

What are the aims and intentions of this curriculum?

The purpose of this year is to give students a broad understanding of legal, criminological and sociological concepts, particularly focusing on:

- An introduction to criminal justice and to give a context for humanities learning
- The ability to compare criminal behavior and deviance
- An explanation of the social construction of criminality
- An understanding of the biological, individualistic and sociological theories of criminality
- An insight into the English Legal System and Nature of Law
- An understanding of debates within sociology including conflict versus consensus
- How sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world
- An appreciation for different sociological perspectives on social structures, social processes and social issues, including those informed by feminism, functionalism, interactionism and Marxism

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<ul style="list-style-type: none"> • Understand the criminal justice system in England and Wales and sources of law. • To understand the key legislative bodies and agencies involved in the criminal justice system. • Social construct of criminality • Crime scene investigation 	<p>Crime Scene Investigation:</p> <ul style="list-style-type: none"> - Chromatographic fingerprint analysis - Crime scene analysis - Analysis calligraphy and handwriting <p>Structure of the criminal justice system in England and Wales:</p> <ul style="list-style-type: none"> - Police - Law creation - Courts - Formal punishment <p>Sources of Law:</p> <ul style="list-style-type: none"> - Statute - Common Law - Delegated Legislation 	<ul style="list-style-type: none"> • Develop an understanding of subject specific terminology • Develop teamwork and leadership skills • Extend their understanding of the structure of the legal system in England and Wales • A knowledge of the organisation and role of agencies involved in criminal justice in England and Wales • Use their vocational skills to investigate a crime, specifically looking at fingerprints, analysing a crime scene and calligraphy • To explain the social construction of criminality • Links to Careers: All careers (example – Police, Judges, Roles within a court e.g. legal clerk, CPS, Parliament, Forensic Science, National Probation 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Project based: Students will start their own country and develop their own criminal justice system. • Worksheets • Homework • Peer Assessment • Pair/Group work

		<p>Legislative bodies and agencies:</p> <ul style="list-style-type: none"> - Parliament - HM Courts and Tribunals Service - Police/Detectives - Crime scene investigators - Forensic specialists - Forensic scientists - Crown Prosecution Service - Pathologists <p>Social Construct of Criminality:</p> <ul style="list-style-type: none"> - 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. 	<p>Service and National Offender Management)</p> <p>Link to PSHE: The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime)</p>	
Autumn 2	<ul style="list-style-type: none"> • To compare criminal behaviour and deviance. • Reasons and consequences for unreported crime. • individualistic and sociological theories of criminality. 	<p>Crime vs Deviance</p> <ul style="list-style-type: none"> - Social definition - Legal definition - Formal sanctions against criminals - Norms, moral codes and values - Informal and formal sanctions against deviance - Forms of deviance <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"> • 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. 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Worksheets • Homework • Peer Assessment • Pair/Group assessment • Debate <p>SUMMATIVE:</p> <ul style="list-style-type: none"> • End of term assessment

		<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 - Legal change - Procedural change 	<ul style="list-style-type: none"> • An understanding of the positive and negative effects of unreported crime on the individual and on society. • 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. 	
Spring 1	<ul style="list-style-type: none"> • Defining crime/criminal behaviour • Role of Parliament • Criminal process and court structure • Aims of sentencing 	<p>Defining crime/criminal behaviour:</p> <ul style="list-style-type: none"> - Actus Reus - Mens Rea - Strict Liability - Law vs Morality <p>Role of Parliament:</p> <ul style="list-style-type: none"> - House of Commons - House of Lords - Monarch - Law Making <p>Criminal Court Structure:</p> <ul style="list-style-type: none"> - Burden of Proof - Criminal court structure 	<ul style="list-style-type: none"> • To be able to provide a social and legal definition of crime/criminal behaviour • To understand the role of Parliament in the United Kingdom • To gain an insight into criminal processes and the criminal court structure in England and Wales • To appreciate the aims of sentencing for criminal offences • 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, 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Worksheets • Homework • Peer Assessment • Pair/Group assessment • Mock Trial

		<ul style="list-style-type: none"> - Summary, triable either way and indictable offences - Prosecution vs Defence <p>Aims of sentencing:</p> <ul style="list-style-type: none"> - punishment of offenders - reduction of crime (including its reduction by deterrence) - reform and rehabilitation of offenders - protection of the public - offenders making reparations to their victims. 	<p>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)</p>	
Spring 2	<ul style="list-style-type: none"> • Role of lay people in the English Legal System • Role of legal personnel in the English Legal System • Access to justice 	<p>Role of lay people:</p> <ul style="list-style-type: none"> - Lay Magistrates - Juries <p>Role of Legal Personnel:</p> <ul style="list-style-type: none"> - Barristers - Solicitors - Legal Executives - Judges <p>Access to Justice:</p> <ul style="list-style-type: none"> - Legal Aid - Right to a Solicitor in custody - Private funding - Citizens advice - Law Centers - Pro Bono Unit - Free Representation Unit - Trade unions - Insurance Companies - Charities 	<ul style="list-style-type: none"> • To understand the role of lay people in the English Legal System including their academic background, training and duties. • To understand the role of legal personnel in the English Legal system including their academic background, training and duties. • To understand the different ways citizens can access justice in the English Legal System. • 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, Solicitor, Barrister, Legal Executive) 	<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"> • End of term assessment

			<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). Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms, Drugs and Alcohol) 	
<p>Summer 1</p>	<ul style="list-style-type: none"> • The sociological approach • Marxism • Functionalism • Social Class • Interactionism • Feminism • New Right 	<p>The sociological approach:</p> <ul style="list-style-type: none"> - What is sociology? - Social structures, processes and issues <p>Marxism:</p> <ul style="list-style-type: none"> - Karl Marx - The Marxist perspective - Criticisms of Marx <p>Functionalism:</p> <ul style="list-style-type: none"> - Emile Durkheim - The Functionalist perspective - Similarities between Functionalism and Marxism - Criticisms of Functionalism <p>Social Class:</p> <ul style="list-style-type: none"> - Max Weber - Social class, status and power <p>Interactionism:</p> <ul style="list-style-type: none"> - Labelling theory - Criticisms of interactionism <p>Feminism:</p> <ul style="list-style-type: none"> - What is feminism? - What is patriarchy? - Equality in the modern day 	<ul style="list-style-type: none"> • To understand the sociological approach • To understand various sociological theories and perspectives • 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, Sociologist, Academia) • Link to PSHE: The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime). 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Worksheets • Homework • Peer Assessment • Pair/Group assessment

		<p>New Right:</p> <ul style="list-style-type: none"> - Culture of poverty - The underclass - Criticisms of New Right 		
<p>Summer 2</p>	<ul style="list-style-type: none"> • Social Structures • Social Processes • Social Issues • Sociological Debates 	<p>Social Structures:</p> <ul style="list-style-type: none"> - Different form of social stratification - Race and ethnicity <p>Social Processes:</p> <ul style="list-style-type: none"> - Social control - Socialisation - Nature vs Nurture <p>Social Issues:</p> <ul style="list-style-type: none"> - Poverty - Crime - Media amplification and moral panic <p>Sociological debates:</p> <ul style="list-style-type: none"> - Conflict vs Consensus - Quality vs Quantity - Culture vs Nature - Sex vs Gender - Race vs Ethnicity - Facts vs Values 	<ul style="list-style-type: none"> • To understand the social structures within society • To understand the social processes society complies with • To gain an insight into social issues • To understand a broad range of sociological debates • 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, Sociologist, Academia) • Link to PSHE: The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime). 	<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"> • End year assessment