| **W/C** | **Learning Outcome** | **Assessment Criteria** | **Key Content & Guidance** | **Pro-Study Work** |
| --- | --- | --- | --- | --- |
| 26/08/24 | 1 | **Enrolment** | **Summer Work**To be handed in on Teams in first week and checked / entered on MyProgress. |
| 02/09/24 | 2 | **Enrolment** |
|  | **Unit 1 Changing Awareness of Crime** |
| 9/9/24 | 3 | LO1 Understand how crime reporting affects the public perception of criminality | *Intro to Criminology/ AC 1.1- Analyse different types of crime & AC 1.2- Explain the reasons why certain crimes are unreported.* | **Types of crime*** white collar
* moral crimes
* technological

*Learners should have knowledge of specific examples of different types of crime and be able to analyse them by:** *criminal offences*
* *types of victim*
* *types of offender*
* *level of public awareness*
* *deviant or criminal*

*Case studies- Bernie Madoff, Holocaust, Cyber crime**Learners should know that these acts may be deviant and/or criminal.***Reasons*** personal, e.g.
	+ fear
	+ shame
	+ disinterest
	+ not affected
* social and cultural, e.g.
	+ lack of knowledge
	+ complexity
	+ lack of media interest
	+ lack of current public concern
	+ culture bound crime (e.g. honour

killing, witchcraft). | * Find 5 different criminal cases that have occurred in the last 5 years and bring in a summary to discuss in class.
* Start AC 1.1 & 1.2 workbook pages
* Purchase a folder and dividers and make payment for workbook & flipped learning grids on shop
 |
| 16/09/24 | 4  | LO1 Understand how crime reporting affects the public perception of criminality | *AC 1.1- Analyse different types of crime & AC 1.2- Explain the reasons why certain crimes are unreported* Key assessment 1: 1.1 & 1.2 | * individual, e.g.
	+ hate crime
	+ honour crime
	+ domestic abuse

Case studies- Banaz Mahmod, Claire Wood etc.*Learners should have an understanding of the reasons why certain crimes are not reported to the police.**Learners should consider crimes such as:** *common assault*
* *domestic abuse*
* *vandalism*
* *rape*

*perceived victimless crimes (e.g. white-collar crime, vagrancy, prostitution, assisted suicide)* | * Flipped learning textbook reading and grids for AC 1.3 Explain the consequences of unreported crime.
* AC 1.1 & 1.2 workbook pages.
* Key assessment revision
 |
| 23/09/24 | 5 | LO1 Understand how crime reporting affects the public perception of criminality | *AC 1.3 Explain the consequences of unreported crime.* | **Consequences*** ripple effect
* cultural
* decriminalisation
* police prioritisation
* unrecorded crime
* cultural change
* legal change
* procedural change

*Learners should have an understanding of the positive and negative effects of unreported crime on the individual and on society* | * Flipped learning textbook reading and grids AC 1.4 Describe media representation of crime.
* Workbook pages AC 1.3 Explain the consequences of unreported crime.

  |
| 30/09/24 | 6 | LO1 Understand how crime reporting affects the public perception of criminality | *AC 1.4 Describe media representation of crime.* | **Media*** newspaper
* television
* film
* electronic gaming
* social media (blogs, social networking)
* music

*Learners should have knowledge of specific examples of how different forms of media are used to portray fictional and factual representations of crime.*  | * Flipped learning textbook reading and grids AC 1.5 Explain the impact of media representation of the public perception of crime.
* Workbook pages AC 1.4 Describe media representation of crime.
 |
| 7/10/24 | 7 | LO1 Understand how crime reporting affects the public perception of criminality | *AC 1.5 Explain the impact of media representation of the public perception of crime.* | **Impact*** moral panic
* changing public concerns and attitudes
* perceptions of crime trends
* stereotyping of criminals
* levels of response to crime and types of punishment
* changing priorities and emphasis

*Learners should be familiar with specific examples of media portrayal of criminality and the range of impacts given. Understanding of those impacts should be based on theories.* | * Flipped learning textbook reading and grids AC 1.6 Evaluate methods of collecting statistics about crime.
* Workbook pages AC 1.5 Explain the impact of media representation of the public perception of crime.
 |
| 14/10/24 | 8 | LO1 Understand how crime reporting affects the public perception of criminality | *AC 1.6 Evaluate methods of collecting statistics about crime.* | **Evaluation criteria*** reliability
* validity
* ethics of research
* strengths and limitations
* purpose of research

**Information about crime*** Home Office statistics
* Crime survey for England and Wales

*Learners should evaluate the methods used to collect and present the two sources of information about crime given in the content. The evaluation should use the criteria specified in the content.* | * Flipped learning textbook reading and grids AC 2.1 Compare campaigns for change.
* Workbook pages AC 1.6 Evaluate methods of collecting statistics about crime.
 |
| 21/10/24 | 9 | LO2 Understand how campaigns are used to illicit change | *AC 2.1 Compare campaigns for change* | **Campaigns for change, e.g.** * Change in policy
* Change in law
* Change in priorities of agencies
* Change in funding
* Change in awareness
* Change in attitude

*Learners should be aware of the importance of the comparison here and not being overly descriptive. Example campaigns should be covered: Sarah’s Law, Claire’s law, PAS, Harper’s Law, Stonewall, Brexit, ASH, Greenpeace, Just stop oil.* | * Finish LO1 Workbook pages
* Organise all notes and workbook in folder
* Revise for key assessment
 |
| **Oct Half Term** |
| 04/11/24 | 10 | LO2 Understand how campaigns are used to illicit change | *AC 2.1 Compare campaigns for change* Key assessment 2: 1.4, 1.5 & 1.6 | **Campaigns for change, e.g.** * Change in policy
* Change in law
* Change in priorities of agencies
* Change in funding
* Change in awareness
* Change in attitude

*Learners should be aware of the importance of the comparison here and not being overly descriptive. Example campaigns should be covered: Sarah’s Law, Claire’s law, PAS, Harper’s Law, Stonewall, Brexit, ASH, Greenpeace, Just stop oil.* | * Flipped learning textbook and reading grids AC 2.2 Evaluate the different types of media used in campaigns for change.
* Workbook pages AC 2.1 Compare campaigns for change
 |
| 11/11/24 | 11 | LO2 Understand how campaigns are used to illicit change | *AC 2.2 Evaluate the effectiveness of media used in campaigns for change.* | **Media*** blogs
* viral messaging
* social networking
* advertising
* radio
* television
* film
* documentary
* word of mouth
* events
* print

*Learners should have knowledge of the media and specific materials used in campaigns and be able to evaluate their effectiveness in promoting a campaign for change.* | * Workbook pages AC 2.1 Compare campaigns for change.
* Workbook pages AC 2.2 Evaluate the effectiveness of media used in campaigns for change.
 |
| 18/11/24 | 12 | LO2 Understand how campaigns are used to illicit change | *AC 2.2 Evaluate the effectiveness of media used in campaigns for change.* | **Media*** blogs
* viral messaging
* social networking
* advertising
* radio
* television
* film
* documentary
* word of mouth
* events
* print

*Learners should have knowledge of the media and specific materials used in campaigns and be able to evaluate their effectiveness in promoting a campaign for change.* | * Flipped learning textbook and reading grids AC 3.1 Plan a campaign for change relating to crime
* Workbook pages AC 2.2 Evaluate the effectiveness of media used in campaigns for change.
* Revise for key assessment
 |
| 25/11/24 | 13 | LO3 Plan campaigns for change relating to crime | *AC 3.1 Plan a campaign for change relating to crime.* Key assessment 3: 2.1 & 2.2 | **Plan*** aims and objectives
* justification of choice of campaign
* target audience
* methods to be used
* materials to be used
* finances
* timescales
* resources needed

*Learners should identify an appropriate campaign for change and produce a comprehensive plan of action.* | * Workbook pages AC 3.1 Plan a campaign for change relating to crime
 |
| 2/12/24 | 14 | LO3 Plan campaigns for change relating to crime | *AC 3.2 Design materials for use in campaigning for change* | **Design*** structure of information
* use of images or other accentuating features to capture attention
* use of persuasive language
* promotion of action
* consideration of target audience
* alignment with campaign

*Learners should consider the design of materials such as:** *leaflets*
* *advertisements*
* *posters*
* *blogs*
* *social network pages.*
 | * Workbook pages AC 3.2 Design materials for use in campaigning for change.
 |
| 9/12/24 | 15 | LO3 Plan campaigns for change relating to crime | *AC 3.2 Design materials for use in campaigning for change* Key assessment 4: 3.1 | **Design*** structure of information
* use of images or other accentuating features to capture attention
* use of persuasive language
* promotion of action
* consideration of target audience
* alignment with campaign

*Learners should consider the design of materials such as:** *leaflets*
* *advertisements*
* *posters*
* *blogs*
* *social network pages.*
 | * Flipped learning textbook and reading grids AC 3.3 Justify a campaign for change
* Workbook pages AC 3.2 Design materials for use in campaigning for change.
* Revise for key assessment
 |
| 16/12/24 | 16 | LO3 Plan campaigns for change relating to crime | *AC 3.3 Justify a campaign for change* | **Justify*** presentation of a case for action
* use of evidence in support of a case
* use of persuasive language

*Learners should justify the approach and the need for a campaign for change.* | * Workbook pages AC 3.3 Justify a campaign for change
 |
| Christmas |
| 06/01/25 | 17 | LO3 Plan campaigns for change relating to crime | *AC 3.3 Justify a campaign for change* | **Justify*** presentation of a case for action
* use of evidence in support of a case
* use of persuasive language

*Learners should justify the approach and the need for a campaign for change* | **SUSPENDED DUE TO FOLDER HAND IN- Folder preparation and organisation** |
| 13/01/25 | 18 | **Folder preparation & hand in Tues 14th Jan** |  | **SUSPENDED DUE TO FOLDER HAND IN- Folder preparation and organisation** |
| 20/01/25 | 19 | **CONTROLLED ASSESSMENT** **20th Jan- 3 hours****21st Jan- 5 hours** | Weds- Friday lessons- Intro to unit 2 and organisation. | * Flipped learning textbook and reading grids AC 1.1 Unit 2
 |
|  | **Unit 2 Criminological Theories** |
| 27/01/25 | 20 | LO1 Understand social constructions of criminality | AC 1.1 Compare criminal behaviour and deviance | **Criminal behaviour*** social definition
* legal definition
* formal sanctions against criminals
* variety of criminal acts

**Deviance*** norms, moral codes and values
* informal and formal sanctions against deviance
* forms of deviance

*Learners should have understanding of:** *how criminality and deviance is defined*
* *acts that are criminal*
* *acts that are deviant*
* *acts that are both criminal and deviant*
* *the implications of committing a criminal and/or deviant act.*

*Synoptic links:**Learners should also understand the impact of reporting on public perceptions of crime and deviance.* | * Flipped learning textbook and reading grids AC 1.2
* Workbook retrieval practice activities AC 1.1
* Revise for key assessment
 |
| 3/02/25 | 21 | LO1 Understand social constructions of criminality | AC 1.2 Social construction of crimeKey assessment 1: 1.1 & 1.2 | **Social construction*** how laws change from culture to culture
* how laws change over time
* how laws are applied differently according to circumstances in which actions occur
* why laws are different according to place, time and culture

*Synoptic links*:*Learners should understand how media and campaigns for change contribute to social constructions of criminality and unreported crime* | * Flipped learning textbook and reading grids AC 2.1, 3.2 and 4.1
* Workbook retrieval practice activities AC 1.2
 |
| 10/02/25 | 22 | LO2 Know theories of criminality/ LO3 Understand causes of criminality/ LO4 Understand causes of policy change. | AC 2.1 Biological theoriesAC 3.2 EvaluationAC 4.1 Policy development | **Biological theories*** genetic theories
* physiological theories

*Learners should have knowledge of a range of genetic theories, such as:** *Jacobs xyy study*
* *twin and adoption studies*

*Learners should have knowledge of a range of physiological theories, e.g.** *Lombroso*
* *Sheldon*

*Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime*.*Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg eugenics & capital punishment.* | * Workbook retrieval practice activities AC 2.1
* PPQ practice
 |
| Feb Half Term- Revision schedule activities commence. |
| 24/02/25 | 23 | LO2 Know theories of criminality/ LO3 Understand causes of criminality/ LO4 Understand causes of policy change. | AC 2.1 Biological theoriesAC 3.2 EvaluationAC 4.1 Policy development | **Biological theories*** genetic theories
* physiological theories

*Learners should have knowledge of a range of genetic theories, such as:** *Jacobs xyy study*
* *twin and adoption studies*

*Learners should have knowledge of a range of physiological theories, e.g.** *Lombroso*
* *Sheldon*

*Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime*.*Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg eugenics & capital punishment.* | * Flipped learning textbook and reading grids AC 2.2, 3.2 and 4.1
* Workbook retrieval practice activities AC 2.1
* Week 1 revision schedule activities.
 |
| 3/03/25 | 24 | LO2 Know theories of criminality/ LO3 Understand causes of criminality/ LO4 Understand causes of policy change. | AC 2.2 Individualistic theoriesAC 3.2 EvaluationAC 4.1 Policy development | **Individualistic theories*** learning theories
* psychodynamic
* psychological theories

*Learners should have knowledge of a range of theories, e.g.** *Bandura*
* *Eysenck*
* *Freud*

*Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime.**Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg token economies and psychoanalysis.* | * Workbook retrieval practice activities AC 2.2
* Revise for key assessment 2
* Week 2 revision schedule activities.
 |
| 10/03/25 | 25 | LO2 Know theories of criminality/ LO3 Understand causes of criminality/ LO4 Understand causes of policy change. | AC 2.2 Individualistic theoriesAC 3.2 EvaluationAC 4.1 Policy developmentKey assessment 2: Theory and evaluation Qs | **Individualistic theories*** learning theories
* psychodynamic
* psychological theories

*Learners should have knowledge of a range of theories, e.g.** *Bandura*
* *Eysenck*
* *Freud*

*Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime.**Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg token economies and psychoanalysis.* | * Flipped learning textbook and reading grids AC 2.3, 3.2 and 4.1
* Workbook retrieval practice activities AC 2.2
* Week 3 revision schedule activities.
 |
| 17/03/25 | 26 | LO2 Know theories of criminality/ LO3 Understand causes of criminality/ LO4 Understand causes of policy change. | AC 2.3 Sociological theoriesAC 3.2 EvaluationAC 4.1 Policy development | **Sociological theories*** social structure
* interactionism
* realism

*Learners should be able to summarise the key points of a range of theories, e.g.** *Marxism*
* *labelling*
* *functionalism*
* *left and right realism*

*Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime.**Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg penal populism, zero tolerance, CCTV, restorative justice, multi agency approach.* | * Workbook retrieval practice activities AC 2.3
* PPQ practice
* Week 4 revision schedule activities.

  |
| 24/03/25 | 27 | LO2 Know theories of criminality/ LO3 Understand causes of criminality/ LO4 Understand causes of policy change. | AC 2.3 Sociological theoriesAC 3.2 EvaluationAC 4.1 Policy development | **Sociological theories*** social structure
* interactionism
* realism

*Learners should be able to summarise the key points of a range of theories, e.g.** *Marxism*
* *labelling*
* *functionalism*
* *left and right realism*

*Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime.**Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg penal populism, zero tolerance, CCTV, restorative justice, multi agency approach.* | * Flipped learning textbook and reading grids AC 3.1
* Workbook retrieval practice activities AC 2.3
* Week 5 revision schedule activities.
 |
| 31/03/25 | 28 | LO3 Understand causes of criminality | AC 3.1 Analyse situations of criminalityKey assessment 3: AC 3.1 & AC 4.1 | **Situations relating to:*** different types of crime
* individual criminal behaviour

*Learners should have knowledge of a range of crimes for example, crimes against the person/property, white collar, corporate crime, etc.**Learners should be able to analyse a range of crimes and criminal behaviour and understand possible causes through the application of the theories learned for LO2.**Look at the 4 key case studies: Fred & Rose West, Ian Brady and Robert Knapper. Use imaginary scenarios on PPT and apply relevant explanations of criminality.*  | * Flipped learning textbook and reading grids AC 4.2
* Workbook activities AC 3.1
* Week 6 revision schedule activities.
 |
| Easter- Week 7 & 8 revision schedule activities |
| 21/04/25 | 29 | LO4 Understand causes of policy change. | AC 4.2 Campaigns and social change | **Social changes*** social values, norms and mores
* public perception of crime
* structure of society
	+ demographic changes
	+ cultural changes

*Learners should have an understanding of social changes and how they have affected policy development eg homosexuality, drink driving, double jeopardy, race relations.*  | * Flipped learning textbook and reading grids AC 4.3
* Workbook retrieval practice activities AC 4.2
* Revise for key assessment 4
* Week 9 revision schedule activities.
 |
| 28/04/25 | 30 | LO4 Understand causes of policy change. | AC 4.3 campaigns and law makingKey assessment 4: 4.2 & 4.3 | **Campaigns*** newspaper campaigns
* individual campaigns
* pressure group campaigns

*Synoptic links:**Learners should use their knowledge and understanding of campaigning for change learned through Unit 1 to consider its effect on different types of policies.* *Sarah’s Law, Claire’s Law, Double jeopardy, PAS, Stonewall.* | * Workbook retrieval practice activities AC 4.2 and AC 4.3
* Week 10 revision schedule activities.
 |
| 5/05/25 | 31 | REVISION LO1 & LO2- Week 11 & 12 revision schedule activities. |
| 12/05/25 | 32 | REVISION LO3 & LO4Week 13 & 14 revision schedule activities.**EXAM THURSDAY 15th MAY 2025** |
| 19/05/25 | 33 | **Study Leave** |
|  | Half Term |
|  | WEX Week |
|  | **Unit 3 Crime Scene to Courtroom** |
| 09/06/25 | 34 | LO1 Understand the process of criminal investigations | Unit 3 Intro & AC 1.1 Evaluate the effectiveness of the personnel involved in criminal investigations. | **Personnel*** police officers/detectives
* crime scene investigators
* forensic specialists/forensic scientists

*Learners should have an understanding of the roles of the personnel involved and be able to evaluate their effectiveness in criminal investigations. The effectiveness should be considered in the context of potential limitations:** *cost*
* *expertise*
* *availability*
 | **NO PRO STUDY THIS WEEK** |
| 16/06/25 | 35 | LO1 Understand the process of criminal investigations | AC 1.1 Evaluate the effectiveness of the personnel involved in criminal investigations. | **Personnel*** Crown Prosecution Service (CPS)
* Pathologist

*Learners should have an understanding of the roles of the personnel involved and be able to evaluate their effectiveness in criminal investigations. The effectiveness should be considered in the context of potential limitations:** *cost*
* *expertise*
* *availability*
 | * Flipped learning textbook and reading grids AC 1.1 and AC 1.2
* Workbook retrieval practice activities AC 1.1
 |
| 23/06/25 | 36 | LO1 Understand the process of criminal investigations | AC 1.2 Assess the usefulness of investigation techniques used in criminal investigations. | **Techniques*** forensic
* surveillance techniques
* use of intelligence databases, e.g. National DNA Database

*Learners should have an understanding of the range of techniques and assess their effectiveness in a range of different types of criminal investigations.****Criminal investigations**** *situations*
	+ *crime scene*
	+ *laboratory*
	+ *police station*
	+ *'street'*
* *types of crime*
	+ *violent crime*
	+ *e-crime*
	+ *property crime*
 | * Workbook retrieval practice activities AC 1.2
* Stephen Lawrence forensics docu and worksheet.
 |
| 30/06/25 | 37 | LO1 Understand the process of criminal investigations | AC 1.2 Assess the usefulness of investigation techniques used in criminal investigations. | **Techniques*** profiling techniques
* interview
	+ eye witnesses
	+ other witnesses, e.g. experts
* observation, etc.

*Learners should have an understanding of the range of techniques and assess their effectiveness in a range of different types of criminal investigations.****Criminal investigations**** *situations*
	+ *crime scene*
	+ *laboratory*
	+ *police station*
	+ *'street'*
* *types of crime*
	+ *violent crime*
	+ *e-crime*
	+ *property crime*
 | * Flipped learning textbook and reading grids AC 1.3
* Workbook retrieval practice activities AC 1.1
 |
| 07/07/25 | 38 | LO1 Understand the process of criminal investigations | AC 1.2 Assess the usefulness of investigation techniques used in criminal investigations.AC 1.3 Explain how evidence is processed. | Consolidation of AC 1.2 and Introduce AC 1.3.**Types of evidence*** physical evidence
* testimonial evidence

**Process*** collection
* transfer
* storage
* analysis
* personnel involved

*Learners should have an understanding of the different types of evidence and how they are collected and processed.**Learners should explore how different types of evidence were processed through a range of case studies, e.g. Barry George, Sally Clarke, Angela Cannings, Amanda Knox.* | * AC 1.3 Explain how evidence is processed.
* Set summer work
 |