



CRIMINOLOGY

CURRICULUM OVERVIEW

CRIMINOLOGY CURRICULUM- LONG TERM PLAN

CURRICULUM INTENT

At Nottingham Academy, our Criminology curriculum is designed to cultivate a deep understanding of crime, its causes, and its impact on society. We aim to foster critical thinking, analytical skills, and a profound sense of social justice in our students. Our curriculum provides a comprehensive exploration of criminological theories, the criminal justice system, and the processes involved in investigating and prosecuting crime.

Our structured curriculum builds both substantive and disciplinary knowledge, ensuring students are well-prepared to engage with complex criminological concepts. From understanding the various types of crime and the reasons they often go unreported, to evaluating the effectiveness of criminal investigations and the roles of different personnel, our curriculum covers a broad spectrum of topics. This approach ensures students can connect theoretical knowledge with practical applications, making informed decisions and analyses.

We emphasize the importance of knowing more, remembering more, and therefore doing more. This philosophy underpins our teaching strategies and curriculum design, ensuring students can retain and apply their knowledge effectively. Regular assessments, interactive activities, and case studies are integral to our approach, providing students with opportunities to demonstrate their understanding and develop their skills.

Adaptations for students with SEND needs are central to our curriculum delivery. We employ differentiated instruction and tailor resources to meet diverse learning requirements. Visual aids, simplified summaries, and hands-on activities help make complex concepts accessible. We also use collaborative projects and role-playing to engage students actively and enhance their learning experience. Personalized feedback and regular reviews ensure that all students can progress confidently, retaining and applying their knowledge.

Our ultimate goal is to inspire students to become knowledgeable, critical thinkers who are prepared to contribute meaningfully to society. By providing an engaging and comprehensive Criminology curriculum, we ensure that all students leave Nottingham Academy with a deep understanding of crime and justice and the skills to make a positive impact in their communities.

KEY CONCEPTS

<p>Types of Crime</p> <ul style="list-style-type: none"> Understanding various types of crime. Analysing specific examples of different crimes. 	<p>Reasons for Unreported Crimes</p> <ul style="list-style-type: none"> Understanding personal and social reasons for underreporting. Analysing specific cases of unreported crimes. 	<p>Consequences of Unreported Crimes</p> <ul style="list-style-type: none"> Exploring the ripple effect and cultural change. Understanding the impact on police prioritization and legal changes. 	<p>Media Representation of Crime</p> <ul style="list-style-type: none"> Examining how crime is portrayed in the media. Identifying different forms of media representation.
<p>Campaigns for Change</p> <ul style="list-style-type: none"> Planning and evaluating campaigns aimed at changing crime-related policies or perceptions. Understanding the purpose and methods of campaigns. 	<p>Criminological Theories</p> <ul style="list-style-type: none"> Studying various theories explaining criminal behaviour. Comparing biological, individualistic, and sociological theories. 	<p>Investigative Techniques</p> <ul style="list-style-type: none"> Understanding and assessing the techniques used in criminal investigations. Evaluating the roles of personnel in investigations. 	<p>Policy Development and Social Change</p> <ul style="list-style-type: none"> Examining how criminological theories inform policy development and respond to social changes. Assessing the use of criminological theories in policy and explaining the impact of social changes on policy development.

KEY CONCEPTS MAPPING- Year 12

	Term 1- Introduction to Criminology and Changing Awareness of Crime (Units 1 & 2)	Term 2- Campaigns for Change and Theories of Criminality (Units 1 & 2)	Term 3- From Crime Scene to Courtroom (Unit 3)
Unit 1	AC1.1: Analyse different types of crime (Blue)	AC2.1: Compare campaigns for change (Purple)	Unit 3 AC1.1: Evaluate the effectiveness of the roles of personnel involved in criminal investigations (Navy) AC1.2: Assess the usefulness of investigative techniques in criminal investigations (Navy)
	AC1.2: Explain the reasons that certain crimes are unreported (Green)	AC2.2: Evaluate the effectiveness of media used in campaigns for change (Purple)	
	AC1.3: Explain the consequences of unreported crime (Yellow)	AC3.1: Plan a campaign for change relating to crime (Purple)	
	AC1.4: Describe media representation of crime (Red)	AC3.2: Design materials for use in campaigning for change (Purple)	
	AC1.5: Explain the impact of media representations on the public perception of crime (Red)	AC3.3: Justify a campaign for change (Purple)	
	AC1.6: Evaluate methods of collecting statistics about crime (Yellow)	AC2.1: Describe biological theories of criminality (Orange)	
Unit 2	AC1.1: Compare criminal behaviour and deviance (Orange)	AC2.2: Describe individualistic theories of criminality (Orange)	
	AC1.2: Explain the social construction of criminality (Orange)	AC2.3: Describe sociological theories of criminality (Orange)	
		AC3.1: Analyse situations of criminality (Orange)	
		AC3.2: Evaluate the effectiveness of criminological theories to explain causes of criminality (Orange)	
		AC4.1: Assess the use of criminological theories in informing policy development (Pink)	
		AC4.2: Explain how social changes affect policy development (Pink)	
	AC4.3: Discuss how campaigns affect policy making (Pink)		

CRIMINOLOGY KEY CONCEPTS

Types of Crime	Reasons for Unreported Crimes	Consequences of Unreported Crimes	Media Representation of Crime
Campaigns for Change	Criminological Theories	Investigative Techniques	Policy Development and Social Change

KEY CONCEPTS MAPPING- Year 13

Term 1 and Term 2	
Unit 3: Crime Scene to Courtroom	Unit 4: Crime and Punishment
AC1.1: Evaluate the effectiveness of the roles of personnel involved in criminal investigations (Navy)	AC1.1: Describe processes used for law making (Pink)
AC1.2: Assess the usefulness of investigative techniques in criminal investigations (Navy)	AC1.2: Describe the organisation of the criminal justice system in England and Wales (Pink)
AC2.1: Explain the rights of individuals in criminal investigations (Pink)	AC1.3: Describe models of criminal justice (Orange)
AC2.2: Discuss the use of evidence in criminal cases (Navy)	AC2.1: Explain forms of social control (Pink)
AC3.1: Explain the requirements of the CPS for prosecuting suspects (Pink)	AC2.2: Discuss the aims of punishment (Orange)
AC3.2: Assess key influences affecting the outcomes of criminal cases (Red)	AC2.3: Assess how forms of punishment meet the aims of punishment (Orange)
	AC3.1: Explain the role of agencies in social control (Navy)
	AC3.2: Describe the contribution of agencies to achieving social control (Navy)
	AC3.3: Examine the limitations of agencies in achieving social control (Navy)
	AC3.4: Evaluate the effectiveness of agencies in achieving social control (Navy)

CRIMINOLOGY KEY CONCEPTS

Types of Crime	Reasons for Unreported Crimes	Consequences of Unreported Crimes	Media Representation of Crime
Campaigns for Change	Criminological Theories	Investigative Techniques	Policy Development and Social Change

DISCIPLINARY LITERACY- KEYWORDS & TERMINOLOGY- YEAR 12

	Term 1	Term 2	Term 3
Year 12	<p>Unit 1: Changing Awareness of Crime</p> <ul style="list-style-type: none"> AC1.1: Analyse different types of crime <ul style="list-style-type: none"> Crime, deviance, white-collar, moral, state, technological, victimization, offender, public awareness, organised. AC1.2: Explain the reasons that certain crimes are unreported. <ul style="list-style-type: none"> Unreported, fear, shame, disinterest, knowledge, complexity, media interest, cultural, honour, witchcraft AC1.3: Explain the consequences of unreported crime. <ul style="list-style-type: none"> Consequences, ripple, decriminalization, prioritization, unrecorded, cultural, legal, procedural, societal, individual AC1.4: Describe media representation of crime. <ul style="list-style-type: none"> Media, newspaper, television, film, social, music, factual, fictional, portrayal, stereotypes AC1.5: Explain the impact of media representations on the public perception of crime. <ul style="list-style-type: none"> Perception, panic, attitudes, trends, stereotypes, response, punishment, priorities, influence, impact AC1.6: Evaluate methods of collecting statistics about crime. <ul style="list-style-type: none"> Statistics, Home, Survey, reliability, validity, ethics, data, research, collection, presentation <p>Unit 2: Criminological Theories</p> <ul style="list-style-type: none"> AC1.1: Compare criminal behaviour and deviance. <ul style="list-style-type: none"> Behaviour, norms, control, comparison, standards, definitions, boundaries, examples, theories, societal AC1.2: Explain the social construction of criminality. <ul style="list-style-type: none"> Construction, society, values, laws, socialization, influence, context, norms, perception, criminality 	<p>Unit 1: Changing Awareness of Crime</p> <ul style="list-style-type: none"> AC2.1: Compare campaigns for change. <ul style="list-style-type: none"> Campaigns, policy, law, priorities, funding, awareness, attitude, classification, euthanasia, comparison AC2.2: Evaluate the effectiveness of media used in campaigns for change. <ul style="list-style-type: none"> Blogs, networking, advertising, radio, television, film, documentary, word, evaluation, effectiveness AC3.1: Plan a campaign for change relating to crime. <ul style="list-style-type: none"> Plan, aims, objectives, justification, audience, methods, materials, finances, timescales, resources AC3.2: Design materials for use in campaigning for change <ul style="list-style-type: none"> Design, structure, images, attention, persuasive, promotion, alignment, strategy, creativity, audience AC3.3: Justify a campaign for change. <ul style="list-style-type: none"> Justification, action, evidence, persuasive, need, campaign, impact, objectives, rationale, support <p>Unit 2: Criminological Theories</p> <ul style="list-style-type: none"> AC2.1: Describe biological theories of criminality. <ul style="list-style-type: none"> Genetics, brain, physiological, traits, factors, behaviour, Lombroso, evaluation, biological, inherited. AC2.2: Describe individualistic theories of criminality. <ul style="list-style-type: none"> Psychological, personality, learning, cognitive, psychopathy, mental, behaviour, explanation, individualistic, disorders AC2.3: Describe sociological theories of criminality. <ul style="list-style-type: none"> Structure, strain, subcultural, socialization, environment, peer, behaviour, crime, society, sociological AC3.1: Analyse situations of criminality <ul style="list-style-type: none"> Analysis, context, scenarios, factors, theories, examples, causes, situations, criminality, application AC3.2: Evaluate the effectiveness of criminological theories to explain causes of criminality. <ul style="list-style-type: none"> Evaluation, strengths, weaknesses, applicability, effectiveness, theories, causes, analysis, crime, behaviour AC4.1: Assess the use of criminological theories in informing policy development. <ul style="list-style-type: none"> Policy, assessment, influence, laws, application, justice, change, impact, development, analysis AC4.2: Explain how social changes affect policy development. <ul style="list-style-type: none"> Change, influence, trends, legislation, adaptation, analysis, examples, social, development, affect. AC4.3: Discuss how campaigns affect policy making. <ul style="list-style-type: none"> Legislative, public, advocacy, strategies, evaluation, impact, campaigns, influence, making, policy 	<p>Unit 3: Crime Scene to Courtroom</p> <ul style="list-style-type: none"> AC1.1: Evaluate the effectiveness of the roles of personnel involved in criminal investigations. <ul style="list-style-type: none"> Personnel, effectiveness, investigations, police, forensic, legal, challenges, responsibilities, teamwork, analysis AC1.2: Assess the usefulness of investigative techniques in criminal investigations. <ul style="list-style-type: none"> Techniques, fingerprint, DNA, surveillance, evidence, studies, usefulness, effectiveness, methods, evaluation

DISCIPLINARY LITERACY- KEYWORDS & TERMINOLOGY- YEAR 13

Term 1 and 2

Year 13

Unit 3: Crime Scene to Courtroom

- **AC1.1:** Evaluate the effectiveness of the roles of personnel involved in criminal investigations.
 - Personnel, effectiveness, investigations, police, forensic, legal, challenges, responsibilities, teamwork, analysis
- **AC1.2:** Assess the usefulness of investigative techniques in criminal investigations.
 - Techniques, fingerprint, DNA, surveillance, evidence, studies, usefulness, effectiveness, methods, evaluation
- **AC2.1:** Explain the rights of individuals in criminal investigations.
 - Rights, suspects, victims, witnesses, protections, ethical, legal, considerations, individual, criminal
- **AC2.2:** Discuss the use of evidence in criminal cases.
 - Evidence, physical, testimonial, circumstantial, admissibility, reliability, court, types, discussion, criminal
- **AC3.1:** Explain the requirements of the CPS for prosecuting suspects.
 - CPS, prosecution, requirements, role, legal, criteria, suspects, prosecution, criminal, standards
- **AC3.2:** Assess key influences affecting the outcomes of criminal cases.
 - Influences, media, public, opinion, legal, representation, factors, outcomes, criminal, cases

Unit 4: Crime and Punishment

- **AC1.1:** Describe processes used for law making.
 - Processes, law, making, legislative, Parliament, judiciary, public, describe, creation, development
- **AC1.2:** Describe the organisation of the criminal justice system in England and Wales
 - Organisation, criminal, justice, system, England, Wales, structure, functions, agencies, components
- **AC1.3:** Describe models of criminal justice
 - Models, criminal, justice, due, process, crime, control, systems, compare, overview
- **AC2.1:** Explain forms of social control.
 - Forms, social, control, formal, informal, mechanisms, society, regulation, behaviour, norms
- **AC2.2:** Discuss the aims of punishment.
 - Aims, punishment, retribution, deterrence, rehabilitation, restoration, justice, goals, evaluation, effects
- **AC2.3:** Assess how forms of punishment meet the aims of punishment.
 - Assessment, punishment, forms, aims, retribution, deterrence, rehabilitation, restoration, effectiveness, evaluation
- **AC3.1:** Explain the role of agencies in social control.
 - Role, agencies, social, control, police, courts, probation, services, functions, explanation
- **AC3.2:** Describe the contribution of agencies to achieving social control.
 - Contribution, agencies, social, control, police, courts, probation, services, collaboration, effectiveness, description
- **AC3.3:** Examine the limitations of agencies in achieving social control.
 - Limitations, agencies, social, control, challenges, constraints, effectiveness, examination, issues, obstacles
- **AC3.4:** Evaluate the effectiveness of agencies in achieving social control.
 - Evaluation, effectiveness, agencies, social, control, police, courts, probation, services, success, analysis

ADAPTATIONS FOR SEND STUDENTS IN CRIMINOLOGY LESSONS

GENERAL CRIMINOLOGY SEND STRATEGIES

READING SUPPORT

- **Pre-reading activities:** Introduce key concepts and vocabulary related to different types of crime before reading.
- **Annotation:** Encourage students to annotate texts with notes, definitions, and summaries to aid comprehension.
- **Guided reading sessions:** Read together with students, discussing and explaining difficult sections as you go.
- **Glossaries:** Provide glossaries of key terms and concepts to support understanding.
- **Graphic organisers:** Use visual aids like cause-and-effect charts to help students organise and retain information.
- **Summarization and paraphrasing:** Encourage students to summarize and paraphrase sections of text to ensure understanding.
- **Media articles and analysis worksheets:** Use current media articles related to crime and provide worksheets to guide analysis.
- **Critical thinking and questioning:** Teach students to ask questions about media content and its portrayal of crime.
- **Examples of successful campaigns:** Provide reading materials about successful crime-related campaigns and analyse their strategies.
- **Scaffolded reading tasks:** Break down campaign-related texts into manageable sections with guided questions and activities.
- **Summary sheets for theories:** Provide simplified summary sheets for each criminological theory.
- **Group discussions and debates:** Encourage students to discuss and debate the theories to deepen their understanding.
- **Case studies and practical examples:** Use detailed case studies to illustrate investigative techniques.
- **Guided practice sessions:** Read through case studies together, highlighting key points and discussing the techniques used.
- **Policy documents and analysis frameworks:** Provide policy documents and frameworks to guide reading and analysis.
- **Connection to current events:** Relate reading materials to current events to make the content more relevant and engaging.

SEND WITHIN CRIMINOLOGY KEY CONCEPTS

<p>Types of Crime</p> <ul style="list-style-type: none"> • Simplify language and use visual aids: Provide clear, simple definitions of different types of crime with accompanying images or diagrams. • Provide clear examples and context: Use real-life examples and scenarios to help students understand different types of crime. 	<p>Reasons for Unreported Crimes</p> <ul style="list-style-type: none"> • Use real-life scenarios and role-playing: Help students understand personal and social reasons for underreporting through engaging activities. • Provide step-by-step explanations: Break down the reasons for unreported crimes into simple, easy-to-understand steps. 	<p>Consequences of Unreported Crimes</p> <ul style="list-style-type: none"> • Use cause-and-effect diagrams: Visual aids can help students understand the ripple effect and other consequences of unreported crimes. • Allow extra time for understanding complex concepts: Give students additional time and support to grasp the impact of unreported crimes on society and law enforcement. 	<p>Media Representation of Crime</p> <ul style="list-style-type: none"> • Use multimedia resources (videos, infographics): Provide varied and engaging materials to illustrate how crime is portrayed in the media. • Break down media analysis into manageable parts: Simplify the analysis of media representations into smaller, more digestible sections.
<p>Campaigns for Change</p> <ul style="list-style-type: none"> • Use collaborative projects and group work: Encourage teamwork to plan and evaluate campaigns for change. • Provide clear templates and guidelines for campaign planning: Give students structured support to help them design and justify campaigns. 	<p>Criminological Theories</p> <ul style="list-style-type: none"> • Use simplified summaries and key points: Provide clear, concise summaries of different criminological theories. • Provide visual summaries (charts, diagrams): Use visual aids to help students understand and compare biological, individualistic, and sociological theories. 	<p>Investigative Techniques</p> <ul style="list-style-type: none"> • Use hands-on activities and practical examples: Engage students with practical exercises to demonstrate investigative techniques. • Provide step-by-step guides for techniques: Simplify complex investigative processes into easy-to-follow steps. 	<p>Policy Development and Social Change</p> <ul style="list-style-type: none"> • Use case studies and real-world examples: Provide concrete examples to help students understand how criminological theories inform policy development. • Provide scaffolding for understanding policy impacts: Break down the analysis of social changes and their impact on policy development into manageable steps.

LONG TERM PLAN- A CURRICULUM OVERVIEW

	Term 1	Term 2	Term 3
Year 12	<p>Introduction to Criminology and Changing Awareness of Crime (Units 1 & 2)</p> <p>Students will begin the term by exploring Unit 1, "Changing Awareness of Crime." They will analyse different types of crime, including white-collar, moral, state, and technological crimes. They will delve into the reasons certain crimes are unreported, examining personal factors such as fear and shame, as well as social and cultural factors like lack of media interest. Students will investigate the consequences of unreported crimes, understanding the ripple effect, cultural change, and impacts on police prioritization. The term will also cover media representation of crime, where students will describe how crime is portrayed in various media formats and explain the impact of these representations on public perception, including the phenomena of moral panic and changing public attitudes. Additionally, students will evaluate methods of collecting crime statistics, focusing on sources like Home Office statistics and the Crime Survey for England and Wales, assessing their reliability, validity, and ethical considerations. Concurrently, students will engage with Unit 2, "Criminological Theories," where they will compare criminal behaviour and deviance and explain the social construction of criminality, setting the foundation for understanding various criminological perspectives.</p>	<p>Campaigns for Change and Theories of Criminality (Units 1 & 2)</p> <p>Continuing with Unit 1, students will compare different campaigns for change, analysing their effectiveness and the various purposes they serve, such as changing laws or raising awareness. They will evaluate the effectiveness of media used in these campaigns, considering formats like blogs, social networking, and advertising. By March, students will plan and execute a campaign for change related to crime, identifying aims and objectives, target audiences, and methods to be used, followed by designing campaign materials and justifying their campaign's approach. This will culminate in an 8-hour controlled assessment. Alongside this, in Unit 2, students will describe biological, individualistic, and sociological theories of criminality, applying these theories to analyse real-life criminal situations. They will evaluate the effectiveness of these theories in explaining criminal behaviour, assess their use in informing policy development, and explain how social changes affect policy. Students will also discuss the impact of campaigns on policymaking. This comprehensive study will prepare them for the 1.5-hour external exam scheduled for May.</p>	<p>From Crime Scene to Courtroom (Unit 3)</p> <p>In Term 3, students will shift their focus to Unit 3, "Crime Scene to Courtroom." They will evaluate the effectiveness of the roles of various personnel involved in criminal investigations, including police, forensic experts, and legal professionals, considering the challenges these roles entail. Additionally, students will assess the usefulness of different investigative techniques, such as fingerprint analysis, DNA profiling, and surveillance, through the study of relevant case studies. This term will involve a practical approach, providing students with hands-on experience and critical evaluation skills essential for understanding the complexities of the criminal justice process from the crime scene to the courtroom.</p>
Year 13	<p>Crime Scene to Courtroom and Crime and Punishment (Units 3 & 4)</p> <p>Students will begin the year by exploring Unit 3, "Crime Scene to Courtroom." They will evaluate the effectiveness of the roles of personnel involved in criminal investigations (AC1.1), including police, forensic experts, and legal professionals, considering the challenges these roles entail. Students will assess the usefulness of different investigative techniques (AC1.2), such as fingerprint analysis, DNA profiling, and surveillance, through the study of relevant case studies. They will explain the rights of individuals in criminal investigations (AC2.1), focusing on the legal protections and ethical considerations for suspects, victims, and witnesses. Furthermore, students will discuss the use of evidence in criminal cases (AC2.2), including physical, testimonial, and circumstantial evidence, and its admissibility and reliability in court. They will explain the requirements of the CPS (Crown Prosecution Service) for prosecuting suspects (AC3.1), understanding the role and legal criteria for prosecution. Lastly, they will assess key influences affecting the outcomes of criminal cases (AC3.2), such as media influence, public opinion, and legal representation, using case studies to highlight these influences. This unit will culminate in an 8-hour controlled assessment in March.</p> <p>In parallel, students will begin Unit 4, "Crime and Punishment." They will describe the processes used for law making (AC1.1), covering the legislative process in the UK and the roles of Parliament, the judiciary, and the public. Students will describe the organisation of the criminal justice system in England and Wales (AC1.2), understanding the structure and functions of various criminal justice agencies. They will also describe models of criminal justice (AC1.3), comparing different models such as due process and crime control. Students will explain forms of social control (AC2.1), distinguishing between formal and informal mechanisms. They will discuss the aims of punishment (AC2.2), including retribution, deterrence, rehabilitation, and restoration, and assess how various forms of punishment meet these aims (AC2.3). Moving forward, students will explain the role of agencies in social control (AC3.1), describing how police, courts, probation services, and others contribute to maintaining social order. They will describe the contribution of these agencies to achieving social control (AC3.2), examine the limitations they face (AC3.3), and evaluate their overall effectiveness (AC3.4). This unit will prepare students for the 1.5-hour external exam scheduled for June.</p>		<p>Final Preparations and Consolidation</p> <p>During Term 3, students will focus on final preparations and consolidation of their knowledge for the Unit 4 exam in June. They will review and refine their understanding of the legislative processes, criminal justice system organisation, and models of criminal justice. Students will revisit forms of social control and the aims of punishment, ensuring they can critically assess how various forms of punishment meet these aims. They will consolidate their knowledge of the roles and contributions of different agencies in social control, examining the limitations and evaluating their effectiveness. This term will involve intensive revision sessions, practice exams, and targeted support to ensure students are thoroughly prepared for their final assessments.</p>