| **W/C** | | **Learning Outcome** | **Assessment Criteria** | **Key Content & Guidance** | | **Pro-Study Work** |
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| 26/08/24 | 1 | **Enrolment** | | | | **Summer Work- Unit 3** To be handed in first lesson back and checked / entered on My Progress/ Completion of key assessment. |
| 02/09/24 | 2 | **Enrolment** | | | |
| 9/9/24 | 3 | **LO1** Understand the process of criminal investigations | **AC1.3** Explain how **evidence** is  **processed** | Key assessment 1: 1.1 & 1.2  **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.* | | * Flipped Learning textbook reading and grids AC 1.4 Examine the rights of individuals in criminal investigations. * Consolidation workbook pages AC 1.3 Explain how evidence is processed. |
| 16/09/24 | 4 | **LO1** Understand the process of criminal investigations | **AC1.4** Examine the rights of **individuals** in criminal investigations | **Individuals**   * suspects * victims * witnesses   *Learners should consider the rights of all individuals from investigation through to appeal.* | | * Flipped Learning textbook reading and grids AC2.1 Explain the requirements of the Crown Prosecution Service for the prosecution of suspects, AC2.2 Describe trial processes. * Consolidation workbook pages AC 1.4 Examine the rights of individuals in criminal investigations |
| 23/09/24 | 5 | **LO2** Understand the process for prosecution of suspects | **AC2.1** Explain the **requirements** of the Crown Prosecution Service (CPS) for prosecuting suspects.  **AC2.2** Describe trial **processes** | **Requirements**   * charging role – Criminal Justice Act 2003 * Prosecution of Offences Act 1985 * Full Code Test   *Learners should have an understanding of the role of the CPS. Learners should explain the evidential and public interest tests in the decision to prosecute.*  **Processes**   * pre-trial * bail * roles * plea bargaining * courts * appeals   *Learners should have knowledge of each of the stages of the trial process including the roles of the personnel involved.* | | * Flipped Learning reading and grids AC2.3 Understand rules in relation to the use of evidence in criminal cases. * Consolidation workbook pages AC 1.4 Examine the rights of individuals in criminal investigations * Folder and notes organisation for key assessment |
| 30/09/24 | 6 | **LO2** Understand the process for prosecution of suspects | **AC2.3** Understand **rules** in relation to the use of **evidence** in criminal cases | Key assessment 2: 1.3 & 1.4  **Rules of evidence**   * relevance and admissibility * disclosure of evidence * hearsay rule and exceptions * legislation and case law | | * Flipped Learning reading and grids AC2.4 Assess key influences affecting the outcomes of criminal cases * Consolidation workbook pages AC2.1 Explain the requirements of the Crown Prosecution Service for the prosecution of suspects, AC2.2 Describe trial processes, AC2.3 Understand rules in relation to the use of evidence in criminal cases. |
| 7/10/24 | 7 | **LO2** Understand the process for prosecution of suspects | **AC2.4** Assess key **influences** affecting the outcomes of criminal cases | **Influences**   * evidence * media * witnesses * experts * politics * judiciary * barristers and legal teams   *Learners should have an understanding of the many factors that can influence the outcome of a trial and be able to assess their impact.* | | * Consolidation workbook pages AC2.1 Explain the requirements of the Crown Prosecution Service for the prosecution of suspects, AC2.2 Describe trial processes, AC2.3 Understand rules in relation to the use of evidence in criminal cases. |
| 14/10/24 | 8 | **LO2** Understand the process for prosecution of suspects | **AC2.4** Assess key **influences** affecting the outcomes of criminal cases | **Influences**   * evidence * media * witnesses * experts * politics * judiciary * barristers and legal teams   *Learners should have an understanding of the many factors that can influence the outcome of a trial and be able to assess their impact.* | | * Flipped Learning reading and grids AC2.5 Discuss the use of lay people in criminal cases. * Consolidation workbook pages AC2.1 Explain the requirements of the Crown Prosecution Service for the prosecution of suspects, AC2.2 Describe trial processes, AC2.3 Understand rules in relation to the use of evidence in criminal cases. |
| 21/10/24 | 9 | **LO2** Understand the process for prosecution of suspects | **AC2.5** Discuss the use of  **laypeople** in criminal cases | **Laypeople**   * Juries * Magistrates   *Learners should be able to discuss the strengths and weaknesses of both juries and lay magistrates.* | | * Flipped Learning reading and grids AC3.1 Examine information for validity * Consolidation workbook pages AC2.4 Assess key influences affecting the outcomes of criminal cases * Folder and notes organisation for key assessment |
| **Half Term** | | | | | | |
| 04/11/24 | 10 | **LO3** Be able to review criminal cases | **AC3.1** Examine **information** for validity | **Examine for**   * bias * opinion * circumstances * currency * accuracy   **Information**   * evidence * trial transcripts * media reports * judgements * Law Reports   *Learners should develop the ability to review information and make judgements on the suitability of the content they provide against a number of criteria.* | | * Consolidation workbook pages AC2.5. |
| 11/11/24 | 11 | **LO3** Be able to review criminal cases | **AC3.1** Examine **information** for validity | **Examine for**   * bias * opinion * circumstances * currency * accuracy   **Information**   * evidence * trial transcripts * media reports * judgements * Law Reports   *Learners should develop the ability to review information and make judgements on the suitability of the content they provide against a number of criteria.* | | * Flipped Learning reading and grids AC3.2 Draw conclusions from information. * Consolidation workbook pages AC3.1 Examine information for validity. * Folder and notes organisation for key assessment |
| 18/11/24 | 12 | **LO3** Be able to review criminal cases | **AC3.2** Draw **conclusions** from information | **Conclusions**   * just verdicts * miscarriage * safe verdict * just sentencing   *Learners should develop skills to analyse information, in order to draw conclusions based on reasoned evidence.* | | * Consolidation workbook pages AC3.1 & 3.2 |
| 25/11/24 | 13 | **LO3** Be able to review criminal cases | **AC3.2** Draw **conclusions** from information | **Conclusions**   * just verdicts * miscarriage * safe verdict * just sentencing   *Learners should develop skills to analyse information, in order to draw conclusions based on reasoned evidence.* | | * Controlled assessment preparation * **Folder hand in Weds 27th November** |
| 2/12/24 | 14 | **Controlled Assessment- Weds 4th 4 hour Thurs 5th 4 hour** | | | | |
| 9/12/24 | 15 |  |  |  | | **Suspended post controlled assessment** |
| 16/12/24 | 16 | **LO1** Understand the criminal justice system in England and Wales | **Introduction to the unit & expectations.**  **AC1.1** Describe **processes** used for law making | **Processes**   * government processes * judicial processes   *Learners should have knowledge of the legislative process and the role of judges in making criminal law.*  *Synoptic links:*  *Learners should relate this to the review of verdicts in criminal cases in Unit 3 and campaigns and changes in policy learned in Unit 1.* | | * Flipped Learning reading and grids AC 1.1 Describe processes used for law making- Christmas work. |
| Christmas | | | | | | |
| 06/01/25 | 17 | **LO1** Understand the criminal justice system in England and Wales | **AC1.1** Describe **processes** used for law making | **Processes**   * government processes * judicial processes   *Learners should have knowledge of the legislative process and the role of judges in making criminal law.*  *Synoptic links:*  *Learners should relate this to the review of verdicts in criminal cases in Unit 3 and campaigns and changes in policy learned in Unit 1.* | | * Workbook pages AC 1.1 Describe processes used for law making. * Flipped Learning reading and grids AC 1.2 Describe the organisation of the criminal justice system in England and Wales |
| 13/01/25 | 18 | **LO1** Understand the criminal justice system in England and Wales | **AC1.2** Describe the organisation of the **criminal justice system** in England and Wales | **Criminal justice system**   * police * law creation * courts * formal punishment * relationships   *Learners should have knowledge of the organisation and role of the agencies involved in criminal justice. Learners should also consider the relationships between different agencies and the extent of co-operation that exists.*  *Synoptic links:*  *Learners should draw on their learning in Unit 3 regarding the process taken to obtain verdicts in criminal cases and the roles of different personnel and agencies involved. Learners can also draw on their learning of campaigns and changes in policy learned in Unit 1.* | | * Workbook pages AC 1.1 Describe processes used for law making * Revision for key assessment |
| 20/01/25 | 19 | **LO1** Understand the criminal justice system in England and Wales | **AC1.2** Describe the organisation of the **criminal justice system** in England and Wales | | Key assessment 1: 1.1 & 1.2  Continuation of AC 1.2  **Criminal justice system**   * police * law creation * courts * formal punishment * relationships   *Learners should have knowledge of the organisation and role of the agencies involved in criminal justice. Learners should also consider the relationships between different agencies and the extent of co-operation that exists.* | * Flipped Learning reading and grids AC 1.3 Describe models of criminal justice * Workbook pages AC 1.2 Describe the organisation of the criminal justice system in England and Wales |
| 27/01/25 | 20 | **LO1** Understand the criminal justice system in England and Wales | **AC1.3** Describe **models of criminal justice** | **Models of criminal justice**   * due process * crime control   *Learners should be able to describe the theories of the two models of criminal justice.*  *Synoptic links:*  *Learners will draw on their understanding of criminological theories in Unit 2 and their review of criminal verdicts in Unit 3 to gain awareness of the application of these models. Relevant case studies should be used to enhance eg Colin Stagg and Sion Jenkins.* | | * Flipped Learning reading and grids AC 2.1 Explain forms of social control * Workbook pages AC 1.3 Describe models of criminal justice |
| 3/02/25 | 21 | **LO2** Understand the role of punishment in a criminal justice system | **AC2.1** Explain **forms of social control** | **Forms of social control**   * internal forms   + rational ideology   + tradition   + internalisation of social rules and morality * external forms   + coercion   + fear of punishment * control theory * reasons for abiding by the law.   *Learners should have an understanding of different forms of social control with reference to theory- eg Hirschi and Walter Reckless control theory.*  *Synoptic links:*  *Learners will need to relate their understanding to theoretical knowledge acquired through Unit 2. They should also be able to apply their understanding to situations studied in Units 1, 2 and 3.* | | * Flipped Learning reading and grids AC 2.2 Discuss the aims of punishment. * Workbook pages AC 2.1 Explain forms of social control |
| 10/02/25 | 22 | **LO2** Understand the role of punishment in a criminal justice system | **AC2.2** Discuss the **aims of punishment** | **Aims of punishment**   * retribution * rehabilitation * deterrence   + prevention of reoffending   + deterrence of others from committing similar crimes * public protection * reparation   *Learners should be able to explain each of the aims of punishment.*  *Synoptic links*:  *Learners should be able to consider these aims in the context of the criminological theories learned in Unit 2.* | | * Workbook pages AC 2.1 Explain forms of social control * Revision for key assessment |
| Feb Half Term | | | | | | |
| 24/02/25 | 23 | **LO2** Understand the role of punishment in a criminal justice system | **AC2.2** Discuss the **aims of punishment** | Key assessment 2: 2.1 & 2.2  **Aims of punishment**   * public protection * reparation   *Learners should be able to explain each of the aims of punishment.*  *Synoptic links*:  *Learners should be able to consider these aims in the context of the criminological theories learned in Unit 2.* | | * Flipped Learning reading and grids AC 2.3 Assess how forms of punishment meet the aims of punishment * Workbook pages AC 2.2 Discuss the aims of punishment * Week 1 revision planner activities. |
| 3/03/25 | 24 | **LO2** Understand the role of punishment in a criminal justice system | **AC2.3** Assess how **forms of punishment** meet the aims of punishment | **Forms of punishment**   * imprisonment * community * financial * discharge   *Candidates should be able to assess how different forms of punishment meet the aims of punishment.*  *Synoptic links*:  *Learners should be able to draw on their learning developed in Units 1, 2 and 3 in order to make objective evidence based conclusions.* | | * Flipped Learning reading and grids AC 3.1 Explain the role of agencies in social control * Workbook pages AC 2.2 Discuss the aims of punishment * Week 2 revision planner activities. |
| 10/03/25 | 25 | **LO3** Understand measures used in social control | **AC3.1** Explain the **role** of **agencies** in social control | **Role**   * aims and objectives * funding * philosophy * working practices   + types of criminality   + types of offenders   + reach (local, national)   **Agencies**   * government-sponsored agencies   + police   + CPS   + judiciary   *Candidates should be able to identify agencies involved with social control and explain their role in achieving social control.*  *Synoptic links:*  *Learners can apply their understanding from Unit 3 to this criterion.* | | * Workbook pages AC 2.3 Assess how forms of punishment meet the aims of punishment. * Revision on LO1 content * Week 3 revision planner activities. |
| 17/03/25 | 26 | **LO3** Understand measures used in social control | **AC3.1** Explain the **role** of **agencies** in social control | **Role**   * aims and objectives * funding * philosophy * working practices   + types of criminality   + types of offenders   + reach (local, national)   **Agencies**   * + prisons   + probation * charities eg Howard League * pressure groups   *Candidates should be able to identify agencies involved with social control and explain their role in achieving social control.*  *Synoptic links:*  *Learners can apply their understanding from Unit 3 to this criterion.* | | * Flipped Learning reading and grids AC 3.2 Describe the contribution of agencies to achieve social control * Workbook pages AC 2.3 Assess how forms of punishment meet the aims of punishment * Revision for key assessment. * Week 4 revision planner activities. |
| 24/03/25 | 27 | **LO3** Understand measures used in social control | **AC3.2** Describe the **contribution** of agencies to achieving social control | Key assessment 3: 3.1  **Contribution**   * tactics and measures used by agencies   + environmental     - design     - gated lanes     - prison designs   *Candidates should understand the range of techniques used by the agencies and be able to examine their contribution.*  *Synoptic links:*  *Learners should apply their understanding of:*   * *policy and campaigns from Unit 1* * *criminological theories from Unit 2* * *the processes used to bring an accused to justice in Unit 3 to the role of the different agencies.* | | * Workbook pages AC 3.2 Describe the contribution of agencies to achieve social control * Revision on LO12 content * Week 5 revision planner activities. |
| 31/03/25 | 28 | **LO3** Understand measures used in social control | **AC3.2** Describe the **contribution** of agencies to achieving social control | **Contribution**   * tactics and measures used by agencies   + behavioural     - ASBO     - token economy   + institutional   + disciplinary procedures     - rule making     - staged/phased     - gaps in state provision   *Candidates should understand the range of techniques used by the agencies and be able to examine their contribution.*  *Synoptic links:*  *Learners should apply their understanding of:*   * *policy and campaigns from Unit 1* * *criminological theories from Unit 2*   *the processes used to bring an accused to justice in Unit 3 to the role of the different agencies.* | | * Flipped Learning reading and grids AC 3.3 & AC 3.4. * Workbook pages AC 3.2 Describe the contribution of agencies to achieve social control. * Week 6 revision planner activities. |
| Easter- Week 7 & 8 revision planner activities | | | | | | |
| 21/04/25 | 29 | **LO3** Understand measures used in social control | **AC3.3** Examine the **limitations** of agencies in achieving social control | **Limitations**   * repeat offenders/recidivism * civil liberties and legal barriers * access to resources and support * finance * local and national policies * environment * crime committed by those with moral imperatives   Learners should understand the limitations of social control agencies and able to examine the implications of these limitations.  *Synoptic links*:  *Learners should apply their understanding of criminological theories from Unit 2 in their examination of the limitations. Learners will also draw on their understanding of policy and campaigns for change in examination of the limitations of agencies.* | | * Workbook pages AC 3.3 Examine the limitations of agencies in achieving social control * Revision on LO2 content * Week 9 revision planner activities. |
| 28/04/25 | 30 | **LO3** Understand measures used in social control | **AC3.3** Examine the **limitations** of agencies in achieving social control | Key assessment 4: 3.1 & 3.3  **Limitations**   * finance * local and national policies * environment * crime committed by those with moral imperatives.   Learners should understand the limitations of social control agencies and able to examine the implications of these limitations.  *Synoptic links*:  *Learners should apply their understanding of criminological theories from Unit 2 in their examination of the limitations. Learners will also draw on their understanding of policy and campaigns for change in examination of the limitations of agencies.* | | * Workbook pages AC 3.3 Examine the limitations of agencies in achieving social control * Revision on LO2 content * Week 10 revision planner activities. |
| 5/05/25 | 31 | **LO3** Understand measures used in social control | **AC3.4** Evaluate the effectiveness of **agencies** in achieving social control | | **Agencies**   * government sponsored agencies   + police   + CPS   + judiciary   + prisons   + probation * charities * pressure groups   Learners should be able to draw together their learning to evaluate the success or failure of agencies in achieving social control- use real examples eg current funding concerns in the Criminal Justice System.  *Synoptic links*:  *Learners should apply the skill they developed in Unit 3 to evaluate information.* |  |
| 12/05/25 | 32 | **Revision** | | | | * Week 12 Revision planner activities |
| 19/05/25 | 33 | **Study Leave/2A Leave** | | | | * Week 13 Revision planner activities |
|  | Half Term- Week 15 and 16 revision planner activities. | | | | | |
| 02/06/25 | 34 | **UNIT 4 EXAM- THURSDAY 5th JUNE** | | | | |