

What are the aims and intentions of this curriculum?

The aim of our end of Key Stage 4 Curriculum is to develop a harmony between the content and its application in the world of work. Students will be able to appreciate the importance of the different skills and techniques needed to have a mastery of the curriculum. Students should be able to:

- Demonstrate a depth of knowledge of the criminal justice sector that shows thorough understanding of criminal behaviour and the functions of the criminal justice sector.
- Apply knowledge, understanding and skills accurately and independently to a range of crime-related issues.
- Undertake research using a range of techniques and use a wide range of relevant information to analyse crime-related issues and problems.
- Evaluate evidence to draw valid conclusions and make reasoned judgements about crime-related issues.
- Use written communication which is well-structured and clearly expressed, with appropriate specialist vocabulary

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<ul style="list-style-type: none"> • Analyse different types of crimes • Explain the reasons that certain crimes are unreported • Explain the consequences of unreported crimes • Describe the media representation of crime • Explain the impact of the media representation of crime on the public perception of crime 	<p>Analyse the Different Types of Crimes:</p> <ul style="list-style-type: none"> • White Collar Crime • Moral Crimes • State Crimes • Technological Crimes • Individual Crimes <p>Reasons for Unreported Crime:</p> <ul style="list-style-type: none"> • Personal (fear, shame, disinterest, not affected) • Social and Cultural (lack of knowledge, complexity, media interest, lack of current public concern) • Culture bound crime (e.g. honour killing and witchcraft) <p>Consequences of Unreported Crime:</p> <ul style="list-style-type: none"> • Ripple effect • Cultural • Decriminalisation • Police prioritisation • Unrecorded crime • Cultural change 	<ul style="list-style-type: none"> • Knowledge of specific examples of different types of crime and the ability to analyse them by: defining the offence; stating the typical victim and offender and the level of public awareness. • To be able to confirm whether these offences are criminal and/or deviant. • An understanding of the reasons why certain crimes are not reported to the police. • Consider crimes such as common assault, domestic abuse, vandalism, rape and perceived victimless crimes. • An understanding of the positive and negative effects of unreported crime on the individual and on society. • Knowledge of specific examples of how different forms of media are 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Worksheets • Homework • Peer Assessment • Pair/Group assessment <p>SUMMATIVE:</p> <ul style="list-style-type: none"> • Practice Questions at the end of each topic in correlation to the controlled assessment.

	<ul style="list-style-type: none"> Evaluate methods of collecting statistics of crime 	<ul style="list-style-type: none"> Legal change Procedural change <p>Media Representation of Crime:</p> <ul style="list-style-type: none"> Newspapers Television Film Electronic Gaming Social Media Music <p>Impact of Media Representations on the Public Perception of Crime:</p> <ul style="list-style-type: none"> Moral Panic Changing Public Concerns and Attitudes Perceptions of Crime Trends Stereotyping Levels of Response Types of Punishment Changing Priorities and Emphasis <p>Methods of Collecting Statistics about Crime:</p> <ul style="list-style-type: none"> Home Office Statistics Crime Survey for England and Wales Evaluation (Reliability, Validity, Ethics, Strengths, Limitations, Purpose) 	<p>used to portray fictional and factual representations of crime.</p> <ul style="list-style-type: none"> Familiarity with specific examples of media portrayal of criminality and the range of impacts given. Understanding of these impacts to be based on theories. Evaluate the methods used to collect and present the two sources of information about crime. Links to Careers: All careers (example – Police, Judges, Roles within a court e.g. legal clerk, CPS, Parliament, Forensic Science, National Probation Service and National Offender Management) Link to PSHE: The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime), Relationships (Respectful relationships, Online relationships, Being safe and Intimate and Sexual Relationships). Equality (LGBT and SEND). Religion and Belief. 	
Autumn 2	<ul style="list-style-type: none"> Compare Campaigns for Change Evaluate the Effectiveness of Media Used in Campaigns for Change Plan a campaign for change 	<p>Campaigns for Change:</p> <ul style="list-style-type: none"> Policy Law Priorities of Agencies Funding Awareness Attitude 	<ul style="list-style-type: none"> Awareness that campaigns for change may have different purposes. Compare examples of campaigns for change and examine their effectiveness in achieving their objectives. Knowledge of the media and specific materials used in campaigns. 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> Worksheets Homework Peer Assessment Pair/Group assessment <p>SUMMATIVE:</p> <ul style="list-style-type: none"> Practice Questions at the end of each

		<p>Effectiveness of Media in Campaigns for Change:</p> <ul style="list-style-type: none"> • Blogs • Viral Messaging • Social Networking • Advertising • Radio • Television • Film • Documentary • Word of Mouth • Events • Print <p>Plan:</p> <ul style="list-style-type: none"> • Aims and Objectives • Justification of Choice of Campaign • Target Audience • Methods • Materials • Finances • Timescales • Resources Needed 	<ul style="list-style-type: none"> • Evaluate the effectiveness of media used in promoting a campaign for change. • Identify an appropriate campaign for change and produce a comprehensive plan of action. • To raise awareness of a crime that is under-reported and promote a change in law or policy. • Links to Careers: All careers (example – Police, Judges, Roles within a court e.g. legal clerk, CPS, Parliament, Forensic Science, National Probation Service and National Offender Management, Marketing, Graphic Design, Content Design, Event Management) • Link to PSHE: The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime). Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms, Drugs and Alcohol) 	<p>topic in correlation to the controlled assessment.</p>
<p>Autumn 3</p>	<ul style="list-style-type: none"> • Design Materials for use in Campaigns for Change • Justify a Campaign for Change 	<p>Design:</p> <ul style="list-style-type: none"> • Structure of Information • Use of Images • Features to Capture Attention • Persuasive Language • Promotion of Action • Consideration of Target Audience • Alignment with campaign <p>Justification:</p> <ul style="list-style-type: none"> • Presentation of a case for action 	<ul style="list-style-type: none"> • Consideration and ability to design materials such as leaflets, advertisements, posters, blogs and social network pages. • Well-designed attractive materials with content that is appropriate for changing behavior. • Materials that are visually and verbally stimulating and technically accurate. • Justification of the approach and need for the campaign for change 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Worksheets • Homework • Peer Assessment • Pair/Group assessment

		<ul style="list-style-type: none"> • Use of evidence in support of a case • Use of persuasive language 	<ul style="list-style-type: none"> • Clear and detailed justification that is well reasoned • Conclusions to be supported by relevant judgements • Practical use of persuasive language • Links to Careers: All careers (example – Police, Judges, Roles within a court e.g. legal clerk, CPS, Parliament, Forensic Science, National Probation Service and National Offender Management, Marketing, Graphic Design, Content Design, Event Management) • Link to PSHE: The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime). Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms, Drugs and Alcohol) 	
<p>Spring 1</p>	<ul style="list-style-type: none"> • Social Changes that affect Policy Development • Campaigns that affect Policy Development • Crime vs Deviance • Social Construction of Crime • Theories of Criminality 	<p>Social Changes:</p> <ul style="list-style-type: none"> • Social values, norms and mores • Public perception of crime • Structure of society • Demographic changes • Culture changes <p>Campaigns:</p> <ul style="list-style-type: none"> • Newspaper campaigns • Individual campaigns • Pressure group campaigns <p>Crime vs Deviance</p> <ul style="list-style-type: none"> - Social definition - Legal definition - Formal sanctions against criminals 	<ul style="list-style-type: none"> • Time management • IT Skills • Essay writing • Assessment permitted note taking • Understanding of social changes and how they have affected policy development. • Discuss how campaigns affect policy making • Understanding whether legality, morality or both define a crime • Explain the social construction of criminality. 	<p>Unit 2 past paper practice</p>

- Norms, moral codes and values
- Informal and formal sanctions against deviance
- Forms of deviance

Social Construction:

- How laws change from culture to culture
- How laws change over time
- How laws are applied differently according to circumstances in which actions occur
- Why laws are different according to place, time and culture

Biological Theories of Criminality:

- Genetic Theories (XYY theory, Twin studies and Adoption studies)
- Physiological Theories (Lombroso, Sheldon, Brain abnormality and Neurochemicals)

Individualistic Theories of Criminality:

- Learning Theories
- Psychodynamic Theories
- Psychological Theories

Sociological Theories of Criminality:

- Social Structure
- Interactionism
- Realism

- Knowledge of a range of genetic theories such as Jacob's XYY study, twin and adoption studies, Lombroso and Sheldon)
- Knowledge of a range of individualistic theories such as Bandura, Freud and Eysenck.
- Knowledge of sociological theories of criminality such as Marxism, labelling, functionalism, left and right realism.
- **Links to Careers:** All careers (example – Police, Judges, Roles within a court e.g. legal clerk, CPS, Parliament, Forensic Science, National Probation Service and National Offender Management, Psychologist, Research Science)
- **Link to PSHE:** The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime).

Spring 2

- Situations of Criminality
- Effectiveness of Criminological Theories
- Criminological Theories to Inform Policy Development

Situations Relating to:

- Different Types of Crime
- Individual Criminal Behaviour

Criminological Theories:

- Biological
- Individualistic
- Sociological

Individualistic Theories Informing Policy Development:

- Psychoanalysis
- Behaviour Modification
- Social Skills Training
- Anger Management

Biological Theories Informing Policy Development:

- Neurochemicals
- Eugenics
- Death Penalty

Sociological Theories Informing Policy Development:

- Penal Populism
- Prison
- Zero Tolerance
- Restorative Justice
- CCTV
- Multi-Agency Approach

- Knowledge of a range of crimes e.g. crimes against the person/property, white collar, corporate crimes etc.
- Ability to analyse a range of crimes and criminal behavior and understand possible causes through the application of the theories learnt in Spring 1.
- Link these theories to the cases of Robert Napper, Fred West and Nick Leeson.
- Evaluate the strengths and weaknesses of criminological theories in terms of explaining crime.
- Knowledge of individualistic, biological and sociological theories informing policy on crime.
- Insight into informal and formal policy making including crime control policies and state punishment policies.
- **Links to Careers: All careers (example – Police, Judges, Roles within a court e.g. legal clerk, CPS, Parliament, Forensic Science, National Probation Service and National Offender Management, Psychologist, Research Science)**

Unit 2 past paper practice

			<ul style="list-style-type: none">• Link to PSHE: The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime).	
Summer 1	<ul style="list-style-type: none">• GCSE EXAMINATION			
Summer 2	<ul style="list-style-type: none">• GCSE EXAMINATION			