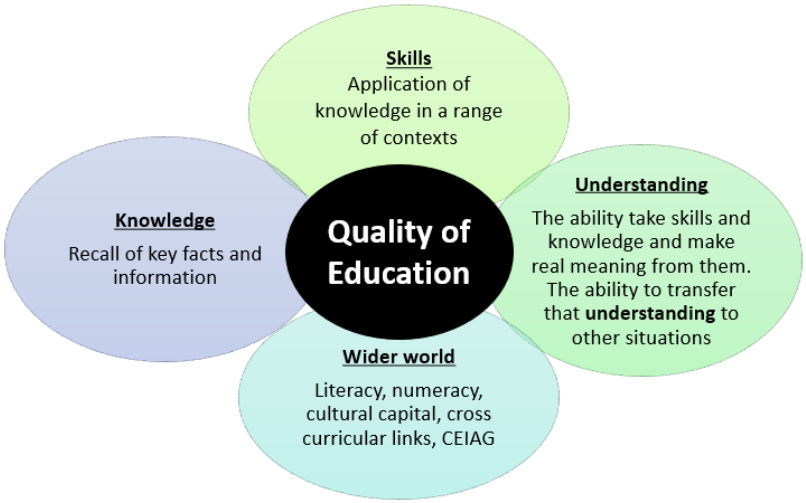
CIM - Curriculum Intent Map Criminology
Exam board – Level 3 Diploma: WJEC

Key questions:

- What are the objectives for your curriculum? To provide students with an introduction to criminal justice through elements of psychology, sociology and law, and by complementing other subjects in school.
- What do you want pupils to be able to know and do by the time they leave? We aim to equip students with the skills that are relevant for industry and university studies, whilst fostering a real empathy and appreciation for justice, moral and ethical issues.
- How does your curriculum plan set out the sequence and structure of how it's going to be implemented? The structure is guided by the exam specification, which provides for 1 non-examined unit and 1 examined unit in each year. Knowledge, skills and understanding from early units are built upon progressively throughout the course
- Why is it shaped the way it is? What values have guided your decisions about the curriculum you have in place? It is shaped the way it is to ensure that the students have covered the knowledge, skills and understanding that are required for the summative assessments in both Year 12 and Year 13
- How does your curriculum reflect your school's context? It fits well within the social science specialisms of the Humanities department, and develops transferable skills that are essential within other subject specialisms, as well as the world of work



- To what extent have you made these objectives clear? Does everybody know them? Dedicated teacher; student awareness; all resources available to students on teams which refers to them; core text books and workbooks available to students
- How does your curriculum reflect national policy (for example, British values and PSHE)? Work around the criminal justice system; particular topics on hate crimes and honour crimes.
- How does your curriculum cater for disadvantaged and minority groups? How do you ensure these pupils aren't 'shut out' of pursuing subjects they wish to study because of too sharp a focus on exam results Opportunity to support students, making the content accessible and relatable through giving wider world scenarios that students can understand and see the relevance in.
- How do you ensure that curriculum knowledge is interleaved? Retrieval practice, random topics starter quiz. Recall assessments at the start of lessons. Looking at topics from previous units and building on this knowledge. Knowing the specification and linking current topics to previous topics

	Knowledge	Skills	Understanding	Wider world
Year 13	**UNIT 3 Controlled assessment** LO1 Understand the process of criminal investigations LO2 Understand the process for prosecution of suspects LO3 Be able to review criminal cases	Skills required for independent learning and development A range of generic and transferable skills The ability to solve problems	Awareness of different types of crime Influences on perceptions of crime, including the media	Being up to date with wider world news and current affairs Awareness of different types of crime

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	UNIT 4 External examination LO1 Understand the criminal justice system in England and Wales LO2 Understand the role of punishment in a criminal justice system LO3 Understand measures used in social control	The skills of project-based research, development and presentation The fundamental ability to work alongside other professionals, in a professional environment The ability to apply learning in vocational contexts Develop employability skills including analysis and evaluation Key constructs applicable in the study and application of Criminology.	Why some crimes are unreported and the impact of this Why some people commit crime, including sociological, biological and psychological theories Roles within the criminal justice system How case studies are reviewed Miscarriages of justice Evaluation of social control policy's including punishment Legislation and case law: Relevant laws and judgements that illustrate and support criminological theories and concepts. Policy development and law-enforcement: The factors that influence legislation and application of legislation.	The application of real-life criminal cases to illustrate and support theories and concepts. The application of justice: How and why justice is necessary in a democratic society, and the factors that may inhibit this.
Year 12	**UNIT 1 Controlled assessment** LO1 Understand how crime reporting affects the public perception of criminality LO2 Understand how campaigns are used to elicit change LO3 Plan campaigns for change relating to crime **UNIT 2 External examination** LO1 Understand social constructions of criminality LO2 Know theories of Criminality LO3 Understand causes of Criminality **LO4 Understand causes of policy change**			

At The Elizabethan Academy we offer a curriculum that:

- is broad, balanced, inspiring and inclusive
- builds confidence, independence and **resilience**
- encourages students to develop the **skills, knowledge and understanding** required to succeed academically
- encourages students to participate in a wide variety of activities which extend beyond the classroom
- places creativity and imagination at the heart of learning to develop enquiring minds
- enables students to understand the connections and links between different subjects

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- raises students' aspirations through promoting academic excellence
- develops students' **social and cultural knowledge**, skills and understanding
- develops students' **respect for spiritual and moral values**, and tolerance towards other races, religions and ways of life.
- gives students the opportunities to put theoretical skills into practice and expand their knowledge beyond the exam specification
- prepares students for the world of work in a rapidly changing world.

	Year 12					
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Knowledge, Skills and Understanding 	**UNIT ONE** **LO1 Understand how crime reporting affects the public perception of criminality** AC1.1 Analyse different types of crime AC1.2 Explain the reasons that certain crimes are unreported AC1.3 Explain the consequences of unreported crime AC1.4 Describe media representation of crime AC1.5 Explain the impact of media representations on the public perception of crime AC1.6 Evaluate methods of collecting statistics about crime	**UNIT ONE** **LO2 Understand how campaigns are used to elicit change** AC2.1 Compare campaigns for Change AC2.2 Evaluate the effectiveness of media used in campaigns for change **LO3 Plan campaigns for change relating to crime** AC3.1 Plan a campaign for change relating to crime AC3.2 Design materials for use in campaigning for change AC3.3 Justify a campaign for change	**UNIT TWO** **LO1 Understand social constructions of criminality** AC1.1 Compare criminal behaviour and deviance AC1.2 Explain the social construction of criminality	**UNIT TWO** **LO2 Know theories of Criminality** AC2.1 Describe biological theories of criminality AC2.2 Describe individualistic theories of criminality AC2.3 Describe sociological theories of criminality	**UNIT TWO** **LO3 Understand causes of Criminality** AC3.1 Analyse situations of Criminality AC3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality	**UNIT TWO** **LO4 Understand causes of policy change** AC4.1 Assess the use of criminological theories in informing policy development AC4.2 Explain how social changes affect policy development AC4.3 Discuss how campaigns affect policy making

	Year 13					
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**

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Knowledge, Skills and Understanding 	**UNIT 3** **LO1 Understand the process of criminal investigations** AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations AC1.2 Assess the usefulness of investigative techniques in criminal investigations AC1.3 Explain how evidence is Processed AC1.4 Examine the rights of individuals in criminal investigations	**UNIT 3** **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 AC2.3 Understand rules in relation to the use of evidence in criminal cases AC2.4 Assess key influences affecting the outcomes of criminal cases AC2.5 Discuss the use of laypeople in criminal cases **LO3 Be able to review criminal cases** AC3.1 Examine information for Validity AC3.2 Draw conclusions from information	**UNIT 4** **LO1 Understand the criminal justice system in England and Wales** AC1.1 Describe processes used for law making AC1.2 Describe the organisation of the criminal justice system in England and Wales AC1.3 Describe models of criminal justice	**UNIT 4** **LO2 Understand the role of punishment in a criminal justice system** AC2.1 Explain forms of social control AC2.2 Discuss the aims of Punishment AC2.3 Assess how forms of punishment meet the aims of punishment	**UNIT 4** **LO3 Understand measures used in social control** AC3.1 Explain the role of agencies in social control AC3.2 Describe the contribution of agencies to achieving social control AC3.3 Examine the limitations of agencies in achieving social control AC3.4 Evaluate the effectiveness of agencies in achieving social control	**UNIT 4** **REVISION**

Assessment Calendar 2021-22				
	AP1	**AP2**	**AP3**	**AP4 Internal**
Year 12	10th January CA Unit 1	7th March Unit 2 Part paper	May Unit 2 external exam	
Year 13	2nd November: Mock CA Unit 3	17th January CA Unit 3	May Unit 4 external exam	

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 **Embed your knowledge**	Students will have a variety of homework ranging from worksheets, exam questions, research All lessons and resources are available on teams after the lesson. Students are expected to catch up on any missed work. It is important that students adhere to the deadlines set so they can build on knowledge to help them with the organisation of the controlled assessment for unit one and unit three.
Extend your learning 	Students studying WJEC Level 3 Criminology can extend their learning beyond the classroom by engaging with a range of real-world and academic resources that deepen their understanding of crime and social control. This might include reading news articles and analysing current criminal cases to apply theoretical knowledge to real-life situations, or watching documentaries and podcasts focused on policing, forensic science, and the justice system. Learners can also explore wider academic perspectives by accessing journals, textbooks, and reputable online sources to evaluate different criminological theories in more depth. Visiting local courts, participating in debates, or engaging in work experience or volunteering opportunities linked to youth justice or community safety can further enhance their insight. By actively connecting classroom content to contemporary issues and independent research, students can develop critical thinking skills and a more sophisticated understanding of criminology.
Extend your learning 	The following link has activities that can be completed for each unit of the course: Criminology Activities - Napier Press Recommended Reading: • **"Criminology" by Larry J. Siegel** – A clear and accessible introduction to key criminological theories and concepts. • **"The Myth of the Dangerous Poor" by Andrew Sayer** – Helps students think critically about social inequality and crime. • **"Gang Leader for a Day" by Sudhir Venkatesh** – A real-life study of gang culture, linking well to sociological and criminological theories. • **"Inside Crown Court" by Pamela Shaw** – Useful for understanding how the UK justice system works in practice. • **News outlets (BBC News, The Guardian)** – Encourage students to follow crime stories and analyse them using theory. Recommended programmes: *(Link programmes to criminological theories (e.g. behaviourism, labelling), Evaluate how realistic or biased the portrayals are and use examples in extended answers and coursework)* • **"Making a Murderer" (Netflix)** – Explores issues around wrongful convictions and the justice system. • **Crime podcasts (e.g. "Casefile", "They Walk Among Us")** – Useful for independent listening and analysis.

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	• **"Monster: The Jeffrey Dahmer Story" (Netflix)** Useful for exploring **nature vs nurture debates, psychological explanations, and media influence on crime**. Students can analyse how upbringing, trauma, and social isolation may contribute to offending behaviour. • **"The Jury: Murder Trial" (Channel 4)** Excellent for understanding **jury decision-making, bias, and the criminal justice process**. It links well to evaluation of **fairness in trials and the role of public perception**. • **"24 Hours in Police Custody" (Channel 4)** Shows real investigations, helpful for **police procedures, evidence gathering, and suspect interviews**. • **"Forensics: The Real CSI" (BBC)** Strong link to Unit 3—helps students understand **how forensic evidence is collected and used in court**. • **"The Met: Policing London" (BBC)** Gives insight into **contemporary policing challenges and crime prevention strategies**.