

CRIMINOLOGY

Year 9

What are the aims and intentions of this curriculum?

The purpose of this curriculum is to introduce learners to the reasons for, and consequences of, unreported crime while exploring how campaigns for change can impact these crimes. The curriculum intends to equip students with:

- An understanding how crime reporting affects the public perception of criminality
- An understanding of how campaigns are used to elicit change
- An initial understanding of how UK institutions react to and regulate criminality using De Salis' wonderful state of the art mock courtroom facility

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	Analyse different types of crime	Types of crime • white collar	Learners should have knowledge of specific examples of different types of crime and be able	Tests
		 organised corporate 	to analyse them by: • criminal offences	Peer assessment
		 professional moral 	 types of victim types of offender 	Q&A
		• state	 level of public awareness. 	Crossword
		 human rights technological 	Learners should know that these acts may be deviant and/or criminal.	Quizzes/Kahoot
		e-crimeindividual		
		hate crimehonour crime		
		- domestic abuse		
	Explain the reasons that certain	Reasons	Learners should have an understanding of the	
	crimes are unreported	 personal, e.g. 	reasons why certain crimes are not reported to	
		- fear	the police.	
		- shame	Learners should consider crimes such as: •	
		- disinterest	common assault	
		- not affected	• domestic abuse	
		 social and cultural, e.g. 	• vandalism	
		- lack of knowledge	• rape	
		- complexity	• perceived victimless crimes (e.g. white-collar	
		lack of media interestlack of current public concern	crime, vagrancy, prostitution, assisted suicide)	

	Explain the consequences of unreported crime	 culture bound crime (e.g. honour killing, witchcraft) Consequences ripple effect cultural decriminalisation police prioritisation unrecorded crime cultural change legal change 	Learners should have an understanding of the positive and negative effects of unreported crime on the individual and on society.	
Autumn 2	Describe media representation of crime	Media • newspaper • television • film • electronic gaming • social media (blogs, social networking) • music	Learners should have knowledge of specific examples of how different forms of media are used to portray fictional and factual representations of crime.	Individual assessment Q&A Presentations Quizzes/Kahoot
	Explain the impact of media representations on the public perception of crime	Impact • moral panic • changing public concerns and attitudes • perceptions of crime trends • stereotyping of criminals • levels of response to crime and types of punishment • changing priorities and emphasis	Learners should be familiar with specific examples of media portrayal of criminality and the range of impacts given. Understanding of those impacts should be based on theories.	
Spring 1	Evaluate methods of collecting statistics about crime	Evaluation criteria • reliability • validity • ethics of research • strengths and limitations • purpose of research Information about crime • Home Office statistics • Crime Survey for England and Wales	Learners should evaluate the methods used to collect and present the two sources of information about crime given in the content.	Project Q&A Practice question

Spring 2	Compare campaigns for change	Campaigns for change, e.g. • change in policy • change in law • change in priorities of agencies • change in funding • change in awareness • change in attitude	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	Presentation Discussion
Summer 1	Transition – introduction to Criminology Alliance Challenge	Criminology Labelling theory Blocked opportunities Sub-culture	Learners will be introduced to the course with an outline of the assessments given. Learners should be able to understand what studying criminology entails. The learners will work collaboratively on a number of tasks which will develop their problem solving and communication skills.	Case study Q&A Discussion