

Long Term Plan Y12 Criminology

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



HT	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to previous KS	Links to other KS5 subjects	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	Changing Awareness of Crime	<p>Understand how crime reporting affects the public perception of criminality ARi</p> <p>Understand how campaigns are used to elicit change MGi</p> <p>Plan campaigns for change relating to crime. MGi</p>	<p>Description Of various aspects of crime, crime reporting, media impact and campaigns for change</p> <p>Application -to real life scenarios and fictional ones for assessment purposes</p> <p>Evaluation Of case studies and ability to use this evaluation for assessment</p>	<p>How far can ordinary people have an impact on the law</p> <p>The study of examples of how the media and campaigns have impacted law change</p> <p>Application of this learning for students to consider where they think the law needs changing and how they as</p>	<p>Categorisation of crimes</p> <p>Understanding of very specific requirements of controlled assessment, and putting this into practice under time constraints</p>	<p>History - profiling in Jack the Ripper</p> <p>English skills used throughout</p>	<p>Course is synoptic in nature so all units build on skills and knowledge from previous ones.</p> <p>Unit 1 is vital to success in units 2, 3, and 4.</p> <p>Some content overlap exists between Criminology and sociology-a full topic of crime and</p>	<p>Extension and challenge activities embedded into course delivery</p> <p>Opportunity to participate in National Bar Mock Trial competition of Covid restrictions allow</p> <p>Higher level reading directed as extra curricular option</p>	<p>Types of crime & consequences by way of sentences for committing those crimes</p> <p>Production of campaigns of their choice on under reported crime, relating to how people can keep safe in regard to violent and sexual crime. How liberty can be</p>	<p>Court visits-witness variety of professionals at work</p> <p>Investigation into the media and how it can affect public perception of issues related to crime</p>	<p>Police roles considered-including civilian roles</p> <p>Charities and support groups</p> <p>Careers in media and impact they can have on society</p>
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			<p>scenarios</p> <p>Assessment Of usefulness of various media techniques and campaigns for change</p> <p>Rules on controlled assessment</p>	<p>individuals can make an impact/affect the law</p>			<p>deviance is part of Y13 sociology curriculum, where reasons for criminality and sociological theories are applied and analysed.</p>		<p>affected by crime-not only in relation to prison but also restrictions on where a person can go/when they can go/who they can see. Understanding of help available for those suffering some sort of crime-socialservice/s/probation/charities etc.</p>		
3	Criminological theories	<p>Understand social construction of criminality</p> <p>Know theories of criminality</p> <ul style="list-style-type: none"> • Biological • Individualistic • Sociological <p>Understand causes of criminality</p>	<p>Description Of various aspects of crime, crime reporting, media impact and campaigns for change</p> <p>Application -to real life scenarios and fictional ones for assessment purposes</p> <p>Evaluation Of case studies and</p>	<p>To understand criminality is a fluid concept, and societally constructed. Ideas such as what constitutes racist/sexist behaviour for eg can vary according to time, place and culture Students will begin to understand the reasons</p>	<p>Confusing the different theories - which can lead to 0 marks in an exam Q</p> <p>Difficulties in grasping the concept of government agencies/councils.CJS organisations and how they enact and implement policies</p> <p>The</p>	<p>Links not to previous KS but to previously studied unit 1. There are close links between the campaigns studied in unit 1 and the policy changes they may have led to for unit 2</p>	<p>Course is synoptic in nature so all units build on skills and knowledge from previous ones.</p> <p>Unit 2 is vital to success in units 3, and 4.</p>	<p>Extension and challenge activities embedded into course delivery</p> <p>Extra reading for HPA linked to different theorists</p>	<p>Respect and tolerance are promoted as learners will be encouraged to consider broad reasons for criminality, encouraging them not to solely blame the offenders.</p> <p>Recognise that a person's freedom and liberty being</p>	<p>Court visits-witness variety of professionals at work</p> <p>Discussion of theorists and how they became eminent in their position, with a stress on the importance of the education of each theorist.</p> <p>Further</p>	<p>Criminologist are directly studied, including routes to the role.</p> <p>Link to policy making and politicians and others that work within CJS, such as police, probation, judges, prison officers etc</p>
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		Understand causes of policy change	<p>ability to use this evaluation for assessment scenarios</p> <p>Assessment Of usefulness of various media techniques and campaigns for change</p> <p>Exam technique specific to L3 WJEC Criminology</p>	<p>individuals and/or groups become criminal and how far personal responsibility is relevant and what other factors can impact on a person's behaviour</p> <p>How people can have an impact on the law changing and its application through campaigning -Democracy</p>	<p>difference between policy and law</p>				<p>removed is not always the best way for agencies to respond to criminality</p>	<p>consideration of why every theorist on the specification is male. A short consideration of feminist theory in relation to criminality which is not on specification</p>	
6	3	<p>Introduction to case studies for unit 3 Crime Scene to Courtroom</p> <p>plus</p> <p>Evaluate the effectiveness of personnel involved in criminal investigations</p> <p>Design a prison</p>	<p>Description Of various aspects of crime, crime reporting, media impact and campaigns for change</p> <p>Application -to real life scenarios and fictional ones for assessment purposes</p>	<p>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</p>	<p>Forgetting case studies due to the time gap between start of unit 3 and completion of controlled assessment (6-7 months).</p> <p>Confusion between case studies.</p>		<p>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</p>	<p>Extra, more complex case studies to research.</p>	<p>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</p>	<p>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</p> <p>Importance of accuracy of criminal</p>	<p>A wide range of professions within the CJS are studied, including career paths, relevant work experience and degrees.</p>

			<p>Evaluation Of case studies and ability to use this evaluation for assessment scenarios</p> <p>Assessment Of usefulness of various media techniques and campaigns for change</p> <p>Rules on controlled assessment</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>investigation in unit 3.</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, religion etc.</p>	<p>investigations and court trials in all aspects due to the potential severe consequences of restriction of an individual's liberty</p>	
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