



Curriculum Plan Criminology



Year 13	Golden Threads: Role of institutions and power, effectiveness of agencies.			Enrichment: Crime Scene Day in November to review elements across Unit 3		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 3 – CRIME SCENE TO COURTROOM AC2.1 Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects: charging role – Criminal Justice Act 2003; Prosecution of Offences Act 1985; Full Code Test. AC2.2 Describe trial processes: pre-trial; bail; roles; plea bargaining; courts; appeals.		Explain the evidential and public interest tests in the decision to prosecute. Outline each stage including roles of personnel.		tinyurl.com/CrimKW03	
	UNIT 3 – CRIME SCENE TO COURTROOM AC2.5 Discuss the use of laypeople in criminal cases: juries; magistrates. AC3.1 Examine information for validity: bias; opinion; circumstances; currency; accuracy.		Discuss the strengths and weaknesses of both groups. Review evidence, trial transcripts, media reports and judgements against the criteria.			
Term 2	AC2.3 Understand rules in relation to the use of evidence in criminal cases: relevance and admissibility; disclosure of evidence; hearsay rule and exceptions; legislation and case law. AC2.4 Assess key influences affecting the outcomes of criminal cases: evidence; media; witnesses; experts; politics; judiciary.	Internal Assessment – w/c 16 th Dec	Outline how evidence is used in court.			
	AC3.2 Draw conclusions from information: just verdicts; miscarriage; safe verdict; just sentencing.		Assess the impact of each factor on the outcome of a case. Analyse evidence, trial transcripts, media reports and judgements. Base conclusions on reasoned evidence.			
Term 3	UNIT 4 – CRIME AND PUNISHMENT AC2.1 Explain forms of social control: internal forms (rational ideology, tradition, internalisation of social rules and morality); external forms	Exam questions presented as part of T&L; cannot do a complete paper	Apply theory to different forms of social control.		tinyurl.com/CrimKW04	Unit 2 – Criminological theories. Units 1-3 – situations of crime.



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	(coercion. fear of punishment); control theory reasons for abiding by the law).	until all content covered.	Consider agencies (government-sponsored agencies – police, CPS, judiciary, prisons, probation – charities, pressure groups) and the role that they play.			Unit 3 – agencies and personnel.
	AC3.1 Explain the role of agencies in social control: aims and objectives; funding; philosophy; working practices (types of criminality, types of offenders, reach – local, national). UNIT 4 – CRIME AND PUNISHMENT AC1.1 Describe processes used for law making: government processes; judicial processes. AC1.2 Describe the organisation of the criminal justice system in England and Wales: police; law creation; courts; formal punishment; relationships.		Outline the legislative process and the role of judges in making criminal law. Outline the organisations and role of agencies involved in criminal justice. Consider the relationships between agencies and the extent of cooperation that exists.			Unit 1 – campaigns for change in policy. Unit 3 – Review of verdicts in criminal cases. Unit 3 – Process to obtain verdicts in criminal cases. Roles of personnel and agencies.
Term 4	AC3.2 Describe the contribution of agencies to achieving social control: environmental (design, gated lanes); behavioural (ASBO, token economy); institutional; disciplinary procedures (rule making, staged/phased); gaps in state provision. AC3.3 Examine the limitations of agencies in achieving social control: repeat offenders/recidivism; civil liberties and legal barriers; access to resources and support; finance; local and national policies; environment; crime committed by those with moral imperatives.		Outline the range of techniques. Examine the contribution of each. Describe the limitations and the implications of them.			Unit 1 – policy and campaigns. Unit 2 – Criminological theories. Unit 3 – Processes used to bring an accused to justice.
	AC1.3 Describe models of criminal justice: due process; crime control. AC2.2 Discuss the aims of punishment: retribution; rehabilitation; deterrence (prevention of reoffending, deterrence of others from committing similar crimes); public protection; reparation.		Outline the theories of the two models. Apply theory to each aim of punishment.			Unit 2 – Criminological theories. Unit 3 – Review of verdicts.
Term 5	AC3.4 Evaluate the effectiveness of agencies in achieving social control: government sponsored agencies (police, CPS, judiciary, prisons, probation); charities; pressure groups.	Unit 4 mock paper w/c 5 May	Draw together learning to consider successes and failures of the agencies.			Unit 3 – types of evidence. Unit 3 – evaluating information.
	AC2.3 Assess how forms of punishment meet the aims of punishment: imprisonment; community; financial; discharge.		Base conclusions on evidence.			Units 1-3 – synoptic links throughout.