

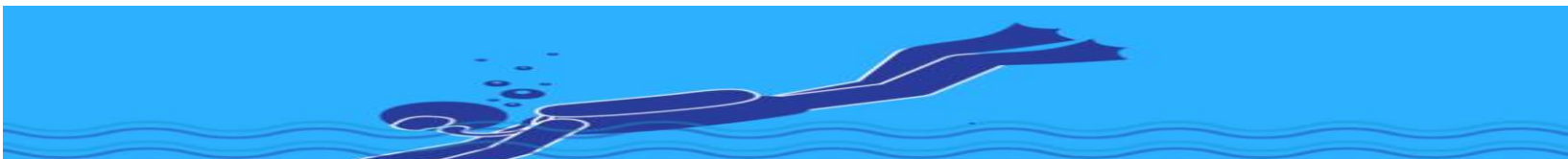
INTENT:



















“Injustice anywhere, is a threat every where” Martin Luther King

Studying criminology at The King's allows students to develop an understanding of the social and personal aspects of crime, the victims involved and how crime and deviance is responded to. We aim to provide students with the opportunity to develop specific skills that are transferable across subjects and prospective jobs. Students will evaluate evidence, write reasoned arguments and reach ethical judgements.














We pride ourselves on our strong moral purpose to prepare students not only for the classroom, but for life beyond – offering opportunities to explore criminological topics and their link to current world affairs, enabling them to fully understand the world in which they live. Through these opportunities, students will develop their critical thinking and problem-solving skills, in order to discuss the problems that arise within the justice system and the work of personnel. An understanding of criminology, and the skills it develops, is relevant to many job roles within the criminal justice sector, social and probation work, as well as sociology and psychology roles too.



****Please click on the icons to access our online portal where you can learn more about each topic****

12	Half term points					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Unit 1 – Changing awareness of crime	Unit 1 – Changing awareness of crime	Unit 2 – Criminological Theories	Unit 2 – Criminological Theories	Exam season	Enrichment development
	Learning to include: <ul style="list-style-type: none"> Students will look at different types of crime including white-collar, state, technological, hate and honour crimes. They will also cover unreported crime, why it is unreported and the consequences of not reporting crime Students will move on to look at the medias role in reporting crime and the perceptions of crime, including stereotyping Students will gain an understanding of how crime statistics are collected and evaluate the reliability of these methods of collecting statistics They will also look at four campaigns for change: Sarah's Law, Brexit, Assisted dying and Double jeopardy, to assess how they campaigned and how successful they were 	Learning to include: <ul style="list-style-type: none"> Students will look at the effectiveness of media for campaigns, including blogs, social networking and public appearances. They will also consider the strengths and limitations as well They will look at how to plan a campaign for change, considering aims, objectives, methods and timescales. They will then consider points to think about when designing and justifying a campaign Students will then produce a practice campaign for change about Anti-Social behaviour in order to understand the steps for the Controlled Assessment Finally, students will complete the Controlled Assessment for this unit 	Learning to include: <ul style="list-style-type: none"> In this unit, students will consider the difference between criminal and deviant behaviour, as well as how laws change over time, between cultures and in different places Students will then discover theories that explain why some people might commit crime. These include; biological theories, sociological theories and individualistic theories – broken down into different branches within these broader theories Students will then begin to look at notorious individuals, Fred West and Robert Napper, to apply the theories learnt to their lives and criminality 	Learning to include: <ul style="list-style-type: none"> Students will continue to look at criminals and apply the theories, looking at Nick Leeson Students will then evaluate the biological, sociological and individualistic theories to consider their strengths and limitations Students will continue their focus on the theories by considering how they inform policy development Students will then consider social values, norms and mores and apply this learning to society's changing views around smoking, homosexuality and women's rights Students will look at newspaper, individual and pressure group campaigns to consider the how the theories can be applied to them 	Learning to include: <ul style="list-style-type: none"> Students will spend this half term revising for their Unit 2 exam The focus of these lessons will change each year as they will cover all aspects but more attention will be placed on the areas that students are struggling with the most Students will spend some time during these lessons in exams too 	Learning to include: <ul style="list-style-type: none"> In this half term, students will spend time developing their understanding of the Criminal Justice system in preparation for Unit 3 Students will complete a mixture of enrichment activities to have the opportunity to ask questions, experience the criminal justice system and investigate and research areas of interest Examples of activities might include the following: Mock trial; Visit to Magistrate and Crown Court; Guest speaker – retired Magistrate; Visit to local university Crime Scene House; Watch, and analyse, episodes of Crime and Punishment, 24 hours in Police Custody and Met Police – link in with the Third Unit – Crime Scene to Court Room; and Research a crime of interest – teach the rest of the class
	 YouTube  YouTube  BBC NEWS  BBC NEWS		 YouTube  YouTube  YouTube  YouTube	 YouTube  YouTube  YouTube  YouTube	N/A	 YouTube  YouTube  YouTube  YouTube

****Please click on the icons to access our online portal where you can learn more about each topic****

13	Half term points					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Unit 3 – Crime scene to court room	Unit 3 – Crime scene to court room	Unit 4 – Crime and Punishment	Unit 4 – Crime and Punishment	Exam season	Left school
	Learning to include: <ul style="list-style-type: none"> Students will consider the roles of personnel involved in investigating crimes, for example, SOCOs, police, CPS and Pathologists Students will continue on to look at investigative techniques including forensics, surveillance, profiling and interviews They will also consider the types of evidence that are gathered and how that evidence is collected Students will move on to learn about the rights of the suspect, victim and witness and the full code test that all crimes must pass to consider conviction Students will then look at the different types of criminal courts, as well as bail, plea bargaining and appeals Students will assess relevance and admissibility of evidence in a court case as well 	Learning to include: <ul style="list-style-type: none"> Students will look at evidence, media and witnesses in a court cases Students will also consider the role of experts, politics, judiciary, barristers, juries and magistrates in the process of a court case Students will learn about evidence, trial verdicts, media reports and judgements in official enquiries as well Students will also learn about just verdicts and miscarriages of justice including Derek Bentley and Timothy Evans Students will then complete their Controlled Assessment for this unit 	Learning to include: <ul style="list-style-type: none"> Students will look at government and judicial processes in the criminal justice system They will consider the crime control and due process model, as well as internal and external forms of social control, and control theory Students will move on to assess the aims of sentencing including retribution, rehabilitation, deterrence, public protection, incapacitation, reparation and denunciation Students will then evaluate whether imprisonment and community sentences meet their intended aims 	Learning to include: <ul style="list-style-type: none"> Students will evaluate whether financial penalties and discharges meet their intended aims Students will then consider the work of government-sponsored agencies including the police, the CPS, the Judiciary, the prison service and the National Probation Service Students will then learn about prison design, behavioural and institutional tactics and gaps in state provision Students will then evaluate the limitations of agencies in achieving social control 	Learning to include: <ul style="list-style-type: none"> Students will spend this half term revising for their Unit 4 exam The focus of these lessons will change each year as they will cover all aspects but more attention will be placed on the areas that students are struggling with the most Students will spend some time during these lessons in exams too 	Students will have left school and completed all exams
	       		    		N/A	

Curriculum plan: Criminology



CONNECTED