

KS5 A-Level Criminology Curriculum Mapping

Year 12						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subject(s)	Unit 1 - Changing Awareness of Crime Unit 2 – Criminological Theories	Unit 1 - Changing Awareness of Crime Unit 2 – Criminological Theories	Unit 1 - Changing Awareness of Crime Unit 2 – Criminological Theories	Unit 1 - Changing Awareness of Crime Unit 2 – Criminological Theories	Unit 4 – Crime and Punishment Unit 3 – Crime Scene to Court Room	Unit 4 – Crime and Punishment Unit 3 – Crime Scene to Court Room
Knowledge and skills (Content)	<p>Unit 1: At the start of the course Students will consider the different types of crime that take place in our society. They will explore the crimes the crime that do not tend to get reported to the police or reported by the media. They will have to plan campaigns for change relating to crime.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> Understand how crime reporting affects the public perception of crime – such as analysing different types of crime, explaining the consequences of unreported crime and evaluating the methods of collecting statistics on crime <p>Students will assess what different types of crime take place in our society. What kinds of crime exist about which we know very little, or which are simply not reported to the police and the media? How do we explain people's reluctance to come forward about crimes of which they have been the victim?</p> <p>Concepts:</p> <ul style="list-style-type: none"> White collar crime Moral crimes Technological crimes State crimes <p>Individual crimes</p>	<p>Unit 1: Students will continue their study of types of crime, and start to consider the consequences of unreported crime and they will start to evaluate the methods of collecting statistics on crime.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> Understand how crime reporting affects the public perception of crime – such as analysing different types of crime, explaining the consequences of unreported crime and evaluating the methods of collecting statistics on crime <p>Students will start to consider how some crimes which seem inoffensive, such as counterfeiting of designer goods, have actually been linked to the funding of more serious crime such as terrorism and people trafficking; so why do people turn a 'blind eye' to these 'mild' crimes? What methods have governments and other agencies used to raise social awareness of these crimes</p> <p>Concepts:</p> <ul style="list-style-type: none"> Ripple effect Cultural change Decriminalisation and legal change Police prioritisation 	<p>Unit 1: Student will continue to build their knowledge, skills and Understanding of how campaigns are used to elicit change.</p> <p>Students form an understand how campaigns are used to elicit change – such as comparing campaigns for change and evaluating. They develop the skills needed to plan campaigns for change related to crime – such as planning, designing and justifying a campaign for change and the effectiveness of media used in campaigns.</p> <p>Hinterland knowledge:</p> <ul style="list-style-type: none"> Other types of crime we have not studied How different crimes are viewed differently by society Case studies of crimes and criminals Police procedures Why people start campaigns How some campaigns are effective while others aren't Case studies of campaigns 	<p>Unit 1: Student complete their final preparations for their controlled assessment and formally sit their controlled assessment (8 hours total).</p> <p>Unit 2: Students will complete their final exam preparation. This will include mock papers, peer marking, revision techniques and assessment skills.</p>	<p>Unit 3: Students will consider the roles of personnel involved when a crime is detected, investigative techniques are available to investigators to help to identify the culprit, what happens to a suspect once charged by the police and the Crown Prosecution Service (CPS) and the safeguards are in place to ensure a suspect has a fair trial.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> Understand the process of criminal investigations – such as evaluate the effectiveness of personnel, assess the usefulness of investigative techniques, explain how evidence is processed and consider the rights of individuals <p>Hinterland knowledge:</p> <ul style="list-style-type: none"> What is meant by indictable offences The make-up of parliament How to lobby parliament Who can lobby parliament Different types of police Difference between lawyers and barristers 	<p>Unit 3: Students will consider the roles of personnel involved when a crime is detected, investigative techniques are available to investigators to help to identify the culprit, what happens to a suspect once charged by the police and the Crown Prosecution Service (CPS) and the safeguards are in place to ensure a suspect has a fair trial.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> Understand the process of criminal investigations – such as evaluate the effectiveness of personnel, assess the usefulness of investigative techniques, explain how evidence is processed and consider the rights of individuals <p>Hinterland knowledge:</p> <ul style="list-style-type: none"> What is meant by indictable offences The make-up of parliament How to lobby parliament Who can lobby parliament Different types of police Difference between lawyers and barristers

	<p>Unit 2: Students will apply their understanding of the public perceptions of crime and campaigns for change studied in Unit 1 with criminological theories to examine how both are used to set policy.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> Understand social constructions of criminality – such as comparing crime and deviance and explaining the social construction of criminality Know theories of criminality – such as biological, individualistic and sociological theories <p>Concepts:</p> <ul style="list-style-type: none"> Crime Deviance Norms Values Social construction of criminality Lombroso Sheldon 	<ul style="list-style-type: none"> Unrecorded crime Moral panic Perception of crime trends Stereotypes of criminals Reliability Validity Examples of campaigns for change <p>Unit 2: Understand causes of criminality – such as analysing situation of criminality, evaluate the effectiveness of criminological theories to explain causes of criminality. Students will assess the difference between criminal behaviour and deviance and consider a number of criminological explanations for why people commit crime such as biological, sociological and psychological explanations. They will consider how public law makers are informed by theory and apply these theories to their own solutions to the problem of crime.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> Twin and adoption studies Jacobs XYY Psychoanalysis Eysenck’s personality theory Social learning theory Functionalist and subcultural theories 	<p>Unit 2: Understand causes of criminality – such as analysing situation of criminality, evaluate the effectiveness of criminological theories to explain causes of criminality. Students will assess the difference between criminal behaviour and deviance and consider a number of criminological explanations for why people commit crime such as biological, sociological and psychological explanations. They will consider how public law makers are informed by theory and apply these theories to their own solutions to the problem of crime</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> Marxism Interactionism Realism Token economies CBT Situational crime prevention Zero tolerance Penal populism and imprisonment 		<p>Concepts:</p> <ul style="list-style-type: none"> Police CSI Forensics Pathologists CPS (Full Code Test - Evidential Test and Public Interest Test and Threshold Test) Databases DNA Surveillance EWT <p>Unit 4: Students will consider the effectiveness of social control in society and how various agencies operate.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> Understand the criminal justice system in England and Wales Understand the role of punishment in the criminal justice system Understand measures used in social control Examine the limitations of agencies in achieving social control Evaluate the effectiveness of agencies in achieving social control <p>Concepts:</p> <ul style="list-style-type: none"> Types of social control Aims of punishment Forms of punishment Agencies and roles in social control Contributions of each agency in society 	<p>Concepts:</p> <ul style="list-style-type: none"> Police CSI Forensics Pathologists CPS (Full Code Test - Evidential Test and Public Interest Test and Threshold Test) Databases DNA Surveillance EWT <p>Unit 4: Students will consider the effectiveness of social control in society and how various agencies operate.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> Understand the criminal justice system in England and Wales Understand the role of punishment in a criminal justice system Understand measures used in social control Examine the limitations of agencies in achieving social control Evaluate the effectiveness of agencies in achieving social control <p>Concepts:</p> <ul style="list-style-type: none"> Types of social control Aims of punishment Forms of punishment Agencies and roles in social control Contributions of each agency in society
<p>Assessment</p>	<p>Unit 1 is assessed through controlled assessments. Completed under supervision. Once submitted work cannot be improved. Students will sit a mock controlled assessment in preparation.</p>					

	<p>Ongoing formative assessment - 4/6 mark questions to help prepare students for questions to develop skills for their controlled assessment. Students complete these in open book conditions, but there will be some opportunity to assess their knowledge without class notes.</p> <p>Lesson by Lesson Recall Testing, including a range of different high order retrieval tasks to challenge students and develop subject knowledge and skills knowledge.</p> <p>Unit 2 is assessed by students sitting an external assessment in May 2023. Students sit mock assessments to ensure they are prepared. Students will be assessed on a frequent basis in the classroom including range of tariff questions to develop exam confidence.</p>					
Cross Curricular Links	<p>English (Extended writing, formulating an argument, comprehension, debating skills)</p> <p>Links to A Level Psychology (Forensics and Psychopathology) and A Level Sociology (Moral Panics, Folk Devils, Deviancy Amplification).</p> <p>Further links to A Level Law, understanding the reasons why Laws need to change to meet the needs of society, including Sarah's Law and Claire's Law.</p>	<p>English (Extended writing, formulating an argument, comprehension, debating skills)</p> <p>Links to A Level Psychology (Forensics and Psychopathology) and A Level Sociology (Moral Panics, Folk Devils, Deviancy Amplification).</p> <p>Further links to A Level Law, understanding the reasons why Laws need to change to meet the needs of society, including Sarah's Law and Claire's Law.</p>	<p>English (Extended writing, formulating an argument, comprehension, debating skills)</p> <p>Links to A Level Psychology (Forensics and Psychopathology) and A Level Sociology (Moral Panics, Folk Devils, Deviancy Amplification)</p>	<p>English (Extended writing, formulating an argument, comprehension, debating skills)</p> <p>Links to A Level Psychology (Forensics and Psychopathology) and A Level Sociology (Moral Panics, Folk Devils, Deviancy Amplification)</p>	<p>English (Extended writing, formulating an argument, comprehension, debating skills)</p> <p>Links to A Level, considering the role of the CJS and how criminal crimes are processed from Crime Scene to Court Room and how a fair trial is established.</p> <p>Links to Psychology, Law and Sociology considering the effectiveness of the CJS system and the methods of crime prevention, control and rehabilitation.</p>	<p>English (Extended writing, formulating an argument, comprehension, debating skills).</p> <p>Links to A Level, considering the role of the CJS and how criminal crimes are processed from Crime Scene to Court Room and how a fair trial is established.</p> <p>Links to Psychology, Law and Sociology considering the effectiveness of the CJS system and the methods of crime prevention, control and rehabilitation</p>
SMSC, British Values, Cultural Capital	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs					
CEIAG	<p>Careers:</p> <p>Exploration of the different roles within the CJS and those that work with criminals. Students develop an understanding of the skills and qualities required to work within the different job roles with those who offend.</p>	<p>Careers:</p> <p>Exploration of professions that might contribute to dealing with criminals – police / legal profession / media</p> <p>Legal profession Policing Journalism</p>	<p>Careers:</p> <p>Exploration of professions that might contribute to dealing with criminals – police / legal profession / media</p> <p>Legal profession Policing Journalism</p>		<p>Exploration of the different roles within the CJS and those that work with criminals. Students develop an understanding of the skills and qualities required to work within the different job roles with those who offend.</p>	<p>Exploration of the different roles within the CJS and those that work with criminals. Students develop an understanding of the skills and qualities required to work within the different job roles with those who offend.</p>
Learning outside the classroom		<p>Students have the opportunity to meet with a member of the CPS to talk about the role of Criminal Prosecutor.</p>	<p>Students in 2022 will have the opportunity to attend The Psychology of Serial Killers. Similar events will be planned depending on availability locally.</p>		<p>Students will have the opportunity to visit a local Magistrates or Crown Court.</p>	<p>Student attend Shrewsbury Prison to consider the psychological and sociology explanations to crime, offending behaviour and to learn about prison life.</p>
Additional Subject Specific Information						

Year 13						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	Unit 3: Crime Scene to Court Room Unit 4: Crime and Punishment	Unit 3: Crime Scene to Court Room Unit 4: Crime and Punishment	Unit 3: Crime Scene to Court Room Unit 4: Crime and Punishment	Unit 3: Crime Scene to Court Room Unit 4: Crime and Punishment		
Knowledge and skills (Content)	<p>Unit 3: Students will consider the roles of personnel involved when a crime is detected, investigative techniques are available to investigators to help to identify the culprit, what happens to a suspect once charged by the police and the Crown Prosecution Service (CPS) and the safeguards are in place to ensure a suspect has a fair trial.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> Understand the process of criminal investigations – such as evaluate the effectiveness of personnel, assess the usefulness of investigative techniques, explain how evidence is processed and consider the rights of individuals <p>Students will assess the criminal trial process involving many different people and agencies. This will give a clearer insight into what happens once a crime is detected and the process that leads to either a guilty or non-guilty verdict. They will also consider the strict rules as to how evidence is collected from a crime scene and also strict rules governing the giving of evidence in court.</p> <p>Concepts:</p> <ul style="list-style-type: none"> Profiling Physical evidence Locard's exchange principle Testimonial evidence Plea Bail Appeal <p>Unit 4: Students will evaluate the effectiveness of the process of</p>	<p>Unit 3: Students will continue to consider the roles of personnel involved when a crime is detected, investigative techniques are available to investigators to help to identify the culprit, what happens to a suspect once charged by the police and the Crown Prosecution Service (CPS) and the safeguards are in place to ensure a suspect has a fair trial.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> Understand the process of prosecution for the suspects – such as explaining the requirements of the CPS, describing the trial process and assess key influences affecting the outcomes of criminal cases <p>Concepts:</p> <ul style="list-style-type: none"> Magistrates Court Crown Court Judge Jury Relevance Admissibility Disclosure Hearsay evidence Media <p>Unit 4: Students will evaluate the effectiveness of the process of social control in delivering policy in practice. They will consider why most obey the law, the social institutions that ensure we obey the law and why and how we punish people.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> Understand the role of punishment in the criminal justice system – 	<p>Unit 3: students will develop the skills to consider criminal cases and examine the processes that are followed from crime scene to court room.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> Be able to review criminal cases – such as examine the information for validity and draw conclusions from information <p>Unit 4: Students will evaluate the effectiveness of the process of social control in delivering policy in practice. They will consider why most obey the law, the social institutions that ensure we obey the law and why and how we punish people.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> Understand measures used in social control – such as the contribution of agencies in achieving social control, examining the limitations of agencies in achieving social control and evaluating the effectiveness in achieving social control <p>Concepts:</p> <ul style="list-style-type: none"> Internal and external forms of social control Retribution Rehabilitation Deterrence Public protection Reparation Sentencing Community sentences Fines 	<p>Unit 3: Student complete their final preparations for their controlled assessment and formally sit their controlled assessment (8 hours total).</p> <p>Unit 4: Students will begin their final preparations for their Unit 4 external exam, completing mock assessments, revision sessions and time assessments.</p>	<p>Unit 4: Students will sit their Unit 4 assessments.</p>	

	<p>social control in delivering policy in practice. They will consider why most obey the law, the social institutions that ensure we obey the law and why and how we punish people.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> Understand the criminal justice system in England and Wales – such as describing the process of law making, the organisation of the CJS and describing models of criminal justice <p>Concepts:</p> <ul style="list-style-type: none"> House of Parliament and Lords Green Paper White Paper Bill Police CPS Courts Prison and Probation Crime control model Due Process model 	<p>such as explaining forms of social control and assessing how forms of punishment meet the aims of punishment</p> <p>Concepts:</p> <ul style="list-style-type: none"> Internal and external forms of social control Retribution Rehabilitation Deterrence Public protection Reparation Sentencing Community sentences Fines Discharges CPTED ASBOs Token economies Recidivism Moral imperatives Charities and pressure groups 	<ul style="list-style-type: none"> Discharges CPTED ASBOs Token economies Recidivism Moral imperatives Charities and pressure groups 			
Assessment	<p>Unit 3 is assessed through controlled assessments. Completed under supervision. Once submitted work cannot be improved. Students will sit a mock controlled assessment in preparation.</p> <p>Ongoing formative assessment - 4/6 mark questions to help prepare students for questions to develop skills for their controlled assessment. Students complete these in open book conditions, but there will be some opportunity to assess their knowledge without class notes.</p> <p>Lesson by Lesson Recall Testing, including a range of different high order retrieval tasks to challenge students and develop subject knowledge and skills knowledge.</p> <p>Unit 4 is assessed by students sitting an external assessment in May 2023. Students sit mock assessments to ensure they are prepared. Students will be assessed on a frequent basis in the classroom including range of tariff questions to develop exam confidence.</p>					
Cross Curricular Links	<p>English (Extended writing, formulating an argument, comprehension, debating skills)</p> <p>Links to A Level, considering the role of the CJS and how criminal crimes are processed from Crime Scene to Court Room and how a fair trial is established.</p> <p>Links to Psychology, Law and</p>	<p>English (Extended writing, formulating an argument, comprehension, debating skills)</p> <p>Links to A Level, considering the role of the CJS and how criminal crimes are processed from Crime Scene to Court Room and how a fair trial is established.</p> <p>Links to Psychology, Law and</p>	<p>English (Extended writing, formulating an argument, comprehension, debating skills)</p> <p>Links to A Level, considering the role of the CJS and how criminal crimes are processed from Crime Scene to Court Room and how a fair trial is established.</p> <p>Links to Psychology, Law and</p>			

	Sociology considering the effectiveness of the CJS system and the methods of crime prevention, control and rehabilitation.	Sociology considering the effectiveness of the CJS system and the methods of crime prevention, control and rehabilitation.	Sociology considering the effectiveness of the CJS system and the methods of crime prevention, control and rehabilitation.			
SMSC, British Values, Cultural Capital	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs					
CEIAG	<p>Exploration of the different roles within the CJS and those that work with criminals.</p> <p>Students develop an understanding of the skills and qualities required to work within the different job roles with those who offend.</p> <p>Students who are completing UCAS applications are supported in terms of applications and how their chosen degree courses could lead into areas of Criminology.</p>	Students who are completing UCAS applications are supported in terms of applications and how their chosen degree courses could lead into areas of Criminology.	Students who are completing UCAS applications are supported in terms of applications and how their chosen degree courses could lead into areas of Criminology.			
Learning outside the classroom	Student attend Shrewsbury Prison to consider the psychological and sociology explanations to crime, offending behaviour and to learn about prison life (If they have not visited in Summer of Year 12)	Students will engage with a Crime Scene to Courtroom session lead by Staffordshire University.		Students can attend a range of different Tutor 2u revision and exam based conferences in Law, Sociology and Psychology which will develop examinations skills that can be applied to Criminology.		
Additional Subject Specific Information						