CURIOSITY COMPASSION COURAGE

Curriculum Overview

Subject	Criminology Diploma	**Year group**	13
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 Counsel 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 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- Examining information in order to review the justice of verdicts in criminal cases. UNIT4- Demonstrate the understanding of the processes used to bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy					
Big picture questions:	**UNIT 3: Crime Scene to Courtroom** **Explain how different types of evidence are processed. (AC1.3)** **Explain the rights of individuals in criminal investigations. (AC1.4)** **How do the CPS make the decision to prosecute? (AC2.1)** **What are the types of criminal offences?**	**UNIT 3: Crime Scene to Courtroom** **What are the factors that can influence the outcome of a trial? (AC2.4)** **What are lay people? (AC2.5)** **What does validity mean? (AC3.1)** **What is the impact of each verdicts on victims and suspects? (AC3.2)**	**UNIT4: Crime and Punishment** **Can you describe processes used for law making? (AC1.1)** **What is the relationship between the Police and other agencies within the criminal justice system?(AC1.2)** **What are the two models of criminal justice system? (AC1.3)**	**UNIT4: Crime and Punishment** **What are the different aims of punishment? (AC2.2)** **Which forms meets the aims of punishments (AC2.3)** **Explain the role of agencies in achieving social control (AC3.1)**	**UNIT4 Crime and Punishment** **How and what different methods do agencies achieve social control? (AC3.2)** **What are the limitations of agencies in achieving social control? (AC3.3)** **How effective are agencies in achieving social control. (AC3.4)**	

	What are the different types of courts? (AC2.2) **What is evidence? How is it used in courts? (AC2.3)**		**What are the different forms of social control? (AC2.1)**			
Content (Linked to TCs):	**Understand the process of criminal investigations AC.1.3-1.4** 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. **Understand the process for prosecution of suspects AC2.1-2.3** 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. TC5: To be able to evaluate criminological scenarios in order to form arguments, make judgements and draw conclusions.	**Understand the process for prosecution of suspects AC2.4-2.5** 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. TC5: To be able to evaluate criminological scenarios in order to form arguments, make judgements and draw conclusions. **Be able to review criminal cases AC3.1-3.2** 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.	**Understand the criminal justice system in England and Wales AC1.1-1.3** 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 role of punishment in a criminal justice system AC2.1** 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.	**Understand the role of punishment in a criminal justice system AC2.2-2.3:** 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 measures used in social control AC3.1:** 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 measures used in social control AC3.2-AC3.4:** 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.	

				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.		
Key vocabulary:	CPS Full code test: Threshold test Public interest test Indictable offence Summary offence Triable either way: Appeal: Relevance: Admissibility Authentic: Disclosure of evidence: Hearsay	Judiciary: Barristers: Witnesses: Experts: Politics: Judicial Bias Moral Panic Lay people Evidence: Trial Transcripts: Media reports: Judgements: Law reports: Just verdicts: Double Jeopardy: Unsafe verdicts: Jury Equity: Jury Nullification: Miscarriage of Justice	Government: Judiciary: Double jeopardy: Social control: Internal: External: House of Lords House of Commons Statutory Interpretation The Golden Rule The Literal Rule Crime Control Model Due Process Model Rational Ideology Tradition Internalisation of Social Coercion	Retribution Just Deserts, Deterrence: Retribution: Rehabilitation: Reparation: Public Protection: Imprisonment: Fines: Discharge: Community Sentences: Charity Pressure Groups	Environmental Tactics Gated Lanes Behavioural Tactics ASBO Token Economy Institutional Tactics Disciplinary Procedures Recidivism Civil Liberties Moral Imperatives, Government Sponsored Agencies Charities Prison-Panopticon Pressure Groups	
Assessment:	Mandatory unit 3 (Internal unit ongoing controlled assessment)	Mandatory unit 3 (Internal unit ongoing controlled assessment) **Internal controlled examination**	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. **External examination**	

Key/Historical misconceptions in this unit:	1.3 – Understanding patent vs latent in terms of distinguishing physical and testimonial evidence 1.4 – Differentiating the various Acts and their sections such as PACE, SOCAPA and more. 2.2 – Understanding the trial processes even through to appeal 2.3 – relevant vs reliable vs admissible	3.2.4 – Definitions of key terms such as nobbling, blinded by science, political populism, burden of proof 3.2.5 - Understanding the processes used by laypeople up to appeal within the CJS. 3.2.1 - Examining in detail validity against the above information by testing the areas where validity may have been undermined leading to an unfair trial and/or final judgement. 3.2.3 – concluding requires evaluative skills that some students find difficult, such as using evidence and clear reasoning	4.1.2 – The relationship between different agencies within the CJS in England and Wales. 4.2.1 – Understanding of different forms of social control with reference to theory	4.2.2 –The differences between recidivism, rehabilitation, reparation and retribution. 4.2.3 - Evaluating the contribution of government agencies in achieving social control.	4.3.3 – Evaluating the limitations of agencies in achieving social control, as well as implications of these limitations 4.3.4 - Evaluating the effectiveness of agencies in achieving social control, drawing areas together to document the successes and failures	
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.