



NOTTINGHAM GIRLS' ACADEMY

Criminology Curriculum

Purpose of Study

Students will set themselves up with a basis of knowledge for any Criminology based role such as a police officer, probation officer, Forensic psychologist etc. They will gain the ability to conduct research and learn what it takes to work alongside other law enforcement agencies such as governmental organisations and legal firms. The content is significant for comprehending criminal behaviour in society; pupils will learn the social and psychological factors that cause people to commit crimes. Pupils will be provided with this knowledge by focussing on comparing and contrasting different perspectives and policies that have been created in order to reduce crime levels within society. In today's climate this type of role should not be taken for granted, not only does it contribute to reducing levels of crime, it also aims to eradicate societies fear of crime. If individuals become more aware and able to deal with the problems that exist, then society's members can become comfortable living in an increasingly populated diverse society.

Aims

The first mandatory unit will enable the learner to demonstrate understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported.

The second mandatory unit will allow learners to gain an understanding of why people commit crime, drawing on what they have learned in Unit 1.

The third mandatory unit will provide an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.

In the final mandatory unit, learners will apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy. Each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. The applied purpose demands learning related to authentic case studies. It also requires learners to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment. The applied purpose will also allow learners to learn in such a way that they develop:

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts

Curriculum-at-a-Glance: Criminology

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 12 UNIT 1 (2 pw)	Changing awareness of crime	Changing awareness of crime	Changing awareness of crime	Assessment preparation and completion	Assessment completion	Assessment completion
Year 12 UNIT 2 (3 pw)	Criminological theories- Sociological and psychological	Criminological theories- Biological	Criminological theories- evaluation	Exam preparation and revision activities	Exam preparation and revision activities	Unit 3 introduction
Year 13	Crime scene to courtroom	Crime scene to court room	Crime and punishment	Crime and punishment	Revision for exam Exam 21 st May 2020	

Medium Term Plan: Criminology

Year 12 Criminology

Knowledge, Qualifications and Assessment

What pupils will study during Year 12 our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods (Approx)	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
1 Changing awareness of crime	90	Completed controlled assessment	Ability to analyse different types of crime Using examples Explanations of unreported crimes Consequences of unreported crime Media representation of crime Impact of media representations on public perception Methods of collecting statistics Comparing campaigns for change Effectiveness of media used in campaigns for change Plan a campaign for change Design materials for a campaign Justify a campaign for change	First unit studied
2 Criminological theories	90	Exam unit – May	Criminal and deviant behaviour Social construction of criminality	Unit 1; synoptic links to the following:

			Biological, Individualistic, Sociological theories of crime Situations of criminality Effectiveness of theories Policy development Social changes affecting policy development Campaigns affecting policy making.	Public perceptions of crime and deviance. Media and campaigns for change. Moral panic. Stereotyping of criminals. Types of punishment.
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Year 13 Criminology

Knowledge, Qualifications and Assessment

What pupils will study during Year 13 our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
Unit 3- Crime scene to court room	90	Controlled assessment linked to a given brief detailing an alleged crime.	Students learn about personnel involved in investigating a crime and the techniques used. They should evaluate the effectiveness of each role in relation to cost, expertise and availability. Students also learn about the different techniques required to solve crime and evaluate their usefulness in an investigation. Students learn about the two different types of evidence and how it is processed.	Students will relate back to the roles and who is likely to carry out the investigative techniques. Students reflect back on the role of the CPS in investigations.

			Students examine the rights of suspects, victims and witnesses from the beginning of the case through to appeal.	
Unit 4- Crime and punishment	90	Students are working towards an exam in May. They will complete appropriate practice questions on each section to test understanding. Mock exam- November. 1hr 45 mins.	Students describe the processes involved in law making and analyse how the criminal justice system works in the UK. Pupils look at who is involved in the criminal justice system, the types of punishments that exist and the aims of each. Theory is also relevant here however different approaches such as crime control and due process model need to be analysed. Students should evaluate the effectiveness of agencies in achieving social control	Students should relate this to the review of verdicts in Unit 3 and campaigns and changes in Unit 1. Links to criminal processes in unit 3 and personnel involved. They can also draw on their knowledge of campaigns and changes in unit 1. Regular review of knowledge related to previous units will take place, retrieval grids and other effective starters will be used for this. Students are expected to apply their understanding of criminological theories from unit 2 in their examination of the limitations and draw on their understanding of policy and campaigns from unit 1.

Qualities

During Year 12 and 13, pupils will have opportunities to develop the following BUILD qualities:

BUILD Quality	How the Year 12 and 13 Criminology curriculum contributes to developing this quality:
Respect	Talked about in terms of job roles and treatment of emergency services/Police and SOCO's as first at crime scenes. Respect within communities covered in campaigns section and crime control suggestions.
Kindness	Reminded about the necessity for kindness when completing this type of employment. Particularly when working with victims of crime, children, people with learning disabilities and other vulnerable victims/families.
Tolerance	Within communities, 'lack of' contributing to crime, particularly in poorer areas. Racism regularly referred to and disability referred to in the contexts of victims, court processes and theories of crime (Physiological).

Resilience	Importance of resilience in Criminology roles discussed. Resilience when imprisoned, particularly miscarriages of justice.
Creativity	Presentation of work and display work. Some theories lend themselves to diagrammatic representation, students encouraged to make notes including images – Bobo Doll, Freud’s Ice Berg.
Positivity	Approach to majority of roles explained, positive approach due to nature of the work – could be easily negative and affect mental health. Idea of ‘not taking work home with you’, discussions about roles and personal relationship breakdowns.
Integrity	Nature of subject, integrity in terms of evidence and statements taken by victims/perpetrators. Opportunities to watch perpetrators interviews/body language.
Aspiration	Vocational content giving them skills that are transferable to the workplace. Content of a variety of roles explored specifically in unit 2, roles are evaluated and limitations identified. Work experience in a relevant area available.
Empathy	Particular reference to victims of crime and victims of injustice. Also included in content is victims’ families and repercussions.

Skills
During Year 12 and 13, pupils will have opportunities to develop the following wider skills:

Skill Area	How the Year 12 and 13 Criminology curriculum contributes to developing this skill area:
Literacy & Numeracy	Students have opportunities to write regularly, Use of key terms and glossary icons aid understanding of technical language. Numeracy concepts such as logical progression of crime scene process. High level of written communication required to gain top grades in both exam and controlled assessment
Communication	Students recognise and understand the necessity for varied types of communication, communication will differ with the type of crime/criminal, recognition of biological theories – learning difficulties and disabilities and the possible need for translators/sign language communicators.
Problem Solving	Looking at crime scenes, observing the process and identifying problems, short cuts and solutions. (All units), Unit 2 – theories are evaluated – problems identified in general application of the theories and whether they are still relevant. Students have to apply the knowledge they have learnt to a case study provided linking what they have written to it for the controlled assessment
Leadership	Students expand their skills and contribute verbally to the lesson, strengths in leadership will be identified and encouraged. Students can lead short activities with the remaining group members.

Collaboration	Students work together to produce presentations of personnel involved in criminal cases and techniques used.
Metacognition	Learning opportunities available in every lesson, concrete examples aid understanding of the theories in unit 2, e.g., biological theories/twin theories – Kray Twins.
Physical, Practical and Technical	Technical language used every lesson. Technical process in unit 3 – crime scene to courtroom. Practical element in unit 1 – students design and make t-shirts for campaigns for change and other marketing materials.
Digital Literacy	Use of laptops as applicable, watching relevant online content e.g., Fred and Rose West documentary. Research – Unit 3 particularly when investigating roles in the crime scene process. Project in unit 1 involves designing a crime awareness campaign; online materials and programmes are used.

Enrichment

During Year 13, the following events, visits, and trips will enrich the Criminology curriculum:

Event, Visit or Trip	Linked unit(s) of study	How the event, visit or trip enriches the curriculum:
<i>Possible visit to the courts</i>	Unit 3 crime scene to court room	Real life experience of the courtroom.
Prison officer presentation.	Units 3 and 4.	Real life experience of the prison system.