

Subject - Curriculum Map

Year	Term	Topic Overview	Focus	Assessment
Year 12	Autumn 1	<p>Teachers A and B both to focus on Unit 1 Changing awareness of crime</p> <p>Teacher A – AC1: Understand how crime reporting affects the public perception of criminality</p> <p>Teacher B – AC2: Understand how campaigns are used to elicit change</p>	<p>Teacher A:</p> <ul style="list-style-type: none"> • Introduction to crime and criminality • AC1.1 - Types of crime • AC1.2 - Reasons for unreported crime • AC1.3 - Consequences of unreported crime • AC1.4 - Media representation of crime • AC1.5 - Impact of media representations of crime on public perceptions <p>Teacher B:</p> <ul style="list-style-type: none"> • AC2.1 – Compare campaigns for change 	In-class assessments and folder checks
	Autumn 2	<p>Teachers A and B both to focus on Unit 1 Changing awareness of crime</p> <p>Teacher A – Finish AC1 and begin AC3: Plan campaigns for change</p> <p>Teacher B – AC2: Understand how campaigns are used to elicit change</p>	<p>Teacher A:</p> <ul style="list-style-type: none"> • Crime statistics • AC1 Assessment • AC3.1 – Plan a campaign for change • AC3.2 – Design materials for campaign • AC3.3 – Justify a campaign for change <p>Teacher B:</p> <ul style="list-style-type: none"> • AC2.2 – Evaluate the effectiveness of media used in campaigns for change 	<p>Y12 Assessment 1 (Mid-late November)</p> <p>Content: Full Unit 1 mock – In prep for controlled assessment in Jan</p>
	Spring 1	<p>Unit 1 Controlled assessment</p> <p>Teachers A and B both focus on Unit 2 Criminological theories</p> <p>Teacher A – AC2: Know theories of criminality</p> <p>Teacher B – AC1: Understand constructions of criminality</p>	<p>Unit 1 Controlled assessment – Early January</p> <p>Teacher A:</p> <ul style="list-style-type: none"> • AC2.1 – Biological theories • AC2.2 – Individualistic theories • AC2.3 – Sociological theories <p>Teacher B:</p> <ul style="list-style-type: none"> • AC1.1 – Compare criminal behaviour and deviance 	UNIT 1 CONTROLLED ASSESSMENT

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	Spring 2	<p>Teacher A – Finish off AC2 and AC3: Understand causes of criminality</p> <p>Teacher B – AC1: Understand constructions of criminality</p>	<p>Teacher A:</p> <ul style="list-style-type: none"> AC2.3 – Sociological theories AC3.1 – Analyse situations of criminality AC3.2 – Evaluate the effectiveness of criminological theories to explain criminality <p>Teacher B:</p> <ul style="list-style-type: none"> AC1.2 – Explain the social construction of criminality 	In-class assessments and folder checks
	Summer 1	<p>Teacher A – AC4: Understand causes of policy change</p> <p>Teacher B – Revision</p>	<p>Teacher A:</p> <ul style="list-style-type: none"> AC4.1 - Assess the use of criminological theories in policy development AC4.2 – Explain how social change affects policy development AC4.3 – Discuss how campaigns for change affect policy development <p>Teacher B:</p> <ul style="list-style-type: none"> Revision of AC1-4 for exam 	Y12 UNIT 2 CRIMINOLOGY EXAM (Mid may)
	Summer 2	<p>Both teachers focus on Introduction to Y13.</p> <p>Teacher A - Y13 Content introduction</p> <p>Teacher B - University of Strathclyde</p>	<p>Teacher A:</p> <ul style="list-style-type: none"> Introduction to law-making processes and key case studies <p>Teacher B:</p> <ul style="list-style-type: none"> University of Strathclyde Forensic Psychology 	
Year 13	Autumn 1	<p>Both teachers to focus on Unit 3 Crime scene to courtroom</p> <p>Teacher A and Teacher B – AC1: Understand the process of criminal investigations and begin AC2: Understand the process of prosecuting suspects</p>	<p>Teacher A and Teacher B: Alternating</p> <ul style="list-style-type: none"> AC1.1 – Evaluate the effectiveness of the role of personnel in criminal investigations AC1.2 – Assess the usefulness of investigative techniques AC1.3 – Explain how evidence is processed AC1.4 – Examine the rights of individuals in criminal cases AC2.1 – Explain the requirements of the CPS in prosecuting suspects AC2.2 – Describe trial processes AC2.3 – Understand rules of evidence 	<p>Y13 Assessment 1 (Late September):</p> <p>Content: Unit 3 Content covered up until this point</p>

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Autumn 2	<p>Teacher A and Teacher B – Finish off AC2 and AC3: Be able to review criminal cases</p>	<p>Teacher A and Teacher B: Alternating</p> <ul style="list-style-type: none"> AC2.4 – Assess key influences affecting the outcomes of criminal cases AC2.5 – Discuss the use of laypeople in criminal cases AC3.1 – Examine information for validity AC3.2 – Draw conclusions from information 	In-class assessments for controlled assessment prep
Spring 1	<p>Unit 3 Controlled assessment Both teachers to focus on Unit 4 Crime and Punishment Teacher A and Teacher B – AC1 – Understand the criminal justice system in England and Wales</p>	<p>Unit 3 Controlled assessment – Early-mid January</p> <p>Teacher A:</p> <ul style="list-style-type: none"> AC1.1 - Describe processes used for law making AC1.2 - Describe the organisation of the criminal justice system <p>Teacher B:</p> <ul style="list-style-type: none"> AC1.3 - Describe models of the criminal justice system 	UNIT 3 CONTROLLED ASSESSMENT
Spring 2	<p>Teacher A - AC2: Understand the role of punishment Teacher B – AC3: Understand measures used in social control</p>	<p>Teacher A:</p> <ul style="list-style-type: none"> 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 <p>Teacher B:</p> <ul style="list-style-type: none"> AC3.1 – Explain the role of agencies in social control AC3.2 – Describe the contribution of agencies to social control AC3.3 – Examine the limitations of agencies AC3.4 – Evaluate the effectiveness of agencies in achieving social control 	In-class assessments and use of controlled assessment data for reports
Summer 1	<p>Teacher A and Teacher B: Unit 4 revision</p>	<p>Teacher A: AC1 and AC2 Revision</p> <p>Teacher B: AC3 Revision</p>	<p>Y13 Assessment 3 (Late April): Unit 4 mock exam</p>
Summer 2			