



# CURIOSITY

# COMPASSION

# COURAGE



## Curriculum Overview 2023/24

Subject	Criminology Diploma	Year group	13
<b>Vision statement:</b>	<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 Counsel 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>		
<b>Curriculum intent:</b>	<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 <b>curiosity</b> by engaging with the lessons and asking in depth, relevant questions in all topic areas, <b>compassion</b> when discussing and debating sensitive topics with peers and <b>courage</b> by going beyond in and outside of lesson to ensure they consistently produce high quality work.</p>		
<b>Threshold Concepts (TCs):</b>	<ul style="list-style-type: none"> <li>• TC1: To be able to develop <b>critical thinking skills</b> that will inform research and enhance knowledge around criminality.</li> <li>• TC2: To <b>understand key theories</b> and <b>make synoptic links</b> throughout the topic areas.</li> <li>• TC3: To be able to provide <b>knowledge and understanding</b> in purposeful contexts linked to the criminal justice system.</li> <li>• TC4: To be able to <b>apply</b> criminological case examples to a range of different concepts and theories.</li> <li>• TC5: To be able to <b>evaluate criminological scenarios</b> in order to form arguments, make judgements and draw conclusions.</li> </ul>		









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Learner skills:	Critical thinking	Evaluation	Collaboration	Adaptability	Oracy	Self-quizzing
	 Critical Thinking		 COLLABORATION	 ADAPTABILITY	 ORACY	 SELF QUIZZING
Year 13 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 3- What safeguards are in place to ensure a suspect has a fair trial? UNIT4- How effective are organisations in dealing with criminality?					
Big picture questions:	<b>UNIT 3: AC.1.3-1.4:</b> Explain and assess how evidence is processed in criminal investigations.  <b>UNIT3: AC2.1-2.3:</b> What are the processes for prosecution of suspects?	<b>UNIT3: AC2.4-2.5:</b> How effective are key influences affecting the outcomes of criminal cases  <b>UNIT3: AC3.1-3.2:</b> What evidence needs to be considered to determine whether the verdict is safe and unjust?	<b>UNIT4: AC1.1-1.3:</b> How and why are laws made? How is the criminal justice system organised?  <b>UNIT4: AC2.1:</b> What social institutions have we developed to ensure that people do obey the laws?	<b>UNIT4: AC2.2-2.3:</b> What happens to those who violate our legal system? How do we punish people if they commit a crime?  <b>UNIT4: AC3.1:</b> What are the measures used in Social control?	<b>UNIT4: AC3.2:</b> What organisations do we have in our society to control criminality?  <b>UNIT4: AC3.3-AC3.4:</b> What, why and how evaluating the effectiveness of the process of social control in delivering policy in different contexts?	
Content (Linked to TCs):	TC1: To be able to develop <b>critical thinking skills</b> that will inform research and enhance knowledge around criminality. TC3: To be able to provide <b>knowledge and understanding</b> in purposeful contexts	TC1: To be able to develop <b>critical thinking skills</b> that will inform research and enhance knowledge around criminality. TC3: To be able to provide <b>knowledge and understanding</b> in purposeful contexts	TC1: To be able to develop <b>critical thinking skills</b> that will inform research and enhance knowledge around criminality. TC2: To <b>understand key theories</b> and <b>make synoptic links</b>	TC1: To be able to develop <b>critical thinking skills</b> that will inform research and enhance knowledge around criminality. TC2: To <b>understand key theories</b> and <b>make synoptic links</b>	TC1: To be able to develop <b>critical thinking skills</b> that will inform research and enhance knowledge around criminality. TC2: To <b>understand key theories</b> and <b>make synoptic links</b>	



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	<p>linked to the criminal justice system.</p> <p>TC4: To be able to <b>apply</b> criminological case examples to a range of different concepts and theories.</p> <p>TC5: To be able to <b>evaluate criminological scenarios</b> in order to form arguments, make judgements and draw conclusions.</p>	<p>linked to the criminal justice system.</p> <p>TC4: To be able to <b>apply</b> criminological case examples to a range of different concepts and theories.</p> <p>TC5: To be able to <b>evaluate criminological scenarios</b> in order to form arguments, make judgements and draw conclusions.</p>	<p>throughout the topic areas.</p> <p>TC3: To be able to provide <b>knowledge and understanding</b> in purposeful contexts linked to the criminal justice system.</p> <p>TC4: To be able to <b>apply</b> criminological case examples to a range of different concepts and theories.</p> <p>TC5: To be able to <b>evaluate criminological scenarios</b> in order to form arguments, make judgements and draw conclusions.</p>	<p>throughout the topic areas.</p> <p>TC3: To be able to provide <b>knowledge and understanding</b> in purposeful contexts linked to the criminal justice system.</p> <p>TC4: To be able to <b>apply</b> criminological case examples to a range of different concepts and theories.</p> <p>TC5: To be able to <b>evaluate criminological scenarios</b> in order to form arguments, make judgements and draw conclusions.</p>	<p>throughout the topic areas.</p> <p>TC3: To be able to provide <b>knowledge and understanding</b> in purposeful contexts linked to the criminal justice system.</p> <p>TC4: To be able to <b>apply</b> criminological case examples to a range of different concepts and theories.</p> <p>TC5: To be able to <b>evaluate criminological scenarios</b> in order to form arguments, make judgements and draw conclusions.</p>	
<b>Key vocabulary:</b>	<p>Full Code Test, Bail; Plea Bargaining, Admissible Evidence, Jurors, Magistrates, Personnel, Investigative techniques, Profiling, Surveillance, Testimonial evidence, Validity, Appeal, Victim, CPS, , Threshold test, Public interest test, Indictable offence, Summary offence, Triable either way, Relevance, Authentic, Accurate, Disclosure of evidence, Prosecution, Hearsay.</p>	<p>Bias, Opinion, circumstances, currency, accuracy. Just verdicts, Miscarriage, safe verdict, just sentencing. Judiciary, Barristers, Witnesses, Experts, Politics, Judicial Bias, Moral Panic, Lay people, Trial Transcript, Media reports, Judgements, Law reports, Just verdicts, Double Jeopardy, Unsafe verdicts, Jury Equity, Jury Nullification, Miscarriage of Justice.</p>	<p>Government, Judiciary, Double jeopardy, Social control, Internal, External, Due Process Model, Crime Control Model.</p>	<p>Deterrence, Retribution, Rehabilitation, Reparation, Public Protection, Imprisonment, Fines, Discharge, Community Sentences, Charity, Pressure Groups.</p>	<p>Roles, CPS, Police, Pressure groups. Social Control, Internal and external control, Environmental, Prison, Panopticon, Tactics, Civil Liberties, State provision, Charities.</p>	



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<b>Assessment:</b>	Mandatory unit 3  (Internal unit ongoing controlled assessment)	Mandatory unit 3  (Internal unit ongoing controlled assessment)  <b>Internal controlled examination</b>	Mandatory unit 4  Short answer exam questions and essays once each topic area completed.	Mandatory unit 4  Short answer exam questions and essays once each topic area completed.	Mandatory unit 2.  Short answer exam questions and essays once each topic area completed.  <b>External examination</b>	
<b>Key/Historical misconceptions in this unit:</b>	Understanding the processes used by laypeople up to appeal within the CJS.	Examining in detail validity against the above Information Sources by testing the areas where validity may have been undermined leading to an unfair trial and/or final judgement.	The relationship between different agencies within the CJS in England and Wales.	Evaluating the contribution of government agencies in achieving social control.	Evaluating the effectiveness of agencies in achieving social control.	
<b>Sequencing:</b>	<p>We have chosen to sequence the year X curriculum like this because...</p> <p>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.</p>					
<b>National Curriculum plus:</b>	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.					