



Criminology Overview

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
Year 12	<p>Topic: The changing Awareness of crime 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>Substantive Knowledge: 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 Understand how campaigns are used to elicit change – such as comparing campaigns for change and evaluating the effectiveness of media used in campaigns Plan campaigns for change related to crime</p>	<p>Topic: The changing Awareness of crime Students will plan & complete the internal controlled assessment for unit during this term.</p> <p>Substantive Knowledge: 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 Understand how campaigns are used to elicit change – such as comparing campaigns for change and evaluating the effectiveness of media used in campaigns</p> <p>Plan campaigns for change related to crime – such as planning, designing and justifying a campaign for change</p> <p>Disciplinary Knowledge:</p>	<p>Topic: Criminology theories 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>Substantive Knowledge: 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 Understand causes of criminality – such as analysing situation of criminality, evaluate the effectiveness of criminological theories to explain causes of criminality Understand causes of policy change – such as assessing the use of</p>	<p>Topic: Criminology theories 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>Substantive Knowledge: 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 Understand causes of criminality – such as analysing situation of criminality, evaluate the effectiveness of criminological theories to explain causes of criminality</p>	<p>Topic: External examination Revision & examination technique</p>	<p>Topic: Unit 3 Crime scene to court room 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>Substantive Knowledge: 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 Understand the process of prosecution for the suspects – such as explaining the requirements of the</p>



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<p>– such as planning, designing and justifying a campaign for change</p> <p>Disciplinary Knowledge: 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? 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>	<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? 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: White collar crime Moral crimes Technological crimes State crimes Individual crimes Ripple effect</p>	<p>criminological theories in informing policy development, how social changes affect policy development and discuss how campaigns affect policy making. 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>Concepts: Crime Deviance Norms Values Social construction of criminality Lombroso Sheldon Twin and adoption studies Jacobs XYY Psychoanalysis</p>	<p>Understand causes of policy change – such as assessing the use of criminological theories in informing policy development, how social changes affect policy development and discuss how campaigns affect policy making. 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>Concepts: Crime Deviance Norms Values Social construction of criminality Lombroso</p>		<p>CPS, describing the trial process and assess key influences affecting the outcomes of criminal cases Be able to review criminal cases – such as examine the information for validity and draw conclusions from information 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: Police CSI Forensics Pathologists CPS (Full Code Test - Evidential Test and</p>
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	<p>White collar crime Moral crimes Technological crimes State crimes Individual crimes Ripple effect Cultural change Decriminalisation and legal change Police prioritisation Unrecorded crime Moral panic Perception of crime trends Stereotypes of criminals Reliability Validity Examples of campaigns for change Other types of crime we have not studied How different crimes are viewed differently by society Case studies of crimes and criminals Police procedures.</p>	<p>Cultural change Decriminalisation and legal change Police prioritisation Unrecorded crime Moral panic Perception of crime trends Stereotypes of criminals Reliability Validity Examples of campaigns for change Other types of crime we have not studied How different crimes are viewed differently by society Case studies of crimes and criminals Police procedures.</p>	<p>Eysenck's personality theory Social learning theory Functionalist and subcultural theories Marxism Interactionism Realism Token economies CBT Situational crime prevention Zero tolerance Penal populism and imprisonment Disciplinary Knowledge: The difference between sociology and psychology Who Freud is and why he is important to psychology Who Durkheim is and why he is important to sociology How criminology grew out of sociological and psychological explanations for crime How laws are made How influential sociology is on social policy Data analysis – drawing conclusions</p>	<p>Sheldon Twin and adoption studies Jacobs XYY Psychoanalysis Eysenck's personality theory Social learning theory Functionalist and subcultural theories Marxism Interactionism Realism Token economies CBT Situational crime prevention Zero tolerance Penal populism and imprisonment Disciplinary Knowledge: The difference between sociology and psychology Who Freud is and why he is important to psychology Who Durkheim is and why he is important to sociology How criminology grew out of sociological and psychological explanations for crime</p>		<p>Public Interest Test and Threshold Test) Databases DNA Surveillance EWT Profiling Physical evidence Locard's exchange principle Testimonial evidence Plea Bail Appeal Magistrates Court Crown Court Judge Jury Relevance Admissibility Disclosure Hearsay evidence Media Disciplinary Knowledge: What is meant by indictable offences The make-up of parliament How to lobby parliament Who can lobby parliament Different types of police</p>
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	<p>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> <p>Disciplinary Knowledge</p>	<p>Disciplinary Knowledge:</p>	<p>Disciplinary Knowledge:</p>	<p>Disciplinary Knowledge:</p>	<p>Disciplinary Knowledge:</p>	<p>N/A</p> <p>Disciplinary Knowledge:</p> <p>N/A</p>
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