



Curriculum Plan Criminology



Year 12	Golden Threads: Complexity of crime, limits of crime data, construction of crime and deviance,			Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum
	Topics & Substantive knowledge	Assessment	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
Term 1	UNIT 1 – CHANGING AWARENESS OF CRIME AC1.1 Analyse different types of crime: white collar (organised, corporate, professional); moral; state (human rights); technological (e-crime); individual (hate crime, honour crime, domestic abuse). AC1.4 Describe media representation of crime: newspaper; television; film; electronic gaming; social media; music. AC1.5 Explain the impact of media representations on the public perception of crime: 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.		Analysis through: criminal offences; types of victim & offender; level of public awareness; deviance and/or criminality. Apply examples of fictional and factual representation of crime. Apply examples and theories to media portrayal of criminality.		tinyurl.com/CrimKW01	
	AC1.2 Explain the reasons that certain crimes are unreported: personal (fear, shame, disinterest, not affected); social and cultural (lack of knowledge, complexity, lack of media interest, lack of current public concern). AC1.3 Explain the consequences of unreported crime: ripple effect; cultural; decriminalisation; police prioritisation; unrecorded crime; cultural change; legal change; procedural change. AC1.6 Evaluate methods of collecting statistics about crime: reliability; validity; ethics of research; strengths and limitations; purpose of research. Home Office statistics and Crime Survey for England and Wales. AC2.1 Compare campaigns for change: policy; law; priorities of agencies; funding; awareness; attitude.		Apply reasons to different types of crime: common assault; domestic abuse; vandalism; rape; perceived victimless crimes. Assess consequences through positive and negative aspects on individuals and society. Apply evaluation criteria to present strengths and limitations of the two methods of collecting information.			



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			Compare effectiveness of campaigns in achieving their objectives, with reference to own planned campaign.			
Term 2	AC3.1 Plan a campaign for change relating to crime: aims and objectives; justification of choice of campaign; target audience; methods to be used; materials to be used; finances; timescales; resources needed. AC3.2 Design materials for use in campaigning for change: 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. UNIT 2 – CRIMINOLOGICAL THEORIES AC1.2 Explain the social construction of criminality: how laws change from 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.	Internal Assessment – w/c 9 th Dec	Identify appropriate campaign. Produce comprehensive plan of action. Consider design of materials: leaflets; advertisements; posters; blogs; social network pages.	Confusion between plan and justification of the campaign and of the media/methods		Unit 1 – media and campaigns for change contribute to social constructions of criminality and unreported crime.
	AC2.2 Evaluate the effectiveness of media used in campaigns for change: blogs; viral messaging; social networking; advertising; radio; television; film; documentary; word of mouth; events; print. AC3.3 Justify a campaign for change: presentation of a case for action; use of evidence in support of a case; use of persuasive language. UNIT 2 – CRIMINOLOGICAL THEORIES AC1.1 Compare criminal behaviour and deviance: criminal (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).		Weigh up strengths and limitations of specific materials used in promoting campaigns. Justify the approach and the need for a campaign for change. Outline: how criminality and deviance is defined; acts that are criminal; acts that are deviant; acts that are both criminal and deviant; the implications of committing a criminal and/or deviant act.		tinyurl.com/CrimKW02	Unit 1 – impact of reporting on public perceptions.
Term 3	AC2.1 Describe biological theories of criminality: genetic theories; physiological theories. AC3.2 Evaluate the effectiveness of biological theories to explain causes of criminality AC2.2 Describe individualistic theories of criminality: learning theories; psychodynamic; psychological theories.	Internal Assessment – w/c 9 th Dec	Apply theories to criminality. Evaluate the strengths and weaknesses of theories when explaining crime. Apply theories to criminality.	Merton was NOT a Marxist and strain theory is a Functionalist idea because it was about common norms and values of striving for the American Dream, and he didn't blame capitalism as a Marxist would.		



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	AC2.2 Describe sociological theories of criminality: social structure; interactionism; realism. AC3.2 Evaluate the effectiveness of sociological theories to explain causes of criminality AC3.1 Analyse situations of criminality using sociological theories: different types of crime; individual criminal behaviour.		Apply theories to criminality. Evaluate the strengths and weaknesses of theories when explaining crime. Analyse criminal behaviour through application of theory: crimes against person / property; white collar; corporate.	Institutional racism does NOT mean all the police are racist.	Unit 1 – types of crime.
Term 4	AC3.2 Evaluate the effectiveness of individualistic theories to explain causes of criminality AC3.1 Analyse situations of criminality using biological theories: different types of crime; individual criminal behaviour. AC3.1 Analyse situations of criminality using individualistic theories: different types of crime; individual criminal behaviour. AC4.1 Assess the use of biological theories in informing policy development: informal policy making; formal policy making; crime control policies; state punishment policies. AC4.1 Assess the use of individualistic theories in informing policy development: informal policy making; formal policy making; crime control policies; state punishment policies.	Question 3, 2019 paper – w/c 3 Mar	Evaluate the strengths and weaknesses of theories when explaining crime. Analyse criminal behaviour through application of theory: crimes against person / property; white collar; corporate. Apply theory to development of policy: penal populism; zero tolerance; CCTV; restorative justice; multi-agency approach.		
	AC4.1 Assess the use of sociological theories in informing policy development: informal policy making; formal policy making; crime control policies; state punishment policies. AC4.2 Explain how social changes affect policy development: social values, norms and mores; public perception of crime; structure of society; demographic changes; cultural changes. AC4.3 Discuss how campaigns affect policy making: newspaper campaigns; individual campaigns; pressure group campaigns.	Question 3, 2019 paper – w/c 10 Mar	Apply theory to development of policy: penal populism; zero tolerance; CCTV; restorative justice; multi-agency approach. Apply key concepts to changes in the policies highlighted as part of AC4.1. Apply case studies to the policies highlighted as part of AC4.1.		Unit 1 – campaigns for change.
	Revision and resits	Question 2, 2019 paper – w/c 22 Apr			
Term 5	Revision and resits	Unit 2 mock paper w/c 5 May			
Term 6	UNIT 3 – CRIME SCENE TO COURTROOM AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations: crime scene investigators; forensic specialists;		Consider effectiveness in the context of potential limitations; cost; expertise; availability.	tinyurl.com/CrimKW03	



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	forensic scientists; police officers/detectives; Crown Prosecution Service (CPS); pathologist; other investigative agencies, e.g. Serious and Organised Crime Agency, HM Revenue & Customs. AC1.3 Explain how evidence is processed: types of evidence (physical & testimonial); process (collection, transfer, storage, analysis, personnel involved).		Apply case studies to explore processing of evidence.			
	UNIT 3 – CRIME SCENE TO COURTROOM AC1.2 Assess the usefulness of investigative techniques in criminal investigations: forensic; surveillance; profiling; intelligence databases; interview techniques – eye witness interviews, expert interviews. AC1.4 Examine the rights of individuals in criminal investigations: suspects; victims; witnesses.		Apply techniques to criminal investigations: situations (crime scene, laboratory, police station, 'street'); types of crime (violent crime, e-crime, property crime). Consider rights from investigation through to appeal.			