

**Criminology Diploma Year 12 Curriculum Sequence**

**Subject Intent:** The aim of the Social Science faculty is to give students the opportunity to prepare for different career choices especially those that have an understanding of helping people. We do this through the courses we study and learning how to apply knowledge and skills to real life. We want to help students develop into confident adults who will be ready to take on the challenges of life in today's ever-changing society.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big idea/Theme	<p><b>Unit 1 – Timed Coursework</b> Changing Awareness of Crime</p> <p>LO1 Understand how crime reporting affects the public perception of criminality</p>	<p><b>Unit 1 – Timed Coursework</b> Changing Awareness of Crime</p> <p>LO1 Understand how crime reporting affects the public perception of criminality</p>	<p><b>Unit 2 – Exam</b> Criminological Theories</p> <p>LO1 Understand social constructions of criminality</p>	<p><b>Unit 2 – Exam</b> Criminological Theories</p> <p>LO3 Understand causes of criminality</p>	<p><b>Unit 2 Revision</b></p>	<p><b>Unit 3 – Timed Coursework</b> Crime scene to court room</p> <p>Pre teaching - Core case studies research</p>
Big Idea/Theme	<p><b>Unit 1 – Timed Coursework</b> Changing Awareness of Crime</p> <p>LO2 Understand how campaigns are used to elicit change</p>	<p><b>Unit 1 – Timed Coursework</b> Changing Awareness of Crime</p> <p>LO3 Plan campaigns for change relating to crime</p>	<p><b>Unit 2 – Exam</b> Criminological Theories</p> <p>LO2 Know theories of criminality</p>	<p><b>Unit 2 – Exam</b> Criminological Theories</p> <p>LO4 Understand causes of policy change</p>		
Knowledge that needs to stick	Types of crime Theories of criminality Campaigns for change Impact of media		Theories of criminality Application Campaigns for change Impact of media			Case studies Application

	Application		
Demonstration of Knowledge (Assessment)	Timed Coursework assignments Flipped learning	End of Learning Objective exam questions Flipped learning	Presentation of findings from research on core case studies
Links to key stage 4 prior knowledge needed	Life skills IT/Media	Psychology Biology	Psychology
Skill set development	Learning key terminology Developing answers Applying knowledge to designing campaigns for change Justifying ideas Timings – answering questions within time constraints of exams	Learning key terminology Developing answers Application of concepts Evaluating Timings – answering questions within time constraints of exams	Research Presenting findings
Key Vocabulary (Tier 2/ Tier 3)	Analyse, Distribution, Individual, Interpretation, Issues, Method, Research, Similarities, Conclusions, Design, Range, Resources, Funding, Outcomes, Technology, Attitude, Investigate, Summarise, Awareness, Media  Identify, Legislation, Policy, Impact, Strategies, Justify, Statistics, Biased		
Reading and Oracy	Class discussions, presentations, reading and understanding key terms		
Numeracy	Statistics		
<b>Opportunities</b>			
Careers	Police detective. Correctional officer. Forensic scientist. Crime scene technician. Private investigator. Crime analyst. Lecturer.		

	Forensic pathologist.				
SMSC including British Values, Culture and Diversity	Using imagination and creativity in learning Developing and expressing personal views and values Understanding how communities and societies function Preparing for life in modern Britain				
Relationship and Sex Education and Health Education	Types of crimes				

Key Documents:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

<https://www.thecdi.net/write/CDI-Framework-Jan2020-web.pdf>