



**Criminology ENRICHMENT Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids**



Year 12	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39-week plans	<b><u>Unit 2 – Criminological theories</u></b>	<b><u>Unit 2 – Criminological Theories</u></b>	<b><u>Unit 2 – Criminological Theories</u></b> <b><u>Unit 1 – Changing Awareness of Crime</u></b>
<b>Key Retainable Knowledge &amp; Skills</b>	<p><b><u>Understand social construction of criminality</u></b></p> <ul style="list-style-type: none"> <li>• Criminal behaviour and deviance</li> <li>• Social construction of criminality</li> </ul> <p><b><u>Know theories of criminality</u></b></p> <ul style="list-style-type: none"> <li>• Biological theories</li> <li>• Sociological theories</li> <li>• Psychological theories</li> </ul> <p><b>Skills that will be developed are:</b></p> <ul style="list-style-type: none"> <li>• <b>Compare</b> Criminal behaviour and deviance</li> <li>• <b>Explain</b> Social construction of criminality</li> <li>• <b>Describe</b> Biological theories of criminality Individualistic theories of criminality Sociological theories of criminality</li> </ul>	<p><b><u>Causes of criminality</u></b></p> <ul style="list-style-type: none"> <li>• Analyse criminality</li> <li>• Evaluate effectiveness of theories of crime</li> </ul> <p><b><u>Understand causes of policy change</u></b></p> <ul style="list-style-type: none"> <li>• Use of theory in informing policy development</li> <li>• Social changes affecting policy development</li> <li>• Campaigns affecting policy making</li> </ul> <p><b>Skills that will be developed are:</b></p> <ul style="list-style-type: none"> <li>• <b>Analyse</b> Situations of criminality.</li> <li>• <b>Evaluate</b> Effectiveness of criminological theories to explain causes of criminality.</li> <li>• <b>Assess</b> The use for criminological theories in informing policy development</li> <li>• <b>Explain</b> How social changes affect policy development</li> <li>• <b>Discuss</b> How campaigns affect policy making</li> </ul>	<p><b><u>Revision of unit two content</u></b></p> <p><b><u>Unit 1 content - understand how crime reporting affects the public perception of criminality</u></b></p> <ul style="list-style-type: none"> <li>• Types of crime</li> <li>• Reasons that crime are underreported</li> <li>• Consequences of unreported crime</li> <li>• Media representation of crime</li> <li>• Impact of media representation</li> <li>• Methods of collecting crime data.</li> </ul> <p><b>Skills that will be developed are:</b></p> <ul style="list-style-type: none"> <li>• <b>Analyse</b> Different types of crime</li> <li>• <b>Explain</b> Reasons that certain crimes are unreported The consequences of unreported crime</li> <li>• <b>Describe</b> Media representation of crime</li> <li>• <b>Explain</b> The impact of the media representation on the public perception of crime</li> <li>• <b>Evaluate</b> Methods of collecting statistics about crime</li> </ul>



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<b>Key Technical Vocabulary</b>	Genetics, crime, deviance, social construction, strain theory, capitalism, labelling, self-fulfilling prophecy, individualistic, atavistic, endomorphic, ectomorphic, mesomorphic, social learning theory, psychodynamic, Id, superego, ego.	Genetics, strain theory, Capitalism, labelling, self-fulfilling prophecy, individualistic, atavistic, endomorphic, ectomorphic, Mesomorphic, social learning theory, psychodynamic, Id, superego, ego, norms, values, mores, zero tolerance, restorative justice.	Campaigns, hate crime, white collar crime, ripple effect Scapegoat, moral panic, stereotype, self-report studies, victim surveys, dark figure of crime.
<b>Opportunities for Reading</b>	BBC website - <a href="https://www.bbc.co.uk/">https://www.bbc.co.uk/</a>  Society section of the Guardian website - <a href="https://www.theguardian.com/society">https://www.theguardian.com/society</a>  Office for National Statistics website for the latest crime statistics: <a href="https://www.ons.gov.uk/">https://www.ons.gov.uk/</a>	BBC website - <a href="https://www.bbc.co.uk/">https://www.bbc.co.uk/</a>  Society section of the Guardian website - <a href="https://www.theguardian.com/society">https://www.theguardian.com/society</a>  Office for National Statistics website for the latest crime statistics: <a href="https://www.ons.gov.uk/">https://www.ons.gov.uk/</a>	Newspaper articles on campaigns  Articles on crimes within society.
<b>Developing Cultural Capital</b>	Discussions and exposure to different perspectives on the causes of crime.	Developing skills of analysis through application of theory to real life case studies.	Discussions and exposure to difference perceptions of crime within cultures. Understanding of the impact of politics in causing policies related to crime within society.
<b>Cross Curricular Links (Authentic Connections)</b>	<b>Geography</b> – how crimes are different in various countries.  <b>History</b> – how laws have changed over time.  <b>Psychology</b> – links to forensic psychology  <b>Biology</b> – scientific explanations of crime	<b>History</b> – impact of politics on laws within society relating to crimes.  <b>Psychology</b> – links to forensic psychology  <b>Biology</b> – scientific explanations of crime	<b>SMSC</b> links.  <b>Sociology</b> – understanding of crimes within society.  <b>History</b> – how laws have changed within society.  <b>RS</b> – impact of religion on reporting crime.
<b>Key Assessment</b>	Students will be assessed within lessons via questioning. Assessment will include a range of questions on both unit 2 content.  Trial exam.	Students will be assessed within lessons via questioning.  Trial exam.	Students will be assessed within lessons via questioning.  External exam.



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Year 13	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39-week plans	<b><u>Unit 1 – Changing Awareness of Crime</u></b>	<b><u>Unit 1 – Changing Awareness of Crime</u></b>	<b><u>Unit 2 – Revision</u></b>
<b>Key Retainable Knowledge &amp; Skills</b>	<p><b><u>Understand how crime reporting affects the public perception of criminality</u></b></p> <ul style="list-style-type: none"> <li>• Types of crime</li> <li>• Reasons that crime are underreported</li> <li>• Consequences of unreported crime</li> <li>• Media representation of crime</li> <li>• Impact of media representation</li> <li>• Methods of collecting crime statistics</li> </ul> <p><b><u>Understand how campaigns are used to elicit change</u></b></p> <ul style="list-style-type: none"> <li>• Compare campaigns for change</li> <li>• Effectiveness of media used in campaigns.</li> </ul> <p><b><u>Plan campaigns for change</u></b></p> <ul style="list-style-type: none"> <li>• Plan campaign for change relating to crime</li> <li>• Design materials</li> <li>• Justify the campaign</li> </ul> <p><b>Skills that will be developed are:</b></p> <ul style="list-style-type: none"> <li>• <b>Analyse</b> Different types of crime</li> <li>• <b>Explain</b> Reasons that certain crimes are unreported  The consequences of unreported crime</li> <li>• <b>Describe</b> Media representation of crime</li> <li>• <b>Explain</b></li> </ul>	<p><b><u>Plan campaigns for change</u></b></p> <ul style="list-style-type: none"> <li>• Plan campaign for change relating to crime</li> <li>• Design materials</li> <li>• Justify the campaign</li> </ul> <p><b><u>Controlled Assessment</u></b></p> <p><b><u>Revision of unit two content</u></b></p> <p><b>Skills that will be developed are:</b></p> <ul style="list-style-type: none"> <li>• <b>Plan</b> A campaign for change</li> <li>• <b>Design</b> Materials for use in campaigning for change</li> <li>• <b>Justify</b> A campaign for change</li> </ul>	<p><b><u>Revision of unit two content</u></b></p> <p>See unit two specific content in Y12.</p> <p><b>Skills that will be developed are:</b></p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Assessment</li> <li>• Examine</li> </ul> <p><b>Skills that will be developed are:</b></p> <ul style="list-style-type: none"> <li>• <b>Compare</b> Criminal behaviour and deviance</li> <li>• <b>Explain</b> Social construction of criminality  How social changes affect policy development</li> <li>• <b>Describe</b> Biological theories of criminality Individualistic theories of criminality Sociological theories of criminality</li> <li>• <b>Analyse</b> Situations of criminality.</li> <li>• <b>Evaluate</b> Effectiveness of criminological theories to explain causes of criminality.</li> </ul>



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	<p>The impact of the media perception on the public perception of crime</p> <ul style="list-style-type: none"> <li>• <b>Evaluate</b> Methods of collecting statistics about crime Effectiveness of media used in campaigns for change</li> <li>• <b>Compare</b> Campaigns for change</li> <li>• <b>Plan</b> A campaign for change</li> <li>• <b>Design</b> Materials for use in campaigning for change</li> <li>• <b>Justify</b> A campaign for change</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Assess</b> The use for criminological theories in informing policy development</li> <li>• <b>Discuss</b> How campaigns affect policy making</li> </ul>
<p><b>Key Technical Vocabulary</b></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>Campaign, hate crime, white collar crime, ripple effect, scapegoat, moral panic, stereotype, self-report studies, victim surveys, dark figure of crime.</p>	<p>See key vocab in Y12 map.</p>
<p><b>Opportunities for Reading</b></p>	<p>Newspaper articles on campaigns Articles on crimes within society.</p>	<p>Newspaper articles on campaigns Articles on crimes within society.</p>	<p>See opportunities for reading in Y12.</p>
<p><b>Developing Cultural Capital</b></p>	<p>Discussions and exposure to difference perceptions of crime within cultures. Understanding of the impact of politics in causing policies related to crime within society.</p>	<p>Discussions and exposure to difference perceptions of crime within cultures. Understanding of the impact of politics in causing policies related to crime within society.</p>	<p>Discussions and exposure to different perspectives on the causes of crime. Developing skills of analysis through application of theory to real life case studies. Discussions and exposure to difference perceptions of crime within cultures. Understanding of the impact of politics in causing policies related to crime within society.</p>



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<b>Cross Curricular Links</b> (Authentic Connections)	SMSC links. <b>Sociology</b> – understanding of crimes within society. <b>History</b> – how laws have changed within society. <b>RS</b> – impact of religion on reporting crime.	SMSC links. <b>Sociology</b> – understanding of crimes within society. <b>History</b> – how laws have changed within society. <b>RS</b> – impact of religion on reporting crime.	See cross curricular links in Y12 map.
<b>Key Assessment</b>	Students will be assessed within lessons via questioning. Mock controlled assessment for learning outcome 1.	Students will be assessed within lessons via questioning. Controlled assessment (worth 25% of final grade)	Students will be assessed within lessons via questioning. External exam for unit 2.