

## Year 12 Criminology Curriculum Rationale

The course is naturally progressive throughout the 4 units, with some aspects of curriculum building throughout the 4 units. Therefore, we have chosen to follow the order of the units as planned in the Criminology specification. **Students start with Unit 1 content, preparing for their controlled assessment in December (25% of final qualification). Terms 3-4 are spent preparing for the Unit 2 exam in term 5 (25% of final qualification) and then term 6 introduces Unit 3.** Knowledge of what a crime is, types of crime and factors affecting the reporting and recording of crimes and introduced by one teacher as curriculum knowledge is naturally progressive in this area. Teacher 2 focuses on the second thread in this unit, looking and the impact of media reporting on perceptions of crime.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
Unit 1: Changing awareness of crime: Crime reporting  TEACHER 1: Term 1	1.1 Analyse different types of crime 1.2 Explain the reasons certain crimes are unreported 1.3 Explain the consequences of unreported crime 1.6 Evaluate methods of collecting statistics about crime	Introduces students to types of crime and the concept of a "moving" definition of crime. Students to look at issues relating to the reporting of crimes and be able to apply knowledge to scenarios in preparation for controlled assessment.	End of section practice timed responses using assessment criteria to prepare for demands of controlled assessment	Key word focus to develop literacy.  Students to apply knowledge to unfamiliar scenarios to build confidence and understanding and develop skills at explaining links  PSHE links through analysis of legal definitions and procedures and application to real life examples	Precision (work effectively within rules of the domain)  See alternative perspectives (take on views of others and deal with complexity and ambiguity)  VAAs - Enquiring	Homework set regularly for most lessons.  Further Reading: Individual research of related cases  Preparation of independent notes to use in controlled assessment as ongoing and regularly checked homework task

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
				FBV – Individual liberties/ self-responsibility linked to understanding the rule of law		
<p>Unit 1: Changing awareness of crime: Media representation and media campaigns</p> <p>TEACHER 2: Term 1</p>	<p>1.4 Describe media representation of crime</p> <p>1.5 Explain the impact of the media representation on the public perception of crime</p> <p>2.1 Compare campaigns for change</p> <p>2.2 Evaluate the effectiveness of media in campaigns for change</p>	<p>Students are introduced to key cases in the media and key knowledge about how media represents crimes and the impact of this and students make links to examples given</p> <p>Students then explore a range of media campaigns and then use focused areas to compare these</p> <p>Students then explore methods used to evaluate the effectiveness of these</p>	<p>End of section practice timed responses using assessment criteria to prepare for demands of controlled assessment</p>	<p>Key word focus to develop literacy.</p> <p>Students read a range of media sources to build literacy and explore literacy techniques used</p> <p>PSHE links to influence of media on perceptions and links to real life cases and the resulting social change in response</p> <p>FBV – respect for and tolerance for</p>	<p>Critical and Logical Thinking (ability to deduct, hypothesise, reason, seek supporting evidence)</p> <p>Intellectual confidence (articulate personal views based on evidence)</p> <p>VAA – Open Minded</p> <p>Precision- use of specific knowledge when describing legal changes and legislation</p>	<p>Homework set regularly for most lessons.</p> <p>Further Reading: Individual research of related cases</p> <p>Preparation of independent notes to use in controlled assessment as ongoing and regularly checked homework task</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
				those with different faith and beliefs linked to media representation of groups and impact on perceptions		
<p>3. Unit 1: Changing awareness of crime: Planning a campaign</p> <p>TEACHER 1 and 2 Term 2</p>	<p>3.1 Plan a campaign for change relating to crime</p> <p>3.2 Design materials for use in campaigning for change</p> <p>3.3 Justify a campaign for change</p>	<p>Students to work independently with structured guidance to plan a campaign to change the law. Students begin by planning time and activities, then follow their own plan to create resources and finally justify decisions made and critically assess own work</p>	<p>Use of assessment criteria to identify students success and areas for further development following production of campaign</p> <p>TERMINAL ASSESSMENT of UNIT 1 in December</p>	<p>Use of literary devices to persuade as a specific focus in preparing of campaign materials and use of language to justify choices.</p> <p>Numeracy developed through use of statistical evidence to justify decisions</p> <p>PSHE links thinking about impact of design decisions on</p>	<p>Complex and multi-step problem solving (break down a task, decide, then act)</p> <p>Fluent thinking (ability to generate ideas)</p> <p>Creativity- building confidence in own creative process</p>	<p>Students working autonomously throughout this section and use of independent study time to continue lesson work and develop resources</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
				behaviour of others  FBV – Understanding the rule of law through campaigning for changes		
Unit 2: Criminological theories: Biological theories  Teacher 1: Term 3	2.1 Describe biological theories of criminality  3.1 Analyse situations of criminality  3.2 Evaluate the effectiveness of criminological theories to explain the causes of criminality  4.1 Assess the use of biological theories in informing policy development	This unit logically follows a range of biological theories starting with description of theories, building with the application to unfamiliar scenarios and evaluating the theories. When theories have been explored, these will be developed further examining how they have influenced policy making and assessing the usefulness of this	Ongoing examination style questions with feedback in lessons and re-drafting.  End of term test covering all knowledge	Key word focus to develop literacy.  Students to practice written expression of theories with accuracy and clarity  PSHE links through understanding of motivations of behaviour and impact of biological factors on behaviour as	Critical and Logical Thinking (ability to evaluate using supporting evidence)  Metacognition- regular assessment of own knowledge gained and evaluation of revision techniques in order to develop this knowledge  Precision- explaining theories with accuracy	Homework set regularly for most lessons- independent revision and consolidation in preparation for exam

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
				well as critical thinking when evaluating theories  FBV – Individual liberties		
Unit 2: Criminological theories: Individualistic theories  Teacher 2- Term 3	2.2 Describe individualistic theories of criminality  3.1 Analyse situations of criminality  3.2 Evaluate the effectiveness of criminological theories to explain the causes of criminality  4.1 Assess the use of individualistic theories in informing policy development	This unit logically follows a range of individualistic theories starting with description of theories, building with the application to unfamiliar scenarios and evaluating the theories. When theories have been explored, these will be developed further examining how they have influenced policy making and assessing the usefulness of this	Ongoing examination style questions with feedback in lessons and re-drafting.  End of term test covering all knowledge	Key word focus to develop literacy.  Students to practice written expression of theories with accuracy and clarity  PSHE links through understanding of motivations of behaviour and impact of psychological factors on behaviour as well as critical thinking	Critical and Logical Thinking (ability to evaluate using supporting evidence)  Metacognition- regular assessment of own knowledge gained and evaluation of revision techniques in order to develop this knowledge  Precision- explaining theories with accuracy	Homework set regularly for most lessons- independent revision and consolidation in preparation for exam

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
				when evaluating theories  FBV –Individual Liberty		
Unit 2: Criminological theories: sociological theories  Teacher 2- Term 4	2.3 Describe sociological theories of criminality  3.1 Analyse situations of criminality  3.2 Evaluate the effectiveness of criminological theories to explain the causes of criminality  4.1 Assess the use of sociological theories in informing policy development	This unit logically follows a range of sociological theories starting with description of theories, building with the application to unfamiliar scenarios and evaluating the theories. When theories have been explored, these will be developed further examining how they have influenced policy making and assessing the usefulness of this	Ongoing examination style questions with feedback in lessons and re-drafting.  End of term test covering all knowledge	Key word focus to develop literacy.  Students to practice written expression of theories with accuracy and clarity  PSHE links through understanding of motivations of behaviour and impact of society on behaviour as well as critical thinking when evaluating theories	Critical and Logical Thinking (ability to evaluate using supporting evidence)  Metacognition- regular assessment of own knowledge gained and evaluation of revision techniques in order to develop this knowledge  Precision- explaining theories with accuracy	Homework set regularly for most lessons- independent revision and consolidation in preparation for exam

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
				FBV –Individual Liberty		
<p>Unit 2: Criminological theories: Social policy  Teacher 1- Term 4</p>	<p>1.1 Compared criminal behaviour with deviance 1.2 Explain the social construction of criminality 4.2 Explain how social changes affect policy development 4.3 Discuss how campaigns affect policy making</p>	<p>This section builds successfully on Unit 1 content. Students re-cap and extend knowledge of what a crime is and analyse how factors such as time and place shape the concept of a crime. Students explore how society changes and how this impacts on legislation changes</p>	<p>Ongoing examination style questions with feedback in lessons and re-drafting.  End of term test covering all knowledge</p>	<p>Key word focus to develop literacy.  Literacy- writing with accuracy and clarity in exam questions  Numeracy- use of percentages to demonstrate demographic changes  PSHE- Exploration of cultural differences in beliefs and the impact on legal differences exploring diversity. Further exploration of attitudes and morals and</p>	<p>Linking of previous knowledge to structure of society and culture  Empathy- developing understanding of impact of culture on beliefs  Precision- quoting legislative changes with accuracy</p>	<p>Homework set regularly for most lessons- independent revision and consolidation in preparation for exam</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
				<p>changes of these over time linked to legal changes</p> <p>FBV- rule of law linked to factors influencing legislation within society</p>		
<p>Unit 2: Criminological theories</p> <p>Teacher 1 and 2-term 5</p>	<p>Consolidation of knowledge and revision and exam skills in preparation for examination in May</p>	<p>Student led preparation and confidence building in anticipation of external exam</p>	<p>Exam practice and re-drafting to ensure automaticity of exam response</p>	<p>Literacy- written exam style responses and improving accuracy of this</p> <p>PSHE links to emotional resilience in exam preparation</p>	<p>Automaticity- examination responses</p>	<p>Ongoing revision and preparation for exam</p>
<p>Unit 3: Crime scene to court room</p> <p>Teacher 1 and 2-Term 6</p>	<p>Introduction of key personnel and processes used when gathering evidence for a trial</p>	<p>Introduction of range of personnel via range of real life cases coupled with independent research to be able to understand the</p>	<p>End of section practice timed responses using assessment criteria to prepare for demands of</p>	<p>Literacy- writing to meet the demands of assessment criteria. Writing detail in a concise manner</p>	<p>Precision (work effectively within rules of the domain)</p> <p>Analysing- breaking down details of a case in order to determine role</p>	<p>Extension research into relevant cases and exploration of own cases to individualise notes which are prepared ready for use in the controlled assessment</p>



Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
		role of key personnel in a criminal investigation and be able to evaluate each of these in turn using criteria of cost, availability and expertise	controlled assessment	PSHE- range of real life cases explored looking at human error as well as links to careers within criminal investigations and specific requirements for these roles	and limitations of personnel and their impact on the success of the case	