


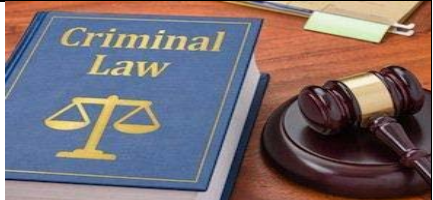




Key Stage 5 Curriculum Journey:

The curriculum in the Criminology department at Ashlawn seeks to teach learners the effects of crimes which are not being reported and why the media produce an endless stream of news about real-life crime as well as fictional portrayals in crime dramas considering the media have been accused of distorting and sensationalising crime. As learners move through this unit, they learn a range of different criminological theories that aim to explain criminality and case studies are examined to see how these theories can be applied to different criminals and types of crimes.

THE YEAR 12 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2 & 3	HALF TERM 4	HALF TERM 5
Topic and learning focus	 <p>LO1: Understand how crime reporting affects the public perception of criminality</p>	 <p>LO2: Understand how campaigns are used to elicit change. LO3: Plan campaigns for change relating to crime</p>	 <p>LO1: Understand social constructions of criminality LO2: Know theories of criminality. LO3: Understand causes of criminality</p>	 <p>LO4: Understand causes of policy change Exam preparation - revision and practice</p>
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> What is a crime? Identify what is a crime and give reasons why these crimes may go unreported. 	<ul style="list-style-type: none"> What is a campaign? Why are campaigns for change used? Identify why individuals would use campaigns. 	<ul style="list-style-type: none"> Identify criminal behaviour Identify deviant behaviour Identify the meaning of 'Social Construct' 	<ul style="list-style-type: none"> Know the central elements of each topic.
Core Knowledge and skills	<ul style="list-style-type: none"> Explain different types of crime and explain the reasons that certain crimes are unreported. 	<ul style="list-style-type: none"> Understand what a campaign is and plan a campaign for change relating to crime. Compare campaigns for change. 	<ul style="list-style-type: none"> Explain the social construction of criminality Compare criminal and deviant behaviour Identify biological, individualistic and sociological theories 	<ul style="list-style-type: none"> Explain how social changes affect policy development
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Analyse different types of crimes. Explain the consequences of unreported crime. Describe media representation of crime 	<ul style="list-style-type: none"> Design materials for use in campaigning for change. Evaluate the effectiveness of media used in campaigns for change. 	<ul style="list-style-type: none"> Describe biological, individualistic and sociological theories. Understand situations of criminality 	<ul style="list-style-type: none"> Discuss how campaigns affect policy making
Complex Knowledge	<ul style="list-style-type: none"> Explain the impact of media representations on the public perception of crime. Evaluate methods of collecting statistics about crime. 	<ul style="list-style-type: none"> Justify a campaign for change. 	<ul style="list-style-type: none"> Analyse situations of criminality Evaluate the effectiveness of criminological theories to explain causes of criminality 	<ul style="list-style-type: none"> Assess the use of criminological theories in informing policy development




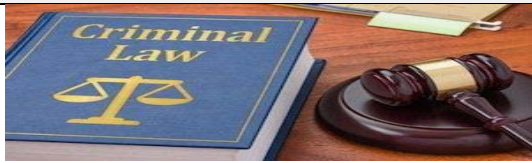


Literacy (including reading)	Knowing how to apply key criminology terminology. Explaining the different types of crime and comparing the reasons why they go unreported.	Knowing how to apply key criminology terminology. Developing a synoptic written style. Justifying their campaign for change and why it is relevant within today's society.	Knowing how to apply key criminology terminology. Comparing criminal and deviant behaviour alongside the differences in theories explaining criminality.	Knowing how to apply key criminology terminology. Developing a synoptic written style.
Cultural Capital	Students develop empathy for the victims of crime.	Encouraging students to empathise with others experiences and cultural expectations to help develop an understanding of others life styles and life chances.	Encouraging students to empathise for offenders' life chances and styles.	Students develop empathy for victims and their reasons behind campaigning for change.
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> The influence of culture, norms and values. Pupils develop an awareness of right and wrong in the context of the criminal justice system. 	<ul style="list-style-type: none"> Ability to be reflective on others' life chances and upbringings 	<ul style="list-style-type: none"> The influence of culture, norms and values. 	<ul style="list-style-type: none"> Ability to be reflective on others' life chances and upbringings
Fundamental British Values	<ul style="list-style-type: none"> Mutual respect – different attitudes between the media and publics relationships with one another. 	<ul style="list-style-type: none"> Rule of law-role of the criminal justice system and how campaigns can influence parliament. 	<ul style="list-style-type: none"> Individual liberty - independent thinking and learning to be encouraged when reviewing criminal cases. 	<ul style="list-style-type: none"> British values is an ideological perspective operating across all criminological principles.
Assessment	<p>4 marks 'Analyse two different types of crime identified in the brief' 'Explain two reasons why the crimes within the brief are unreported' 'Explain the consequences of unreported crimes in which you have identified from the brief'</p> <p>6 marks 'Describe media representation of crime' 'Explain the impact of media representations on the public perception of crime'</p>	<p>10 marks 'Compare campaigns for change' 'Plan a campaign for change relating to crime'</p> <p>15 marks 'Evaluate the effectiveness of media used in campaigns for change' 'Justify a campaign for change'</p> <p>20 marks 'Design materials for use in campaigning for change'</p>	<p>6 marks Describe how learning theories explain criminality. Describe how physiological theories explain criminality.</p> <p>8 marks Evaluate the effectiveness of a range of individualistic theories to explain causes of criminality. Evaluate the effectiveness of a range of biological theories to explain causes of criminality.</p>	<p>A series of timed questions on all components and covering all assessment objectives.</p> <p>Model answers made available.</p> <p>Feedback and redrafting.</p>



Key Stage 5 Curriculum Journey:

The curriculum in the Criminology department at Ashlawn seeks to teach learners about the criminal justice system and building on from their previous learning of criminological theories and awareness of crime. As learners move through this unit, they will be in a position to review criminal cases, evaluate the evidence and the trial process, and decide for themselves whether the verdict reached by a court is safe and just. Students will also be in a position to evaluate how effective the different agencies are in achieving social control and ensure that society's members obey the law.

THE YEAR 13 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2 & 3	HALF TERM 4	HALF TERM 5
Topic and learning focus				
	LO1: Understand the process of criminal investigations	LO2: Understand the process for prosecution of suspects LO3: Be able to review criminal cases	LO1: Understand the criminal justice system in England and Wales LO2: Understand the role of punishment in a criminal justice system	LO3: Understand measures used in social control Exam preparation - revision and practice
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> Understand the different roles of personnel involved in criminal investigations. 	<ul style="list-style-type: none"> Understand the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects Understand a range of case studies. 	<ul style="list-style-type: none"> Understand who the government and judiciary are. 	<ul style="list-style-type: none"> Know the central elements of each topic.
Core Knowledge and skills	<ul style="list-style-type: none"> Explain how evidence is processed and understand the rights of individuals in criminal investigations 	<ul style="list-style-type: none"> Describe trial processes Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects Understand the following information for validity: evidence, trial transcripts, media reports, judgements and law reports. 	<ul style="list-style-type: none"> Describe processes used for law making. Understand the parliamentary stages of a bill. Describe the organisations within the criminal justice system. Explain forms of social control (internal and external) 	<ul style="list-style-type: none"> Explain the role of agencies in social control. Explore the different skills approaches to access examination questions.
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Evaluate the effectiveness of the roles of personnel involved in criminal investigations 	<ul style="list-style-type: none"> Understand rules in relation to the use of evidence in criminal cases Discuss the use of lay people in criminal cases Examine the following information for validity: evidence, trial transcripts, media reports, judgements and law reports. 	<ul style="list-style-type: none"> Understand judicial precedent and statutory interpretation. Describe the main agencies of the criminal justice system and their relationships with one another. 	<ul style="list-style-type: none"> Describe the contribution of agencies in achieving social control Understand the limitations of agencies in achieving social control.



	<ul style="list-style-type: none"> Examine the rights of individuals in criminal investigations 	<ul style="list-style-type: none"> Draw conclusions from information including safe verdicts, unsafe verdicts and miscarriages of justice. 	<ul style="list-style-type: none"> Discuss the aims of punishment i.e. retribution, rehabilitation, deterrence, public protection and reparation. 	
Complex Knowledge	<ul style="list-style-type: none"> Assess the usefulness of investigative techniques in criminal investigations 	<ul style="list-style-type: none"> Assess key influences affecting the outcomes of criminal cases Examine the following information for validity: evidence, trial transcripts, media reports, judgements and law reports and examine the validity of the above information in terms of bias, opinion, circumstances, currency and accuracy 	<ul style="list-style-type: none"> Discuss the relationships between the justice agencies. Assess how forms of punishment meet the aims of punishment. Evaluate the two models of criminal justice (crime control model and due process model). 	<ul style="list-style-type: none"> Examine the limitations of agencies in achieving social control. Evaluate the effectiveness of agencies in achieving social control. Evaluate synoptic elements of the course and how key terminology can be applied across all areas of criminology.
Literacy (including reading)	<p>Knowing how to apply key criminology terminology. Comparison of personnels involved in criminal investigations – being able to identify similarities and differences. Comparison of the different investigative techniques and examining their usefulness.</p>	<p>Knowing how to apply key criminology terminology. Developing a synoptic written style. Comparison of criminal case studies and being able to identify the similarities and differences within how these cases were handled by different agencies.</p>	<p>Knowing how to apply key criminology terminology.</p>	<p>Knowing how to apply key criminology terminology. Developing a synoptic written style Comparison of perspectives and ideas - being able to identify strengths and weaknesses.</p>
Cultural Capital	<p>Students develop empathy for the roles that different personnels have within the criminal justice system.</p>	<ul style="list-style-type: none"> Encouraging students to empathise with others experiences and cultural expectations to help develop an understanding of others life styles and life chances. 	<ul style="list-style-type: none"> Encouraging students to empathise with others experiences and cultural expectations to help develop an understanding of others life styles and life chances. 	<ul style="list-style-type: none"> Students develop empathy with others' experiences and develop an understanding of others' life chances.
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> Appreciate the role of the British parliamentary system. Knowledge of Britain's democracy and this has shaped values and attitudes towards crime 	<ul style="list-style-type: none"> The influence of culture, norms and values. Ability to be reflective on others' life chances and upbringings. 	<ul style="list-style-type: none"> Understand the consequence of their behaviour and actions in the context of crime. Pupils develop an awareness of right and wrong in the context of the criminal justice system. 	<ul style="list-style-type: none"> Mutual respect – different attitudes to the nature of the law and policing Ability to be reflective on the criminal justice agencies and their role within the justice system and how they achieve social control.



	prevention and punishment.			
Fundamental British Values	<ul style="list-style-type: none"> • Rule of law-role of the criminal justice system • Mutual respect – different personnel attitudes and their relationships with one another. 	<ul style="list-style-type: none"> • Individual liberty - independent thinking and learning to be encouraged when reviewing criminal cases. 	<ul style="list-style-type: none"> • Rule of law-role of the criminal justice system • Mutual respect – different attitudes to the nature of the law and policing. 	<ul style="list-style-type: none"> • British values is an ideological perspective operating across all criminological principles. • Mutual respect – different attitudes to the nature of the law and policing.
Assessment	<p>6 marks: 'Explain how evidence is processed'...</p> <p>6 marks: 'Examine the rights of individuals in criminal investigations'...</p> <p>10 marks: 'Evaluate the effectiveness of the roles of personnel involved in criminal investigations'...</p> <p>20 marks: 'Assess the usefulness of investigative techniques in criminal investigations'...</p>	<p>4 marks: 'Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects'...</p> <p>'Describe trial processes'...</p> <p>'Understand rules in relation to the use of evidence in criminal cases'...</p> <p>6 marks: 'Discuss the use of lay people in criminal cases'...</p> <p>10 marks: 'Assess key influences affecting the outcomes of criminal cases'...</p> <p>15 marks: 'Examine information for validity'...</p> <p>15 marks: 'Draw conclusions from information'...</p>	<p>4 marks: 'Describe two models of criminal justice' 'Describe judicial involvement in law-making' 'Explain the ways in which the government can make the law'</p> <p>6 marks: 'Explain the main differences between the crime control model and the due process model of criminal justice systems' 'Explain why imprisonment acts as an external form of social control.'</p> <p>8 marks: 'Assess how two forms of punishment meet their aims.'</p>	<p>A series of timed questions on all components and covering all assessment objectives.</p> <p>Model answers made available.</p> <p>Feedback and redrafting.</p>