CURIOSITY COMPASSION COURAGE

Curriculum Overview

Subject	Criminology	**Year group**	12
Vision statement:	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. 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: *'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.'* 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.		
Curriculum intent:	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 purpose of the WJEC Level 3 Applied Diploma in Criminology is to provide students with an introduction to criminal justice system and the reasons as to why people turn to crime and the way in which we can control as a society. The course will allow students to demonstrate understanding of different types of crime, influences on perceptions of crime and why some crime goes unreported. It will continue by looking at why people commit crime, and how the criminal justice system works from arrest to conviction, lastly it will allow learners to develop an 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. Criminology is a qualification with elements of Law, Psychology and Sociology that complements studies in humanities. 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. 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. 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.		
Threshold Concepts (TCs):	• 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. • 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.		

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Learner skills:	Critical thinking	Evaluation	Collaboration	Adaptability	Oracy	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: Understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. Unit 2: Understanding of why people commit crime, drawing on criminological theories and how do they influence policy.					
Big picture questions:	**Internal Unit:** **Unit 1- Changing Awareness** **How does crime reporting affects the public perception of criminality? (AC1.1)** **What are the reasons that certain crimes are Unreported (AC1.2)** **What are the consequences of unreported crime(AC1.3)** **How does the media represent crime and why does this matter? (AC1.4)**	**Internal Unit:** **UNIT 1- Changing Awareness** **How effective are campaigns for change? (AC2.1)** **How effective is the media used in campaigns for change? (AC2.2)** **What is the appropriate way to plan a campaign for change? (AC3.1)** **How important are materials in creating an effective campaign? (AC3.2)**	**External Unit** **UNIT 2 - Criminological Theories** **How do we define what is and is not a crime? (AC1.1)** **How useful are Biological Theories explanations for explaining crime? (AC2.1)** **How useful are Individualistic Theories explanations for explaining crime? (AC2.2)**	**External Unit** **UNIT 2 - Criminological Theories** **How useful are Sociological Theories explanations for explaining crime? (AC2.3)** **What are the strengths and weaknesses of the theories of criminality? (AC3.2)**	**External Unit** **UNIT 2 - Criminological Theories** **What are the criminological theories in developing policies (AC4.1)** **What are the Social Changes? How do they affect policy making? (AC4.2)** **How do Campaigns Affect Policy Making? (AC4.3)**	**Internal Unit:** **UNIT 3- Crime Scene to Courtroom** **What are the roles of the personnel involved? (AC1.1)** **What are the techniques used in criminal investigations? (AC1.2)**

	What's the impact of how the media reports crime?(AC1.5) **What are the two methods that are used for collecting statistics about crime? (AC1.6)**	**Why is persuasive language important when justifying a campaign for change? (AC3.3)**				
Content (Linked to TCs):	**Understand how crime reporting affects the public perception of criminality (AC1.1-AC1.6)** TC1: To be able to develop critical thinking skills that will inform research and enhance knowledge around criminality. 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.	**Understand how campaigns are used to elicit change (AC2.1-AC2.2)** TC1: To be able to develop critical thinking skills that will inform research and enhance knowledge around criminality. TC3: To be able to provide knowledge and understanding in purposeful contexts linked to the criminal justice system. 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. **How to plan campaigns for change relating to crime (AC3.1-AC3.3)** TC1: To be able to develop critical thinking skills that will inform research and enhance knowledge around criminality. TC5: To be able to evaluate criminological scenarios in order to form arguments, make judgements and draw conclusions.	**Understand social constructions of criminality (AC1.1-AC1.2**) 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. 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. **Explain theories of criminality (AC2.1-AC2.3)** 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. TC4: To be able to apply criminological case examples to	**Explain theories of criminality (AC2.1-AC2.3)** 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. 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. **Understand causes of criminality (AC3.1-AC3.2)** 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.	**Understand causes of policy change (AC4.1-AC4.3)** 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. 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.	**Understand the process of criminal investigations. AC1.1-AC1.2** TC1: To be able to develop critical thinking skills that will inform research and enhance knowledge around criminality. TC3: To be able to provide knowledge and understanding in purposeful contexts linked to the criminal justice system. 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.

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Key vocabulary:	Crime: Decriminalisation: Sensationalism: Reliability: Validity: Cultural: Procedural: Representation Prioritisation Bias Moral Stereotyping Ethics	Crime: Sensationalism: Representation: Bias: Persuasive: Attractive: Justification Persuasive: Campaign: Slogan: Logo: Consistency	Crime: Deviance: Social Construction: Genetic: Adoption: Monozygotic twins: Dizygotic twins: Biochemical: Extraversion: Introversion: Neuroticism: Stability: Psychoticism: Operant learning/conditioning: Psychodynamic:	Boundary Maintenance Social Change The American Dream Conformity Innovation. Ritualism Retreatism Rebellion Crimogenic Capitalism Bourgeoisie Proletariat Rational choice Inadequate socialisation inadequate socialisation. Marginalisation Subcultures Relative Deprivation Primary deviance Secondary deviance Typifications Reintegrative Shaming Disintegrative Shaming	Policy Balance of Good Health Death Penalty Addicts Chemical Castration Eugenics Speeding Awareness Courses. Anger Management Behaviour Modification Psychological Therapy Community Service Three Strikes and You're Out Multi-Agency Approach ASBO Stop and Search Mass Imprisonment. Zero Tolerance Policing CCTV Restorative Justice Penal Populism Individual campaign Newspaper campaign Pressure groups	Personnel: Investigative techniques: Profiling: Surveillance: Testimonial evidence: Inadmissible: Validity: Appeal: Suspect: Victim:
Assessment:	Mandatory Unit 1	Mandatory Unit 1	Mandatory Unit 1	Mandatory unit 2	Mandatory unit 2.	Mandatory unit 3

	(Internal unit ongoing controlled assessment)	(Internal unit ongoing controlled assessment)	(Internal unit ongoing controlled assessment) **UNIT 1: Internal controlled examination**	Assessment: The Criminal and Theories of Crime	Short answer exam questions and essays once each topic area completed. **External examination**	(Internal unit ongoing controlled assessment)
Key/Historical misconceptions in this unit:	1.1.2 –The difference between reporting and recording crime 1.1.3 – The definition of 'legal change' and 'decriminalisation' as consequences of unreported crime 1.1.4 –Confusion with some new values such as 'novelty', 'risk' and 'immediacy' 1.1.5 – understanding moral panics 1.1.6 –Understanding key terms validity and reliability	1.3.1-1.3.3 - Creating own campaign for change typically lacks detail and limited resources are used. 1.3.2 –What the examiner is looking for in campaign material 1.3.3 –Understand what 'justify' means and how to do this	Overall - using key terminology to answer exam questions in this area 2.1.1 – The difference between formal and informal sanctions 2.2.1 - Biological theories due to them being more complex in terms of understanding and application	2.2.3 –Understanding and application, especially confusing left and right realist theories of crime 2.3.2 – Evaluating theories of crime must be built on strong knowledge, students always find evaluation harder than description.	2.4.1 – Issues with applying theories to policy development, again relying on strong foundational knowledge of the theories themselves. 2.4.2 – Some misconceptions surroundig the differences between individual, newspaper and pressure group campaigns	3.1.1 – Struggle to consistently refer to cost, availability and expertise. Contemporary, uk examples needed. 3.1.2 – Profilling techniques can be very complex. Contemporary, uk examples needed.
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. **Unit 1- Changing awareness of crime:** At the end of this unit, students will have developed skills to differentiate between myth and reality when it comes to crime and to recognise that common representations may be misleading and inaccurate; the importance of changing public perceptions of crime; the skills to plan a campaign for change in relation to crime; for example to raise awareness, change attitudes or change reporting behaviour.					

	Unit 2- Criminological theories: At the end of this unit students will have developed the skills to evaluate some criminological theories (why do people commit crimes?) and know there are debates within the different theories. You will understand how changes in criminological theory have influenced policy. Students will also have gained the skills to apply the theories to a specific crime or criminal in order to understand both the behaviour and the theory. **Unit 3- Crime Scene to Court Room:** At the end of this unit students will have developed the skills to analyse evidence, review criminal cases and evaluate the evidence in the cases to determine whether the verdict is safe and just. **Unit 4- Crime and Punishment:** At the end of this unit, students will consider such questions such as "Why do most of us tend to obey the law even when to do so is against our own interests?", "What social institutions have we developed to ensure that people do obey laws?", "What happens to those who violate our legal system?", "Why do we punish people?", "How do we punish people?" What organisations do we have in our society to control criminality or those who will not abide by the social rules that most of us follow?", "We spend a great deal of taxpayers' money on social control, and so how effective are these organisations in dealing with criminality?" **Unit 1 and 3** are assessed through controlled assessment tasks and **Unit 2 and 4** are assessed through a two-hour external examination. This means the course is suitable for different types of learners. For the controlled assessment units each assessment criteria is marked over a series of mark bands allowing accessibility for all learners. The applied nature of the course allows students to learn in such a way that they develop skills required for independent learning and development, a range of generic and transferable skills such as critical thinking, and report writing and time management, the ability to solve problems, the skills of project based research, development and presentation, the ability to work alongside others and the ability to apply learning in vocational contexts. Throughout the course students will be expected to work independently as reading/researching around topics areas is vital to further develop knowledge and understanding. This is encouraged through keeping up to date with the latest news and watching television documentaries. Many students do this anyway as they have a personal interest in this genre to start with.
National Curriculum plus:	Guest speakers are used to contextualise some topics – Prison officers, National Crime Agency employee with experience working within British Transport Police, a local knife crime campaigner and a local experienced magistrate. This element of the course is always being developed as are the opportunities for visits to build on what is already offered such as a visit to Crown Courts and London taking in the Houses of Parliament and visits to the National Galleries Museum, The Old Bailey to enhance our knowledge of Crime and Punishment.