

Long Term Plan Y13 Criminology

“One part at a time, one day at a time, we can accomplish any goal”



| Half term | Unit title | Key knowledge/ Content to learn and retain | Essential skills to acquire (subject & generic) | Link to subject ethos and driver (rename) | Anticipated misconceptions | Links to previous KS | Links to other KS5 | Opportunity for stretch for high prior attainers | SMSC & British Values | Cultural Capital | Career Link |
|-----------|------------|---|---|---|--|----------------------|--------------------|--|-----------------------|------------------|-------------|
| | | | | | <p>*****Covid - all Y12 content was covered, and this unit started in Y12. This content will be reinforced throughout Y13 inevitably, as the course is synoptic and the knowledge and skills are layered, as per the design of the course. Any gaps and misconceptions will be addressed as an integral part of the teaching</p> | | | | | | |

| | | | | | | | | | | | |
|---|------------------------------------|--|--|--|---|--|---|--|--|---|---|
| | | | | | and delivery of Y13. Recap of knowledge is routine and gaps will be identified and addressed on an ongoing basis***** * | | | | | | |
| 1 | Unit 3 Crime Scene to Courtroom | Understand the process of criminal investigations | Description Of various aspects of crime, crime reporting, media impact and campaigns for change Application -to real life scenarios and fictional ones for assessment purposes Evaluation Of case studies and ability to use this evaluation for assessment scenarios Assessment Of usefulness of various media | Full unit has a focus on the fairness of criminal convictions and the importance of the correct procedure in securing a conviction from the various personnel involved in a criminal investigation | Forgetting case studies due to the time gap between start of unit 3 and completion of controlled assessment (6-7 months). Confusion between case studies. Lack of focus on the reason different cases are studied-telling of a 'story' instead of a focus on evidence and personnel in a criminal investigation | Links not to previous KS but to previously studied units 1 and 2. There are close links between the general background knowledge that is put into more of a practical perspective regarding a criminal investigation in unit 3 | No link to future KS but link to next unit as course is designed to be synoptic. Links to law-legal personnel, and what roles are involved in a criminal investigation, particularly the courtroom based roles | Clear instruction and analysis of requirements for top mark bands in controlled assessment. Additional 'higher level' or more complex case studies requiring a more in depth understanding of how the CJS works | Unit has at its core a consideration of the importance of innocence until guilt is proven in a criminal case. Due process in a criminal investigation is directly studied | Court visits-witness variety of professionals at work Inclusion and impact of issues such as institutional racism and the impact of this on the implementation of policy. Consideration of how far this reflects British values Investigation into institutional racism linking to Stephen Lawrence murder and the compliance | A study of the role, routes into the role and effectiveness of a number of personnel within the CJS, including police, crime scene investigators, forensic scientists, pathologists, crown prosecutors, and tax officers, is an essential assessment criteria |
| 2 | | Understand the process for prosecution of suspects Be able to review criminal cases | | Impact and consequences of a miscarriage of justice with a focus on individual liberty being taken away incorrectly. Cases | Links to GCSE citizenship as Theme C in that is all about the legal system-how courts operate and personnel | Categories of criminal offence are part of AS law CPS as a distinct topic area are in both AS law | Full unit has a focus on the fairness of criminal convictions and the importance of the correct procedure in securing a conviction from the various personnel involved in a | | | | |

| | | | | | | | | | | | |
|--|--|--|--|--|--|----------|-------------------------|--|---|---|--|
| | | | <p>techniques and campaigns for change</p> <p>Rules on controlled assessment</p> | <p>where the miscarriage of justice has led to a lack of conviction are also covered with links made to double jeopardy as a policy that has had (limited) changes..</p> | | involved | and criminology unit 3. | | <p>criminal investigation</p> <p>Impact and consequences of a miscarriage of justice with a focus on individual liberty being taken away incorrectly.</p> <p>Cases where the miscarriage of justice has led to a lack of conviction are also covered with links made to double jeopardy as a policy that has had (limited) changes.</p> <p>A general understanding of the rule of law is implicit throughout unit 3-everyone is subject to the law in the same way regardless of race, gender, sexuality, political</p> | <p>of this with 'British values' and whether anything has changed since then through case studies in comparison to policies of organisations within CJS</p> | |
|--|--|--|--|--|--|----------|-------------------------|--|---|---|--|

| | | | | | | | | | | | | |
|---|---------------------------|--|---|---|--|--|----|---|---|--|---|---|
| | | | | | | | | | beliefs, religion etc | | | |
| 3 | Unit 4 Crime & Punishment | Understand the Criminal Justice System in England and Wales | Description Of various aspects of the criminal justice system, the role of punishment and methods of social control | An exploration of how justice is delivered; the processes, organisations and people involved. | Students can struggle with the political aspect of law making - this is something that we cover in more detail than is strictly necessary according to the specification as it is a vital aspect of being able to contribute to society. | Links not to previous KS but to previously studied units 1, 2 and 3. There are close links between the general background knowledge and links throughout the whole course. A good overview is required for students to achieve high grades on this unit as there are a number of synoptic questions on the exam papers for this unit | NA | Online tours of parliament aid a higher level of understanding of political issues. | The rule of law is considered by implication when studying punishment and sentencing, and how far this is applied to public figures. | Possibility of visiting National Justice Museum to actively participate in role play and see how justice has changed over the years. Mock trials are an integral part of this. | Roles of people involved more in the process of the criminal justice system are studied; judges, solicitors, probation officers. | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | Understand the role of punishment in a Criminal Justice System | Understand measures used in social control | Application -to real life scenarios and fictional ones for assessment purposes | Evaluation of the consequences if justice goes wrong, and the impact if it is delivered correctly | A focus is placed on the importance of voting and active citizenship and how this impacts upon policy | | | Composing potential exam questions as the nature of the exam is that questions are unpredictable. This gives students a more abstract understanding of topics studied, and gives opportunity for students to grasp the synoptic basis of the unit | Democracy is considered in a great depth, with a focus on how this underpins society, and the functions of the criminal justice system | Online tours of parliament. The possibility of visiting speakers; police officers, prison officers, probation officers, witness services etc | Roles of political office - in parliament, and in various government departments and civil servants are studied, and routes into these areas considered |

