



CURIOSITY

COMPASSION

COURAGE



Curriculum Overview 2023/24

Subject	Criminology	Year group	12
Vision statement:	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>‘A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.’</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
Curriculum intent:	<p><i>Must include school values (3Cs)</i></p> <p>At Landau Forte the Criminology Department have high aspirations for all our learners at Level 3. Our support is designed to encourage high aspirations within learners themselves, supporting them to gain the confidence they need to progress into successful destinations. The key objective of the Criminology department is to ensure all students experience a curriculum rich in criminological theory and research. This is to encourage students to engage in debates regarding crucial criminological issues. Students will be taught as apprentice criminologists and the curriculum will offer students the opportunity to apply their criminological knowledge and understanding to real-life criminal justice system contexts. The curriculum will foster students’ critical awareness of contemporary social, cultural and global issues. Programmes of study develop learners’ knowledge, skills and behaviour so they can progress to university, employment or higher levels of study towards these aims. Students will be supported throughout the two years of study and beyond to ensure they reach their full potential and expose them up to new skills and careers.</p> <p>Students are encouraged to show curiosity by engaging with the lessons and asking in depth, relevant questions in all topic areas, compassion when discussing and debating sensitive topics with peers and courage by going beyond in and outside of lesson to ensure they consistently produce high quality work.</p>		
Threshold Concepts (TCs):	<ul style="list-style-type: none"> • TC1: To be able to develop critical thinking skills that will inform research and enhance knowledge around criminality. • TC2: To understand key theories and make synoptic links throughout the topic areas. • TC3: To be able to provide knowledge and understanding in purposeful contexts linked to the criminal justice system. 		



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- TC4: To be able to **apply** criminological case examples to a range of different concepts and theories.
- TC5: To be able to **evaluate criminological scenarios** in order to form arguments, make judgements and draw conclusions.

Learner skills:

Critical thinking



Critical Thinking

Evaluation



Collaboration



COLLABORATION

Adaptability



ADAPTABILITY

Oracy



ORACY

Self-quizzing



SELF QUIZZING

Year 12 Criminology

Term 1 Aug-Oct

Term 2 Nov-Dec

Term 3 Jan-Feb

Term 4 Mar-Apr

Term 5 Apr-May

Term 6 Jun-Jul

The Big Question

Unit 1: How can we create a suitable campaign for change based on crime prevention policy and social changes?

Unit 2: How can we evaluate some criminological theories and how do they influence policy?

Big picture questions:

Internal Unit:

UNIT 1: AC1.1-AC1.3:

How does crime reporting affects the public perception of criminality?

UNIT 1: AC1.4-AC1.6:

How does the media and the public perceive certain crimes?

Internal Unit:

UNIT 1: AC2.1-AC2.2

How are campaigns used to create and elicit change?

UNIT 1: AC3.1-3.3:

What does an effective campaign for for change relating to a crime look like?

External Unit

UNIT 2: AC1.1:

How do we define what is and is not a crime?

UNIT 2: AC 2.1:
How useful are Biological Theories explanations for explaining crime?

UNIT 2: AC 2.2:

External Unit

UNIT 2: AC 2.3:

How useful are Sociological Theories explanations for explaining crime?

UNIT 2: AC3.2:
Are these theories relevant to all types of crime? What can we learn from the strengths and weaknesses of each theory?

External Unit

UNIT 2: AC4.1-AC4.3

How does public law makers are informed by theory and apply these theories to their own solutions to the problem of crime?

Internal Unit:

UNIT 3: AC1.1-AC1.2

Describe the process of criminal investigations?



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			How useful are Individualistic Theories explanations for explaining crime?			
Content (Linked to TCs):	<p>TC1: To be able to develop critical thinking skills that will inform research and enhance knowledge around criminality.</p> <p>TC3: To be able to provide knowledge and understanding in purposeful contexts linked to the criminal justice system.</p> <p>TC4: To be able to apply criminological case examples to a range of different concepts and theories.</p> <p>TC5: To be able to evaluate criminological scenarios in order to form arguments, make judgements and draw conclusions.</p>	<p>TC1: To be able to develop critical thinking skills that will inform research and enhance knowledge around criminality.</p> <p>TC3: To be able to provide knowledge and understanding in purposeful contexts linked to the criminal justice system.</p> <p>TC4: To be able to apply criminological case examples to a range of different concepts and theories.</p> <p>TC5: To be able to evaluate criminological scenarios in order to form arguments, make judgements and draw conclusions.</p>	<p>TC1: To be able to develop critical thinking skills that will inform research and enhance knowledge around criminality.</p> <p>TC2: To understand key theories and make synoptic links throughout the topic areas.</p> <p>TC3: To be able to provide knowledge and understanding in purposeful contexts linked to the criminal justice system.</p> <p>TC4: To be able to apply criminological case examples to a range of different concepts and theories.</p> <p>TC5: To be able to evaluate criminological scenarios in order to form arguments, make judgements and draw conclusions.</p>	<p>TC1: To be able to develop critical thinking skills that will inform research and enhance knowledge around criminality.</p> <p>TC2: To understand key theories and make synoptic links throughout the topic areas.</p> <p>TC3: To be able to provide knowledge and understanding in purposeful contexts linked to the criminal justice system.</p> <p>TC4: To be able to apply criminological case examples to a range of different concepts and theories.</p> <p>TC5: To be able to evaluate criminological scenarios in order to form arguments, make judgements and draw conclusions.</p>	<p>TC1: To be able to develop critical thinking skills that will inform research and enhance knowledge around criminality.</p> <p>TC2: To understand key theories and make synoptic links throughout the topic areas.</p> <p>TC3: To be able to provide knowledge and understanding in purposeful contexts linked to the criminal justice system.</p> <p>TC4: To be able to apply criminological case examples to a range of different concepts and theories.</p> <p>TC5: To be able to evaluate criminological scenarios in order to form arguments, make judgements and draw conclusions.</p>	<p>TC1: To be able to develop critical thinking skills that will inform research and enhance knowledge around criminality.</p> <p>TC3: To be able to provide knowledge and understanding in purposeful contexts linked to the criminal justice system.</p> <p>TC4: To be able to apply criminological case examples to a range of different concepts and theories.</p> <p>TC5: To be able to evaluate criminological scenarios in order to form arguments, make judgements and draw conclusions.</p>



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Key vocabulary:	Crime, Decriminalisation, Reliability, Validity, Cultural, Representation, Prioritisation, Bias, Moral, Ethics.	Crime, Sensationalism, Persuasive, Attractive Justification, Campaign, Profit, Slogan, Logo,	Physiological, Biological, Learning Theories, Psychodynamic, Crime, Deviance, Social Construction, Adoption, Monozygotic twins, Dizygotic twins, Biochemical, Extraversion, Introversion, Neuroticism, Stability, Psychoticism.	Informal Policymaking, formal policymaking, crime control policies.	Balance of Good Health Model in Prisons, Death Penalty, Sterilisation of Drug Addicts, Speeding Awareness Courses, Anger Management, Behaviour Modification, Community Service, Incentives & Earned Privileges Scheme, Multi-Agency Approach, ASBO, Stop and Search, Mass Imprisonment, Zero Tolerance Policing, Restorative Justice, Penal Populism, Pressure groups.	Techniques, personnel, criminal investigations. Requirements, processes, influences, laypeople.
Assessment:	Mandatory Unit 1 (Internal unit ongoing controlled assessment)	Mandatory Unit 1 (Internal unit ongoing controlled assessment)	Mandatory Unit 1 (Internal unit ongoing controlled assessment) UNIT 1: Internal controlled examination	Mandatory unit 2 Assessment: The Criminal and Theories of Crime	Mandatory unit 2. Short answer exam questions and essays once each topic area completed. External examination	Mandatory unit 3 (Internal unit ongoing controlled assessment)



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Key/Historical misconceptions in this unit:	Evaluating methods of collecting statistics about crime	Creating own campaign for change – lacks detail and limited resources used	Using key terminology to answer exam questions in this area Biological theories due to them being more complex in terms of understanding and application	Sociological theories due to them being more complex in terms of understanding and application	Applying theories to policy development	Understanding how evidence is processed and using contemporary examples
Sequencing:	We have chosen to sequence the year X curriculum like this because... All four units for Criminology are mandatory and sequencing adheres to the WJEC specification for Criminology. Students are required to complete internal and external units in the first year and second year of the Diploma qualification.					
National Curriculum plus:	In addition to teaching the statutory elements of the national curriculum, we also include...arrange visits to the National Galleries Museum, The Old Bailey to enhance our knowledge of Crime and Punishment.					