



**CRIMINOLOGY FULL COURSE 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>Unit 1 – Changing Awareness of Crime</b>	<b>Unit 2 – Criminological Theories</b>	<b>Unit 1 – Changing Awareness of Crime</b>	<b>Unit 2 – Criminological Theories</b>	<b>Unit 2 – Criminological Theories</b> <b>Unit 3 – Crime Scene to Court Room</b>	<b>Unit 2 – Criminological Theories</b> <b>Unit 4 – Crime and Punishment Room</b>
Key Retainable Knowledge & Skills	<p><b>Understand how crime reporting affects the public perception of criminality</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>Understand how campaigns are used to elicit change</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>Plan campaigns for change</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</li> </ul>	<p><b>Understand social construction of criminality</b></p> <ul style="list-style-type: none"> <li>Criminal behaviour and deviance</li> <li>Social construction of criminality</li> </ul> <p><b>Know theories of criminality</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> 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> <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>Plan campaigns for change</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>Controlled Assessment</b></p> <p><b>Revision of unit two content</b></p> <p><b>Skills that will be developed are:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Causes of criminality</b></p> <ul style="list-style-type: none"> <li>Analyse criminality</li> <li>Evaluate effectiveness of theories of crime</li> </ul> <p><b>Understand causes of policy change</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> Different types of crime</li> <li><b>Explain</b> Reasons that certain crimes are unreported</li> <li>The consequences of unreported crime</li> <li><b>Describe</b> Media representation of crime</li> <li><b>Explain</b></li> </ul>	<p><b>Revision of unit two content</b></p> <p><b>Unit 3 content:</b> <b>Understand the process of criminal investigations</b></p> <ul style="list-style-type: none"> <li>Roles of personnel involved in criminal investigations</li> <li>Techniques used in criminal investigations</li> <li>Criminal evidence</li> <li>Rights of individuals in investigation</li> </ul> <p><b>Skills that will be developed are:</b></p> <p>Evaluate The effectiveness of the role of personnel involved in criminal investigation.</p> <ul style="list-style-type: none"> <li><b>Assess</b> The usefulness of investigative techniques in criminal investigations</li> <li>Key influences affecting outcomes of cases</li> <li><b>Explain</b> How evidence is processed. Requirements of the CPS</li> <li><b>Examine</b> The rights of individuals in criminal investigations</li> <li><b>Describe</b></li> </ul>	<p><b>Revision of unit two content</b></p> <p><b>Unit 4 content</b> <b>Understand the criminal justice system in England and Wales</b></p> <ul style="list-style-type: none"> <li>Processes in law making</li> <li>Organisation of criminal justice system</li> <li>Models of criminal justice</li> </ul> <p><b>Skills that will be developed are:</b></p> <ul style="list-style-type: none"> <li><b>Describe</b> Processes used in law making</li> <li>The organisation of the criminal justice system, Models of criminals' justice</li> </ul>



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	<p>The consequences of unreported crime</p> <ul style="list-style-type: none"> <li><b>Describe</b> Media representation of crime</li> <li><b>Explain</b> The impact of the media perception on the public perception of crime</li> <li><b>Evaluate</b> Methods of collecting statistics about crime</li> </ul> <p>Effectiveness of meds used in campaigns for change</p> <ul style="list-style-type: none"> <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>			<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</li> </ul> <p>Effectiveness of meds used in campaigns for change</p> <ul style="list-style-type: none"> <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>	<p>Trial processes</p> <ul style="list-style-type: none"> <li><b>Discuss</b> Use of lay people in cases</li> </ul>	
<b>Key Technical Vocabulary</b>	<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, psychodynamic, Id, superego, ego, norms values, mores zero tolerance, restorative justice.</p>	<p>Crime scene investigators, forensics, crown prosecution service, pathologist’s surveillance, profiling eyewitness Testimonial, suspects witness, victims</p>	<p>Legislation, criminal justice system, precedent, probation sentencing, crime control, due process</p>
<b>Opportunities for Reading</b>	<p>Newspaper articles on campaigns Articles on crimes within society.</p>	<p>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></p>	<p>Newspaper articles on campaigns Articles on crimes within society.</p>	<p>BBC website - <a href="https://www.bbc.co.uk/">https://www.bbc.co.uk/</a> Society section of the Guardian website -</p>	<p>Newspaper articles on forensics and crime investigation professionals.</p>	<p>Newspaper articles on crime and punishment.</p>



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		Office for National Statistics website for the latest crime statistics: <a href="https://www.ons.gov.uk/">https://www.ons.gov.uk/</a>		<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>		
<b>Developing Cultural Capital</b>	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.	Discussion and exposure to how crime scenes are processed. Application of knowledge to case studies.	Exposure to understanding of how laws are made within the UK.
<b>Cross Curricular Links (Authentic Connections)</b>	<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>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  Biology – 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>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>Psychology</b> – forensics.	<b>History</b> – impact of laws/policy on society.
<b>Key Assessment</b>	Students will be assessed within lessons via questioning. Assessment will include a range of questions on both unit 1 and 2 content.  Mock controlled assessment for learning outcome 1.	Students will be assessed within lessons via questioning. Assessment will include a range of questions on both unit 1 and 2 content.  Trial exam.	Students will be assessed within lessons via questioning.  Controlled assessment (worth 25% of final grade)	Students will be assessed within lessons via questioning.  Trial exam.	Students will be assessed within lessons via questioning. Assessment will include a range of questions on criminal investigations.  External exam for unit 2.	Students will be assessed within lessons via questioning. Assessment will include a range of questions on crime and punishment.  External exam for unit 2.



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Year 13 (2020-2021 PROVISIONAL PLAN)	Term 1		Term 2		Term 3	
Unit(s) – As outlined in 39-week plans	<b>Unit 3 – Crime Scene to Court Room</b>	<b>Unit 4 – Crime and Punishment</b>	<b>Unit 3 – Crime Scene to Court room</b>	<b>Unit 4 – Crime and Punishment</b>	<b>Revision – unit 4</b> <b>Revision – unit 2</b>	<b>Revision – unit 4</b> <b>Revision – unit 2</b>
Key Retainable Knowledge & Skills	<p><b>Unit 3 content:</b> <b>Understand the process of criminal investigations</b></p> <ul style="list-style-type: none"> <li>Roles of personnel involved in criminal investigations</li> <li>Techniques used in criminal investigations</li> <li>Criminal evidence</li> <li>Rights of individuals in investigation</li> </ul> <p><b>Processes for prosecution of suspects</b></p> <ul style="list-style-type: none"> <li>Requirements of the crown prosecution service</li> <li>Trial processes</li> <li>Rules in relation to evidence in criminal cases</li> <li>Key influences affecting outcomes of cases</li> <li>Lay people</li> </ul> <p><b>Review criminal cases</b></p> <ul style="list-style-type: none"> <li>Examine information for validity</li> <li>Draw conclusions from information.</li> </ul>	<p><b>Understand the criminal justice system in England and Wales</b></p> <ul style="list-style-type: none"> <li>Processes in law making</li> <li>Organisation of criminal justice system</li> <li>Models of criminal justice</li> </ul> <p><b>Understand role of punishment in criminal justice system</b></p> <ul style="list-style-type: none"> <li>Forms of social control</li> <li>Aims of punishment</li> <li>Forms of punishment and how they meet the aims</li> </ul> <p><b>Skills that will be developed are:</b></p> <ul style="list-style-type: none"> <li><b>Describe</b> Processes used in law making</li> </ul> <p>The organisation of the criminal justice system,</p> <p>Models of criminal's justice</p> <ul style="list-style-type: none"> <li><b>Explain</b> Forms of social control</li> <li><b>Discuss</b> Aims of punishment</li> <li><b>Assess</b> How punishment meets aims of punishment</li> </ul>	<p><b>Review criminal cases</b></p> <ul style="list-style-type: none"> <li>Examine information for validity</li> <li>Draw conclusions from information.</li> </ul> <p><b>Controlled Assessment</b></p> <p><b>Unit 2 and 4 revision</b></p> <p><b>Skills that will be developed are:</b></p> <ul style="list-style-type: none"> <li><b>Evaluate</b> The effectiveness of the role of personnel involved in criminal investigation.</li> <li><b>Assess</b> The usefulness of investigative techniques in criminal investigations</li> <li><b>Explain</b> Key influences affecting outcomes of cases</li> <li><b>Explain</b> How evidence is processed.</li> <li><b>Examine</b> Requirements of the CPS</li> <li><b>Examine</b> The rights of individuals in criminal investigations</li> <li><b>Describe</b> Trial processes</li> <li><b>Discuss</b> Use of lay people in cases</li> </ul>	<p><b>Understand measures used in social control</b></p> <ul style="list-style-type: none"> <li>Role of agencies in social control</li> <li>Contribution of agencies to social control</li> <li>Limitation and effectiveness of agencies in social control.</li> </ul> <p><b>Unit 2 and 4 revision</b></p> <p><b>Skills that will be developed are:</b></p> <ul style="list-style-type: none"> <li><b>Explain</b> Role of agencies of social control</li> <li><b>Describe</b> Contribution of agencies to achieving social control</li> <li><b>Examine</b> Limitation of agencies in achieving social control</li> <li><b>Evaluate</b> Effectiveness of agencies in achieving social control</li> </ul>	<p><b>Revision of Crime and Punishment (all topics)</b></p> <p><b>Revision of Criminological Theories (if re-sitting) (all topics)</b></p> <p><b>Skills that will be developed are:</b></p> <ul style="list-style-type: none"> <li><b>Describe</b> Processes used in law making</li> </ul> <p>The organisation of the criminal justice system,</p> <p>Models of criminal justice</p> <p>Contribution of agencies to achieving social control</p> <ul style="list-style-type: none"> <li><b>Explain</b> Forms of social control</li> <li><b>Discuss</b> Aims of punishment</li> <li><b>Assess</b> How punishment meets aims of punishment</li> <li><b>Examine</b> Limitation of agencies in achieving social control</li> <li><b>Evaluate</b> Effectiveness of agencies in achieving social control</li> </ul>	<p><b>Revision of Crime and Punishment (all topics)</b></p> <p><b>Revision of Criminological Theories (if re-sitting) (all topics)</b></p> <p><b>Skills that will be developed are:</b></p> <ul style="list-style-type: none"> <li><b>Describe</b></li> <li><b>Explain</b></li> <li><b>Discuss</b></li> <li><b>Assess</b></li> <li><b>Examine</b></li> <li><b>Evaluate</b></li> <li><b>Analyse</b></li> <li><b>Compare</b></li> <li><b>Design</b></li> <li><b>Justify</b></li> </ul> <p>(all of these skills are listed on the curriculum plan for Y12 and Y13)</p>



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	<p><b>Skills that will be developed are:</b></p> <ul style="list-style-type: none"> <li> <p><b>Evaluate</b> The effectiveness of the role of personnel involved in criminal investigation.</p> </li> <li> <p><b>Assess</b> The usefulness of investigative techniques in criminal investigations</p> <p>Key influences affecting outcomes of cases</p> </li> <li> <p><b>Explain</b> How evidence is processed.</p> <p>Requirements of the CPS</p> </li> <li> <p><b>Examine</b> The rights of individuals in criminal investigations</p> <ul style="list-style-type: none"> <li> <p><b>Describe</b> Trial processes</p> </li> <li> <p><b>Discuss</b> Use of lay people in cases</p> </li> </ul> </li> </ul>					
<p><b>Key Technical Vocabulary</b></p>	<p>Full code test 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 case law, entrapment , witnesses, judiciary, lay people, juries, crime scene investigators, forensics crown prosecution service pathologists, surveillance</p>	<p>Rational ideology coercion, control theory, deterrence, retribution, rehabilitation, reparation, discharge, community sentences legislation, criminal justice system precedent, probation, sentencing, crime control, due process</p>	<p>Bias, currency, accuracy, evidence trial transcript, media reports judgements, law reports, miscarriage, just verdicts, safe verdict, just sentencing</p>	<p>Criminality, CPS, Judiciary, Probation Offenders, PCSOs. PCCs, environmental design gated lanes, ASBO, token economy, disciplinary procedures, institutional, repeat offender civil liberties</p>	<p>All key vocab from unit 1-4.</p>	<p>All key vocab from unit 1-4.</p>



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	profiling, eyewitness, testimonial, suspects Witness, victims					
<b>Opportunities for Reading</b>	Newspaper articles on cases in the media	Newspaper articles on crime and punishment.	Newspaper articles on forensics/criminal cases in the media.	Newspaper articles on crime and punishment	Newspaper articles on crime and punishment.	Newspaper articles on crime and punishment
<b>Developing Cultural Capital</b>	Exposure to an understanding of how the criminal justice system works and how evidence is processed.  Potential visit to court case.	Exposure to understandings of different cultures and societies views of crimes  Understanding of policies devised to prevent crime through look at legislation.	Exposure to an understanding of how the criminal justice system works and how evidence is processed.  Application of knowledge to real life cases.	Exposure to understanding how crimes are punished and why.	See education and beliefs topics.	See crime and family's topics.
<b>Cross Curricular Links (Authentic Connections)</b>	<b>Science</b> – use of evidence within criminal cases.	<b>History</b> – how laws are made	<b>Science</b> – use of evidence within criminal cases.	<b>History</b> – how laws are made, and crimes punished.	See cross curricular links throughout the curriculum map.	See cross curricular links throughout the curriculum map.
<b>Key Assessment</b>	Students will be assessed within lessons via questioning. Assessment will include a range of questions on processes for prosecution of suspects.  Mock controlled assessment.	Students will be assessed within lessons via questioning. Assessment will include a range of questions on crime and punishment.  There will also be a trial exam in this assessment window.	Students will be assessed within lessons via questioning.  Controlled assessment – worth 25% of final grade.	Students will be assessed within lessons via questioning.  Trial exam paper.	Students will be assessed within lessons via questioning. Range of past exam paper questions.  External unit 4 exam. Potential resit of unit 2 exam.	Students will be assessed within lessons via questioning. Range of past exam paper questions.  External unit 4 exam. Potential resit of unit 2 exam