

	Autumn		Spring	Summer	
Y12	<u>Teacher One</u> Analysis of crime <u>Teacher Two</u> Analysis of Report Rates	<u>Teacher One</u> Media and Crime <u>Teacher Two</u> Crime Campaign	<u>Teacher One</u> Sociological Explanations of Crime <u>Teacher Two</u> Psychological Explanation of crime	<u>Both Teachers</u> Unit 1 Review	<u>Both Teachers</u> End of year reviews.
Curriculum content	<p>With their first teacher students will have to analyse criminal behaviour. Students will assess factors such as levels of awareness, the impact of the crime and the typical offender and victim.</p> <p>With their second teacher students will assess reasons for low report rates. They will apply these reasons for various types of crime such as state crime and domestic violence. Students will then assess the impact of low report rates. They will consider the impact of both the public and policy.</p>	<p>Students with their first teacher will assess how different forms of media represent crimes. They will have to explore how criminal behavior is used in forms of media such as films or the news and discuss similarities and differences. Students will then address the impact of this media representation on audiences, policy and punishment.</p> <p>With their second teacher students will develop techniques in creating campaigns to reduce criminal behavior needed for the exam.</p>	<p>Students sit their exam at the end of January so some class time will given to preparation for that</p> <p>With class teacher one students will assess sociological explanations for criminal behavior. This will involve assessing how environment, upbringing and location can lead to criminal behavior. Students will look at significant research such as Bandura to look at influences such as media.</p> <p>With their second class teacher students will assess psychological explanation for criminal behavior. Students will discuss a range of biological and cognitive explanations for criminal behavior. Students will look at key psychological research such as Skinner to assess causes for criminal behavior.</p> <p>Students will be encouraged to compare and contrast both sociological and psychological factors to draw conclusions on the most suitable explanation for different criminal behaviour.</p>	<p>Student will review the content learnt from unit 1 and use assessment feedback to fill in gaps of knowledge.</p> <p>Students will be given the opportunity to retake unit 1 and supported in class time to achieve success in this retake.</p>	<p>Students will review the content that was learnt this year in preparation for the end of year mocks.</p> <p>Assessments will suggest gaps in students knowledge and lessons will be tailored to meet these needs.</p>
Assessment	<p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge.</p>				
Literacy links	<p>Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.</p>				

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Y13	<u>Teacher One</u> Criminal Personal <u>Teacher Two</u> Use of evidence	<u>Teacher One</u> Role of Courts <u>Teacher Two</u> Evidence	<u>Teacher One</u> Creation of laws <u>Teacher Two</u> Effectiveness of Punishment	<u>Both Teachers</u> End of Year Review
Curriculum content	<p><i>With their first teacher students will look at different personal involved in the criminal justice system ranging from pathologists to police officers. Students will assess the strengths and weaknesses of these personal.</i></p> <p><i>With their second teacher students will assess different crime investigation techniques and will assess the laws surrounding this such as the collection and presentation of different types of evidence.</i></p>	<p><i>With the first teacher students will assess the stages of the criminal justice system and the importance of each stage. Students will assess the impact of different laws surrounding the CJS and will assess the impact of the personal involved.</i></p> <p><i>Students will assess the usefulness of different forms of evidence. Students will have to explore rules on how evidence is collected, stored and produced.</i></p>	<p><i>With their first teacher students will assess the stages in law creation and will look at laws surrounding it such as the mischief law. Students will have to explore the role of different agencies in the creation and upholding of the law. Students will have to draw links between the different stages of the criminal justice system.</i></p> <p><i>With their second teacher students will need to assess the effectiveness of different forms of punishment. Students will assess a variety of factors such as cost, impact and effectiveness. Students will have to apply the usefulness of these punishments to these different criminal behaviors.</i></p>	<p><i>Students will review the content that was learnt this year in preparation for the end of year mocks.</i></p> <p><i>Assessments will suggest gaps in students knowledge and lessons will be tailored to meet these needs.</i></p>
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