 and Y13)</p>	<p>Learning Outcome 3 - Understand measures used in social control</p> <ul style="list-style-type: none"> Role of agencies in social control Contribution of agencies to social control Limitation and effectiveness of agencies in social control. <p>Skills that will be developed are:</p> <p>Explain Role of agencies of social control</p> <p>Describe Contribution of agencies to achieving social control</p> <p>Examine Limitation of agencies in achieving social control</p> <p>Evaluate Effectiveness of agencies in achieving social control</p>	<p>Revision of Criminological Theories (if re-sitting) (all topics)</p> <p>Revision of unit 4 content (all topics)</p> <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Describe Explain Discuss Assess Examine Evaluate Analyse Compare Design Justify <p>(all of these skills are listed on the curriculum plan for Y12 and Y13)</p>	<p>Revision of Crime and Punishment (all topics)</p> <p>Revision of unit 2 (if students are resitting)</p> <p>Skills that will be developed are:</p> <ul style="list-style-type: none"> Describe Explain Discuss Assess Examine Evaluate Analyse Compare Design Justify <p>(all of these skills are listed on the curriculum plan for Y12 and Y13)</p>



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	<p>The usefulness of investigative techniques in criminal investigations</p> <p>Key influences affecting outcomes of cases</p> <p>Explain How evidence is processed.</p> <p>Requirements of the CPS</p> <p>Examine The rights of individuals in criminal investigations</p> <p>Describe Trial processes</p> <p>Discuss Use of lay people in cases</p>	<p>Examine Limitation of agencies in achieving social control</p> <p>Evaluate Effectiveness of agencies in achieving social control</p>				
Key Technical Vocabulary	<p>Full code test</p> <p>Evidential test, Threshold test, Public interest test, Pre-trial, bail, plea bargaining, indictable offences, magistrates court, crown court, supreme court, disclosure of evidence, hearsay rule</p> <p>case law, entrapment</p> <p>, witnesses, judiciary, lay people, juries, crime scene investigators, forensics</p> <p>crown prosecution service</p> <p>pathologists, surveillance</p> <p>profiling, eyewitness</p> <p>, testimonial, suspects</p> <p>Witness, victims, Bias, currency, accuracy, evidence</p> <p>trial transcript, media reports</p> <p>judgements, law reports, miscarriage, just verdicts, safe verdict, just sentencing</p>	<p>Rational ideology</p> <p>coercion, control theory, deterrence, retribution, rehabilitation, reparation, discharge, community sentences</p> <p>legislation, criminal justice system</p> <p>precedent, probation, sentencing, crime control, due process</p> <p>Criminality, CPS, Judiciary, Probation</p> <p>Offenders, PCSOs. PCCs, environmental design</p> <p>gated lanes, ASBO, token economy, disciplinary procedures, institutional, repeat offender</p> <p>civil liberties</p>	All key vocab from unit 4	<p>Criminality, CPS, Judiciary, Probation</p> <p>Offenders, PCSOs. PCCs, environmental design</p> <p>gated lanes, ASBO, token economy, disciplinary procedures, institutional, repeat offender</p> <p>civil liberties</p>	All key vocab from unit 1-4.	All key vocab from unit 1-4.
Opportunities for Reading	<p>Newspaper articles on cases in the media as well as articles on forensics</p>	<p>Newspaper articles on crime and punishment.</p>	<p>Newspaper articles on crime</p>	<p>Newspaper articles on crime and punishment</p>	<p>Newspaper articles on crime and punishment.</p> <p>Newspaper article on causes of crime.</p>	<p>Newspaper articles on crime and punishment</p>
Developing Cultural Capital	<p>Exposure to an understanding of how the criminal justice system works and how evidence is processed.</p>	<p>Exposure to understandings of different cultures and societies views of crimes</p>	<p>Exposure to understanding how crimes are punished and why.</p>	<p>Exposure to understanding how crimes are punished and why.</p>	<p>Discussions and exposure to different perspectives on the causes of crime.</p>	<p>Exposure to understanding how crimes are punished and why.</p>



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	Potential visit to court case.	Understanding of policies devised to prevent crime through look at legislation.	Application of knowledge to real life cases.			
Cross Curricular Links (Authentic Connections)	<p>Science – use of evidence within criminal cases.</p> <p>Literacy – through completion of practice controlled assessment tasks and final CA.</p>	<p>History – how laws are made</p> <p>Literacy – exam questions</p> <p>Law – how laws are made</p>	<p>Science – use of evidence within criminal cases.</p> <p>Literacy – through completion of exam questions</p>	<p>History – how laws are made, and crimes punished.</p> <p>Literacy – exam questions</p> <p>Law – crime and punishment</p>	See cross curricular links throughout the curriculum map.	See cross curricular links throughout the curriculum map.
Key Assessment	<p>Students will be assessed within lessons via questioning.</p> <p>End of learning outcome assessments</p> <p>Mock controlled assessment</p> <p>Controlled Assessment – worth 25% of final grade</p>	<p>Students will be assessed within lessons via questioning.</p> <p>Exam questions.</p> <p>Trial exam</p>	<p>Students will be assessed within lessons via questioning.</p> <p>Exam questions</p>	<p>Students will be assessed within lessons via questioning.</p> <p>Trial exam paper.</p>	<p>Students will be assessed within lessons via questioning.</p> <p>Range of past exam paper questions.</p> <p>External unit 4 exam.</p> <p>Potential resit of unit 2 exam.</p>	<p>Students will be assessed within lessons via questioning.</p> <p>Range of past exam paper questions.</p> <p>External unit 4 exam.</p> <p>Potential resit of unit 2 exam</p>