

### What are the aims and intentions of this curriculum?

The aim of our Post 16 Curriculum is to introduce the learners to the concept of criminology through explorations of social artefacts including media, news reporting and various campaigns. Students will be encouraged to identify, address and evaluate the existing societal and personal assumptions made about the nature of crime and criminals. Using this foundation, in Unit 2, students will be exposed to a variety of scholarly literature and academic research to support their understanding and critically evaluate the nature of the criminal and government responses to the presence of the criminal in society.

Students will have the opportunity to take part in a mock investigation held in our state of the art Court Room at De Salis. This will give them first-hand experience of how bias and social interactions affect systems of understanding crime while reinforcing their understanding of the important roles within the study of Criminology and government departments that rely on their research.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<p><b>Changing Awareness of Crime</b></p> <ul style="list-style-type: none"> <li>- <b>Types of crime</b></li> <li>- <b>Under reporting</b></li> <li>- <b>Consequences of underreporting</b></li> </ul> <p><b>Evaluating methods of collecting statistics about crime</b></p>	<ul style="list-style-type: none"> <li>• criminal offences</li> <li>• types of victim</li> <li>• types of offender</li> <li>• level of public awareness.</li> </ul> <p>Reasons</p> <ul style="list-style-type: none"> <li>• personal, e.g. <ul style="list-style-type: none"> <li>○ fear</li> <li>○ shame</li> <li>○ disinterest</li> <li>○ not affected</li> </ul> </li> <li>• social and cultural, e.g. <ul style="list-style-type: none"> <li>○ lack of knowledge</li> <li>○ complexity</li> <li>○ lack of media interest</li> <li>○ lack of current public concern</li> <li>○ culture bound crime (e.g. honour killing, witchcraft)</li> </ul> </li> </ul> <p><u>Consequences</u></p> <ul style="list-style-type: none"> <li>• ripple effect</li> <li>• cultural</li> <li>• decriminalisation</li> <li>• police prioritisation</li> </ul>	<p>The purpose of this unit is to introduce learners to the reasons for and consequences of unreported crime while exploring how campaigns for change can impact these crimes. Learners should have an understanding of the reasons why certain crimes are not reported to the police.</p> <p>Learners should consider crimes such as:</p> <ul style="list-style-type: none"> <li>• domestic abuse</li> <li>• vandalism</li> <li>• rape</li> <li>• perceived victimless crimes (e.g. white-collar crime, vagrancy, prostitution, assisted suicide)</li> </ul> <p>Learners should have an understanding of the positive and negative effects of unreported crime on the individual and on society.</p> <p>Learners should evaluate the methods used to collect and present the two sources of information about crime given in the content.</p>	<p>Kahoot and Online Learning Platforms</p> <p>Practice exam questions</p> <p>Crossword</p> <p>Q&amp;A</p> <p>Debate</p> <p>Presentations</p> <p><u>Research Skills:</u> Research Outlines</p> <p>Academic Poster</p>

		<ul style="list-style-type: none"> <li>• unrecorded crime</li> <li>• cultural change</li> <li>• legal change</li> <li>• procedural change</li> </ul> <p><u>Evaluation criteria</u></p> <ul style="list-style-type: none"> <li>• reliability</li> <li>• validity</li> <li>• ethics of research</li> <li>• strengths and limitations</li> <li>• purpose of research Information about crime</li> <li>• Home Office statistics</li> <li>• Crime Survey for England and Wales</li> </ul>	<p>Learners should understand how to use government databases to research and gather research data. Learners will also learn how to produce and defend an academic poster and thesis statement about a crime in their local area.</p>	
<p><b>Autumn 2</b></p>	<p><b>Media representations of Crime</b> Describe media representation of crime</p> <p>Explain the impact of media representations on the public perception of crime</p> <p><b>Comparing campaigns for change</b> Researching and evaluating the efficacy of campaigns to address public perceptions of crime</p>	<p><u>Media forms</u></p> <ul style="list-style-type: none"> <li>• newspaper</li> <li>• television</li> <li>• film</li> <li>• electronic gaming</li> <li>• social media (blogs, social networking)</li> <li>• music</li> </ul> <p><u>Impact of media representations</u></p> <ul style="list-style-type: none"> <li>• moral panic</li> <li>• changing public concerns and attitudes</li> <li>• perceptions of crime trends</li> <li>• stereotyping of criminals</li> <li>• levels of response to crime and types of punishment</li> <li>• changing priorities and emphasis</li> </ul> <p><u>Campaigns for Change</u></p> <ul style="list-style-type: none"> <li>• change in policy</li> <li>• change in law</li> <li>• change in priorities of agencies</li> <li>• change in funding</li> <li>• change in awareness</li> <li>• change in attitude</li> </ul> <p>Case Studies</p> <ul style="list-style-type: none"> <li>• #MeToo and #StopAsianHate</li> <li>• Sarah’s Law and Clare’s Law</li> </ul>	<p>Learners should be familiar with specific examples of media portrayal of criminality and the range of impacts given.</p> <p>Understanding of those impacts should be based on theories.</p> <p>Learners should be able to describe the impact of crime representation using specific example and case studies.</p> <p>Learners should be able to reference changes in attitudes, law and policy as a result of media.</p> <p>Learners should be aware that campaigns for change may have different purposes. Learners should compare examples of campaigns for change and examine their effectiveness in achieving their objectives. Campaigns could include, for example, classification of drugs, euthanasia, abortion, smoking, etc</p>	<p>Kahoot Quiz</p> <p>Practice exam questions</p> <p>Q&amp;A</p> <p>Presentations</p> <p>Q&amp;A/ Debate</p> <p><u>Research Skills:</u> Research Outlines</p> <p>Academic Poster</p>

		<ul style="list-style-type: none"> <li>• No Knives, Better Lives</li> <li>• #Knife Free</li> <li>• Brexit</li> <li>• Abolish Double Jeopardy</li> <li>• #We Won't Wait</li> <li>• Unlocked</li> </ul>		
Spring 1	<p><b>Evaluating the impact of media</b></p> <p><b>Plan a campaign for change relating to crime</b></p> <p>Design materials for use in campaigning for change</p> <p>Justify a campaign for change</p> <p><b>Criminological Theories</b></p> <p>Describe biological theories of criminality</p> <p>Describe individualistic theories of criminality</p>	<p><u>Media</u></p> <ul style="list-style-type: none"> <li>• blogs</li> <li>• viral messaging</li> <li>• social networking</li> <li>• advertising</li> <li>• radio</li> <li>• television</li> <li>• film</li> <li>• documentary</li> <li>• word of mouth</li> <li>• events</li> <li>• print</li> </ul> <p><u>Planning a campaign</u></p> <ul style="list-style-type: none"> <li>• aims and objectives</li> <li>• justification of choice of campaign</li> <li>• target audience</li> <li>• methods to be used</li> <li>• materials to be used</li> <li>• finances</li> <li>• timescales</li> <li>• resources needed</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>• structure of information</li> <li>• use of images or other accentuating features to capture attention</li> <li>• use of persuasive language</li> <li>• promotion of action</li> <li>• consideration of target audience</li> <li>• alignment with campaign</li> </ul> <p><u>Justify</u></p> <ul style="list-style-type: none"> <li>• presentation of a case for action</li> <li>• use of evidence in support of a case</li> </ul>	<p>Knowledge of the media and specific materials used in campaigns.</p> <p>Evaluation skills in evaluating the effectiveness in promoting a campaign for change.</p> <p>Summarising information.</p> <p>Collection and analysis of information.</p> <p>Decision making and target setting skills.</p> <p>Planning and time management skills.</p> <p>IT skills will be refined in the design of materials such as:</p> <ul style="list-style-type: none"> <li>• leaflets</li> <li>• advertisements</li> <li>• posters</li> <li>• blogs</li> <li>• social network pages</li> </ul> <p>Creative skills in the designing of materials.</p> <p>Justification of the approach and the need for a campaign for change.</p> <p><u>Reading and understanding various theories covered such as:</u></p> <ul style="list-style-type: none"> <li>• Jacobs XYY study</li> </ul>	<p>Kahoot Quiz</p> <p>Practice exam questions</p> <p>Q&amp;A</p> <p>Practice class campaign</p> <p>Initial assessment</p> <p>Self-assessment</p> <p>Quizzes/Kahoot</p> <p>Group presentation</p>

		<ul style="list-style-type: none"> <li>• use of persuasive language</li> </ul> <p><u>Biological theories</u></p> <ul style="list-style-type: none"> <li>• Genetic theories</li> <li>• Physiological theories</li> </ul> <p><u>Individualistic theories</u></p> <ul style="list-style-type: none"> <li>• learning theories</li> <li>• psychodynamic</li> <li>• psychological theories</li> </ul>	<ul style="list-style-type: none"> <li>• twin and adoption studies Learners should have knowledge of a range of physiological theories, e.g.</li> <li>• Lombroso</li> <li>• Sheldon</li> </ul> <p>Knowledge and analysis of a range of theories, e.g.</p> <ul style="list-style-type: none"> <li>• Bandura</li> <li>• Eysenck</li> <li>• Freud</li> </ul> <p>Essay writing skills.</p>	
Spring 2	<p><b>Criminological Theories 2</b></p> <p>Describe sociological theories of criminality</p> <p>Analyse situations of criminality</p> <p>Evaluate the effectiveness of criminological theories to explain causes of criminality</p> <p>Assess the use of criminological theories in informing policy development</p>	<p>Sociological theories</p> <ul style="list-style-type: none"> <li>• social structure</li> <li>• interactionism</li> <li>• realism</li> </ul> <p>Situations relating to:</p> <ul style="list-style-type: none"> <li>• different types of crime</li> <li>• individual criminal behaviour</li> </ul> <p>Policy development</p> <ul style="list-style-type: none"> <li>• informal policy making</li> <li>• formal policy making o crime control policies o state punishment policies</li> </ul>	<p>Learners should be able to summarise the key points of a range of theories, e.g.</p> <ul style="list-style-type: none"> <li>• Marxism</li> <li>• labelling</li> <li>• functionalism</li> <li>• left and right realism</li> </ul> <p>Knowledge of a range of crimes for example, crimes against the person/property, white collar, corporate crime, etc.</p> <p>Analysis of a range of crimes and criminal behaviour and understand possible causes through the application of the theories learned for LO2.</p> <p>Presentation skills.</p> <p>Oral skills</p> <p>Evaluation skills as learners will need to outline the strengths and weaknesses of criminological theories in terms of explaining crime.</p>	<p>Kahoot Quiz</p> <p>Practice exam questions</p> <p>Q&amp;A</p> <p>Case Study test</p> <p>Individual assessment and target setting</p>

			Critical analysis skills as learners will need to apply and assess existing policy on crime for example, penal populism, zero tolerance, CCTV, restorative justice, multi-agency approach.	
<b>Summer 1</b>	<p><b>Criminal Theories and Policy</b></p> <p>Explain how social changes affect policy development</p> <p>Discuss how campaigns affect policy making</p>	<p>Social changes</p> <ul style="list-style-type: none"> <li>• social values, norms and mores</li> <li>• public perception of crime</li> <li>• structure of society <ul style="list-style-type: none"> <li>• demographic changes</li> </ul> </li> <li>• cultural changes</li> </ul> <p>Campaigns</p> <ul style="list-style-type: none"> <li>• newspaper campaigns</li> <li>• individual campaigns</li> <li>• pressure group campaigns</li> </ul>	<p>Knowledge and understanding of social changes and how they have affected policy development.</p> <p>Assimilation skills.</p> <p>Synoptic skills in making links between new content and content already covered.</p> <p>Knowledge of campaigns for change.</p> <p>Evaluation skills which facilitate a discussion of how campaigns for change affect policy making.</p> <p>Analysis of the policy making system.</p> <p>Synoptic skills as students will be expected to draw on Unit 1 knowledge ho it frames policy making.</p>	<p>Kahoot Quiz</p> <p>Practice exam questions Q&amp;A</p> <p>Debate</p> <p>Self-assessment</p> <p>Q&amp;A</p> <p>Quizzes/Kahoot</p> <p>Reviewing exemplar work</p> <p>Peer assessment</p> <p>Discussion of the Marxism documentary</p>