


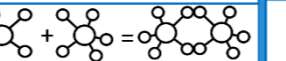








Swindon Academy Criminology Curriculum Map

The intent of Criminology at Swindon Academy is for pupils to leave school with a sound understanding of the main principles of different types of crime, influences on perceptions of crime and why some crimes are unreported. They will also gain an understanding of why people commit crime, the criminal justice system from the moment a crime has been identified to the verdict. Students will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases and will apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy. Each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. The applied purpose demands learning related to authentic case studies. It also requires learners to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment. The applied purpose will also allow learners to learn in such a way that they develop: skills required for independent learning and development, a range of generic and transferable skills, the ability to solve problems, 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.

We offer a trip to the law courts and a trip to hear a criminal psychologist speaker.

Implementation – Rosenshine principles of instruction – please write one or two sentences to describe the implementation for each of the Rosenshine principles below these must be subject specific and observable in lessons.

Daily Review	New Material in Small Steps	Ask Questions	Provide Models	Guide Student Practice	Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
 <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	 <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.</p>	 <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	 <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.</p>	 <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.</p>	 <p>Less successful teachers merely ask "Are there any questions?" no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>	 <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	 <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>	 <p>Independent practice produces "overlearning" - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>	 <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>
<ul style="list-style-type: none"> • United quizzing • Do now recall quadrants or questions on the board 	<ul style="list-style-type: none"> • Quotes given start sols • Practice developed points and PEELs before 12mQ 	<ul style="list-style-type: none"> • Cold call • Variety of Open and closed questions 	<ul style="list-style-type: none"> • Teacher model visualiser • Walking talking questions 	<ul style="list-style-type: none"> • Use of visualizer good to great/ modelling • Apply tasks every lesson • Key words given to use in L9 answers 	<ul style="list-style-type: none"> • Peer marking against L9 model answers • Challenging individual students on knowledge and understanding whilst circulating 	<ul style="list-style-type: none"> • Re testing questions that are not mastered- QLA • Use of knowledge organisers and revision materials in prep to master content 	<ul style="list-style-type: none"> • Concept maps • Sentence starters and paragraph prompts (writing frames) • Key word lists and linking phrases 	<ul style="list-style-type: none"> • Practice exam questions • Knowledge organiser tests • United Quizzing 	<ul style="list-style-type: none"> • Quizzing • Practice exam questions

Term	1	2	2	3	3	4	4	5	6	6
Year 12	<p>Changing awareness of crime Types of crime and reasons crimes are under reported. Consequences of unreported crime</p> <p>Media representations of crime Impact of the media representations on public perceptions of crime Evaluating methods of collecting statistics about crime</p>	<p>Compare campaigns for change</p> <p>Evaluation of the effectiveness of media used in campaigns for change</p> <p>Planning a campaign for change relating to crime</p> <p>Designing materials to use in campaigning for change</p> <p>Justifying a campaign for change</p>	Assessment 2 Review and reteach	<p>Controlled assessment</p> <p>Criminological theories</p> <p>Understanding social constructs of criminality</p> <p>Biological, individualistic and sociological theories of criminality</p>	Assessment 3 Review and reteach	<p>Understand causes of criminality</p> <p>Understand causes of policy change- how criminological theories inform policy development and how campaigns affect policy making.</p>	Assessment 4 Review and reteach	<p>Revision and unit 2 formal exam</p> <p>Crime scene to court room – understanding the processes of criminal investigations</p>	Assessment 5 Review and reteach	

Term	1	2	3	4	5
Year 13	<p>Crime scene to court room Understand the process for prosecution of suspects</p> <p style="text-align: center;">Mock 1</p>	<p>Crime scene to court room- reviewing criminal cases</p> <p style="text-align: center;">Mock 2</p>	<p>Crime and punishment – understand the criminal justice system, and the role of punishment</p> <p style="text-align: center;">Mock 3</p>	<p>Understand measures used in social control</p> <p>Crime and punishment</p> <p style="text-align: center;">Mock 4</p>	Revision and Exam