



Prince William School

Criminology Curriculum Overview



Why Teach Criminology?

- Criminology is relevant to many jobs within the criminal justice system and wider society which students are increasingly more interested in, for example, police officers and forensic scientists.
- Criminology includes aspects of psychology, sociology and law and compliments aspects of humanities, that a large proportion of sixth form students are studying at Prince William School.
- Criminology offers an exciting and interesting look into criminological theory and the criminal justice system and contemporary issues it is facing which features heavily in current affairs.
- Criminology is assessed modularly at the end of each unit of study and so is more inclusive of different types of learners.

Substantive Big Ideas

Criminology offers students the opportunity to learn about all aspects of the criminal justice system as well as theories behind criminal behaviour. This is particularly suited to those who wish to enter professions within the justice system or working alongside those criminal justice agencies. The substantive big ideas are based around the theories of criminal behaviour alongside application to criminology in practice.

	Criminology Theory	A combination of psychological and sociological theories that focus on explaining offending behaviour.
	Criminology in Practice	An application of criminology theory to agencies and working within the CJS, including the problems they face and the handling of real cases.

Disciplinary Big Ideas

Students make progress in criminology through developing their knowledge of the following:

	Independent Research	Researching relevant criminological case studies and examples to demonstrate a variety of concepts. Being able to summarise the key facts of a case and apply knowledge to explain it's relevance. Drawing conclusions on cases and assessing the validity of the sources used in the case.
	Explanation of Criminological Theory	Explaining key criminological theories and ideas, using specialist language consistently and accurately to develop thoughts.
	Application of Knowledge and Research	Applying knowledge of theories, concepts, studies and cases to explain, assess and justify behaviour and aspects of the CJS as well as factual and fictional cases of criminality. Apply knowledge of examples and statistics to evidence answers.
	Evaluation of Effectiveness and Usefulness	Evaluate the strengths and weaknesses of both criminological theory as well as roles and sources within the criminal justice system. Ensure that evaluation is supported with cases, reports, statistics and studies to support claims posed.

Learning for Life and Careers

Employability skills

Literacy, Numeracy/ICT, Research, Analysis, Creativity, Leadership, Organisation, Resilience, Initiative, Communication.

Linking the curriculum to careers

The criminology course covers a range of careers within the criminal justice system, including roles in the police, CPS, court systems, as well as their working practices. .

Encounters with employers

Visiting speakers who work in the criminal justice system, including police detectives, prison officers and magistrates. Extra-curricular visits to chosen area in the criminal justice system for work placements, including magistrate and crown courts.

Examples of qualification pathways

- **Police officer** - Individuals can apply to the Police Constable Degree Apprenticeship (PCDA) after completing A-Levels or apply for a 2-year work-based training programme after graduating with any degree.
- **Probation officer** - Successful completion of the Professional Qualification in Probation (PQiP) after graduating from any degree.
- **Cyber security with the Home Office** - It's possible to enter this profession by starting in an entry-level IT position. Digital and Technology Solutions Degree Apprenticeship can also be completed.



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Criminology Curriculum Map – Topics by Term



	Unit 1: Changing Awareness of Crime	Unit 2: Criminological Theories	Unit 3: Crime Scene to Courtroom	Unit 4: Crime and Punishment
	Year 12		Year 13	
Autumn 1	Unit 1: 1.1-1.6 Unreported crime <ul style="list-style-type: none"> - Different types of crime - Reasons for unreported crime - Consequences of unreported crime - Portrayal of crime by the media - Impact of the media on the public - Measuring crime statistics. 		Unit 3: 1.3- 2.5 Crime scene investigation and processes <ul style="list-style-type: none"> - Processing of evidence - Rights of individuals - Requirements of the CPS - Trial processes - Influences on the outcome of a case - Use of lay people 	
Autumn 2	Unit 1: 2.1-3.3 Campaigns for change <ul style="list-style-type: none"> - Comparing different campaigns for change - Effectiveness of media used by campaigns - Plan, design, justify a campaign for change 		Unit 3: 3.1-3.2 Validity and influences on a criminal case <ul style="list-style-type: none"> - Validity of evidence, reports, and judgements in a case - Conclusions drawn from cases 	
Spring 1	Unit 2: Social construction of crime, theories of criminality. <ul style="list-style-type: none"> - Definitions of crime and deviance - Social construction of crime (culture, time, circumstance) - Biological theories of crime - Individualistic theories of crime - Sociological theories of crime 		Unit 4: Roles and processes of the CJS <ul style="list-style-type: none"> - Government and judicial processes - Organisation of the CJS - Types of social control - Aims of punishment 	
Spring 2	Unit 2: Policy development and influences. <ul style="list-style-type: none"> - Influence of biological, individualistic, and sociological theories on policy development - Social changes affecting policy development - Influence of campaigns on policy development 		Unit 4: Measures of social control <ul style="list-style-type: none"> - Role of agencies in social control - Contribution of agencies in social control - Effectiveness of agencies in social control 	
Summer 1	Revision of unit 2 material in preparation for unit 2 exam. Unit 2 Exam		Revision of unit 4 material and synoptic links from unit 1,2,3. Unit 4 Exam	
Summer 2	Unit 3: 1.1-1.2 Roles and techniques in a criminal investigation <ul style="list-style-type: none"> - Effectiveness of personnel in an investigation - Effectiveness of techniques used in an investigation 		Exams	



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Criminology Curriculum Map – Substantive Knowledge Progression







Unit 1: Changing Awareness of Crime		Unit 2: Criminological Theories		Unit 3: Crime Scene to Courtroom		Unit 4: Crime and Punishment	
Year 12				Year 13			
Criminology Theory	<ul style="list-style-type: none"> Types of unreported crime (typical offences, offenders and victims, level of awareness) Reasons and consequences of unreported crimes, including personal and social reasons, such as fear and media interest. Consequences such as the ripple effect and decriminalisation. Impact of media reporting of crime, including moral panics and stereotyping. Methods of collecting statistics about crime, including home office statistics and CSEW. 	<ul style="list-style-type: none"> Definitions of crime and deviance, including social and legal definitions. Social construction of criminality, such as relating to time, place, and culture. Theories of criminality and evaluation of effectiveness, including biological, individualistic, and sociological theories. 	<ul style="list-style-type: none"> The rights of individuals in an investigation, including suspects, witnesses, and victims. The requirements of the CPS when prosecuting, including the full code test. Rules of evidence in a criminal case, in relation to relevance, disclosure, hearsay and case law. The use of lay people, including magistrates and juries on an investigation. 	<ul style="list-style-type: none"> Processes for law making, including government and judicial processes. Models of criminal justice, including due process and crime control. Forms of social control including internal and external forms as well as control theory. Aims of punishment including, retribution, rehabilitation, deterrence, and reparation. Role of agencies in social control, including government, charities, and pressure groups. Contribution of agencies in relation to social control, including their tactics, and gaps in state provision. 			
	<ul style="list-style-type: none"> Types of unreported crime (typical offences, offenders and victims, level of awareness) Media representation of crime, how different types of media portray fictional and factual crime. Campaigns for change, including those that have changed policy, law, priorities, awareness. Methods used by campaigns for change, including events, blogs, advertisements, social media, and print. Planning, designing, and justifying a campaign for change in relation to an unreported crime. 	<ul style="list-style-type: none"> Application of criminological theories to situations of crime. Application of criminological theories to policies of crime reduction and prevention, including, death penalty, restorative justice and zero tolerance. Role of campaigns in policy making, including, newspaper and individual campaigns. Effectiveness of personnel roles in an investigation, in relation to cost, availability and expertise. Usefulness of investigative techniques, such as surveillance, forensic analysis and profiling. 			<ul style="list-style-type: none"> Explain how evidence is processed in relation to collection, transfer, storage, and analysis. This includes physical and testimonial evidence. Influences on the outcome of a case, including evidence, media, judiciary, and legal teams. Validity of information used in court, including, transcripts, media reports and judgements. Conclusions from criminal cases, including just verdicts and safe verdicts. Organisation of justice system in England and Wales Forms of punishment and how they meet the aims of punishment, including, imprisonment, community and financial. Effectiveness of agencies in achieving social control, including limitations such as recidivism, finance, and environment. Draw on learning from unit 1,2, and 3 to make objective, evidence based conclusions. 		
Criminology in Practice	<ul style="list-style-type: none"> Types of unreported crime (typical offences, offenders and victims, level of awareness) Media representation of crime, how different types of media portray fictional and factual crime. Campaigns for change, including those that have changed policy, law, priorities, awareness. Methods used by campaigns for change, including events, blogs, advertisements, social media, and print. Planning, designing, and justifying a campaign for change in relation to an unreported crime. 	<ul style="list-style-type: none"> Application of criminological theories to situations of crime. Application of criminological theories to policies of crime reduction and prevention, including, death penalty, restorative justice and zero tolerance. Role of campaigns in policy making, including, newspaper and individual campaigns. Effectiveness of personnel roles in an investigation, in relation to cost, availability and expertise. Usefulness of investigative techniques, such as surveillance, forensic analysis and profiling. 	<ul style="list-style-type: none"> Explain how evidence is processed in relation to collection, transfer, storage, and analysis. This includes physical and testimonial evidence. Influences on the outcome of a case, including evidence, media, judiciary, and legal teams. Validity of information used in court, including, transcripts, media reports and judgements. Conclusions from criminal cases, including just verdicts and safe verdicts. Organisation of justice system in England and Wales Forms of punishment and how they meet the aims of punishment, including, imprisonment, community and financial. Effectiveness of agencies in achieving social control, including limitations such as recidivism, finance, and environment. Draw on learning from unit 1,2, and 3 to make objective, evidence based conclusions. 				
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Criminology Curriculum Map – Disciplinary Knowledge Progression



	Unit 1: Changing Awareness of Crime	Unit 2: Criminological Theories	Unit 3: Crime Scene to Courtroom	Unit 4: Crime and Punishment
	Year 12		Year 13	
 Independent Learning and Research	<p>Students will develop their research skills, by finding and summarising specific case studies that can be used to demonstrate their knowledge. Students will be able to select and synthesis relevant information.</p> <p>Students will research examples of unreported crime, campaigns for change and portrayal of crime in the media. Students will be able to use their research to help plan, design and justify a campaign of their choice. Students may conduct research into case studies that show the role of sociological, biological and individualistic theories of criminality as well as examples of the social construction of crime. Students will research campaigns and pressure groups that have had a role in social change.</p>		<p>Students will continue to develop their research skills by researching the role of internal factors, such as the judiciary and evidence on criminal investigations. Students will begin to assess the validity of evidence they have researched, for example, considering the impact of bias in media reporting. Students will conduct research into cases that show the roles and techniques used within the criminal justice system as well as government reports and cases that have shaped our justice system.</p>	
 Explanation of Criminological Theory	<p>Students will be able to define, outline and explain key criminological theories and their concepts, consistently and accurately, such as different types of unreported crime and theories of criminality, including atavism, and social learning theory. Students will be able to develop their explanation with relevant real-life examples and case studies to show a deeper understanding. Students may make cross-curricular links to show a wider understanding of sociological, individualistic and biological theories and crime control polices used in the CJS.</p>		<p>Students will be able to define, outline and explain more complex criminology processes such as the processes involved in law making and drawing conclusions from investigations. Students will be able to demonstrate their knowledge through reference to criminology research and examples. Students will be able to make synoptic links between units to demonstrate a more developed understanding of factors in and affecting the criminal justice system.</p>	
 Application Knowledge and Research	<p>Students will be able to apply their knowledge of criminological theory and case studies to exam style questions for their NEA and external exam. Students will be able to make explicit links between scenarios and the relevant theory. Students will be able to be able to apply their knowledge of theories of crime to explain potential policies used to control criminality as well as explaining fictional cases and causes of crime.</p>		<p>Students will be able to apply a wider range of knowledge to exam style questions and to stem scenarios to explain the behaviour presented. Students will be able to make explicit links between the scenario and different criminological theories. Students will draw connections between criminological theory from unit 2 to explain processes and punishments in the CJS in unit 4. Students will draw conclusions on verdicts and sentencing in a fictional case and examine the validity of sources presented using theory and examples.</p>	
 Evaluation of Effectiveness and Usefulness	<p>Students will be able to evaluate criminological theory by considering its impact on the real world, for example, the consequences and impact of unreported crime as well as the effectiveness of theories of criminality and how well they are able to explain real criminal behaviour. Students will also be able to evaluate the effectiveness of policies used to control crime by considering their cost, impact, and ethical implications.</p>		<p>Students will be able to evaluate criminological research (theory and studies) by considering a range of different criteria, including cost, availability, impact, and validity. Students will be able to draw on alternative research to compare theories and make a judgment on what is the most effective/ accurate. Students will be able to support evaluation using accurate and relevant statistics, examples and reports to discuss the effectiveness of social control.</p>	



Prince William School Criminology Vocabulary



Year 12

Year 13

Analyse
Compare
Assess
Explain
Evaluate
Discuss
Report

Describe
Impact
Consequences
Representation
Justify
Design

Effectiveness
Usefulness
Processes
Roles
Techniques
Examine
Validity

Conclusion
Influence
Bias
Outcome
Currency
Models
Aims
Forms

Unit 1

Unit 2

Unit 3

Unit 4

Unreported Crime
White collar crime
Socio-cultural
Ripple Effect
Decriminalisation
Moral panic
Validity
Reliability

Actus/ Mens Rea
Acquittal
Norms and values
Informal/ formal sanctions
Social construction
Concordance
Atavistic
Somatotype

Personnel
Role
SOCO
CPS
Investigative techniques
Profiling
Surveillance
Forensic analysis

Parliament
Coercion
Retribution
Rehabilitation
Reformation
Deterrence
Incapacitation
Parole

Campaigns for Change
Funding
GANNT chart
SMART objectives
Ethics
Promotion of Action
Persuasive
Dark figure of crime

Observational learning
Differential association
Extraversion
Anomie
Deviancy amplification
Recidivism
Eugenics
Penal Populism

Expert witness
Eyewitness
Misleading information
DNA
Locard's exchange principle
Rules of evidence
Vulnerable witness
Patent/latent

Capital punishment
NPS
ASBO
Token economy
Cellular confinement
Probation
Privatisation
Sentencing council

Zero tolerance
Restorative justice
Multi-Agency
Realism
Pilot scheme
Campaigns
Pressure groups
Psychoanalysis

Indictable offence
Custody officer
Physical evidence
Testimonial evidence
Pre-Trial
Plea
Lenient
Inference of guilt

Parole Board
Judicial precedent
Statutory interpretation
Justice agencies
Crime control model
Due process model
Internal/ external social control
Control theory

Differential enforcement

Hearsay
Jury equity
Just/unjust
Safe/ unsafe

Behavioural/ institutional tactics.
Environmental design