WJEC Criminology Level 3 Certificate

Year 12
Scheme of Learning 2025 - 2026

Subject leader: Thomas Purnell

Topics by term	Topic Overview Year 12					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	UNIT 1 CONTROLLED ASSESSMENT Learning outcome 1: 1. AC 1.1 Analyse different types of crime 2. AC 1.2 Explain the reasons that certain crimes are unreported 3. AC 1.3 Explain the consequences of unreported crime 4. AC 1.4 Describe media representation of crime 5. AC 1.5 Explain the impact of media representations on the public perception of crime. 6. AC 1.6 Evaluate methods of collecting statistics about crime	1. Learning Outcome 2: AC 2.1 Compare Campaigns for change 2.AC 2.2 Evaluate the effectiveness of media used in campaigns for change. Learning Outcome 3: 3.AC 3.1 Plan a campaign for change relating to crime. 4.AC 3.2 Design materials for use in campaigning for change. 5. AC 3.3: Justify a campaign for change The remaining lessons should be used to plan and complete the CA.	UNIT 2 CRIMINOLOGICAL THEORIES: EXAMINATION. Learning Outcome 1: 1.AC 1.1 Compare criminal behaviour and deviance. 2.AC 1.2: Explain the social construction of criminality. Biological Theories 3. AC 2.1: Describe biological theories of criminality 4. AC3.1 Analyse situation of criminality (Biological Theories) 5. AC3.2 Evaluate the effectiveness of criminology theories to explaining causes of	Sociological Theories 12. AC 2.3: Describe Sociological theories of criminality 13. AC3.1 Analyse situation of criminality (Sociological theories) 14. AC3.2 Evaluate the effectiveness of criminology theories to explaining causes of criminality (Sociological theories) 15.AC4.1 Assess the use of criminology theories in informing policy (Sociological theories) Learning Outcome 4:	Revision Preparation for external exam. Past papers walking talking mocks	Criminology Unit 3 exploration of key case studies in preparation for next academic year. Criminology project

			criminality (Biological Theories) 6. AC4.1 Assess the use of criminology theories in informing policy (Biological Theories) Individualistic Theories 7. AC 2.2: Describe Individualistic theories of criminality 8. AC3.1 Analyse situation of criminality (Individualistic theories) 9. AC3.2 Evaluate the effectiveness of criminology theories to explaining causes of criminality (Individualistic theories) 10. AC4.1 Assess the use of criminology theories in informing policy (Individualistic theories) 11.	16. AC4.2 Explain how social changes affect policy development AC4.3 Discuss how campaigns affect policy		
	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites
	Before students are enrolled on level 3 diploma in Criminology basic English and Science is required for key skills to be established. KS4 required skills of Biology, cells, inheritance, evolution, DNA, sex determination. KS4 History and PSHE- students are encouraged to explore views and perspectives such as morality, social and	Successful mastery of LO1 is vital in particular AC1.5 as the second learning objective builds upon this foundation.	KS4 required skills of Biology, cells, inheritance, evolution, DNA, sex determination. Some students studying Politics and Psychology in Year 12 have some familiarity early with some key theories and ideas.	The same apply from the previous term with sociological theory the last to be explored. As students would have learned about British Values in core this topic is done last to allow these sessions to have been covered.	Students at this stage would have passed the controlled assessment. Students would have covered all the key criteria for the Unit 2 external exam.	At this stage students would have completed all the course requirements to move onto Unit 3 year 2 content.

	cultural elements of human society. These key areas are explored in these areas. PSHE- Students learn about British Values are explored in subject. This knowledge then can be applied throughout the course. From KS4 English key skills such as Analysis, Evaluation, compare information and organisation and sequence of ideas are vital skills for Criminology.					
	Why are we teaching this now	Why are we teaching this now	Why are we teaching this now	Why are we teaching this now	Why are we teaching this now	Why are we teaching this now
	The specification is sequential allowing a clear path for what needs to be completed. As controlled assessments are marked by teachers the content must be completed before the April deadline. The first LO1 allows students to understand what constitutes to a crime in the UK and explore the influences and reasons crime go unreported.	LO2 is the second part in the sequence of the controlled assessment. Critical analysis of campaigns for change and role of the media are explored with students encouraged to link to current affair in media. After completion of this students are required in LO3 to apply practical skills in designing and completing own campaign. Students must be able to justify	After completion of the controlled assessment students move focus to learning the external exam content of Unit 2. For LO1 students must understand the constructs of criminality. When studying the theories we break from the sequence that is laid out in the specification. Students learn the Description, application, evaluation and how policy has been informed by the theory.	Sociology is covered last as historically students struggle with some of the abstract concepts that are covered. British values that have been covered in KS4 PSHE and KS5 core learning supports the concepts covered. The final criteria has is how campaigns for change have changed policy allowing time left over for exam skills and preparation.	At this stage students are completing targeted revision for the external exam that falls in this term. Walking talking mocks should encourage mastery of exam technique and diagnose any issues or misconceptions of knowledge.	In the final term students have officially completed the first year of a two part qualification that is merged together with one final grade the next year. With a summer break learning needs to be focused on preparing students for the following year. Key Unit 3 case studies are explored and the opportunity to see documentaries can be completed in this time.

		decisions and proposals made in this section.				The criminology project follows the EPQ structure and allows students to enhance analytical skills needed for the following year. Students start exploring some of the key content areas of Unit 3.
Week Times	6 weeks + 3 days	7 Weeks	6 Weeks	5 Weeks	4 Weeks + 4 days	7 Weeks

Private Study/Homework hours: All students will be expected to be working up to 4 hours per week in addition to lesson time. Private study tasks highlight prior learning as they reinforce what we are doing in class. Extension activities are also there to develop synoptic understanding of the other units in the course.

Specification Topic	Big questions	Learning Outcome/ Assessment Criteria	Exam amplification focus	Key Terms	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE) and Careers
Term 1							
Unit 1 Changing Awareness of Crime		Learning Outcome 1- Understand how crime reporting affects the public perception of crime		Termly knowledge organiser will provide students key terms lists.		PowerPoint Lesson Notes	British Values Unit 1 Democracy Students will look at how crime and deviance is established in the UK.
	BQ: What is crime?	AC 1.1- Analyse different types of crime. • white collar o organised o corporate o professional • moral • state o human rights • technological o e-crime • individual o hate crime o honour crime o domestic abuse	Analysis of: • Criminal offences • Types of victim • Types of offender • Levels of public awareness • If acts are criminal or deviant	See Appendix C1 document for full key terms list.	AC1.1 Analyse different types of crime (4 marks)	Microsoft Teams Classroom. Students have access to textbooks and revision guides. A3 Table sheets for organisation of controlled assessment notes. Quizlet online classroom. Glossary list.	Rule of law Students will learn about definitions of crime and the difference between crime and deviance. Respect & Tolerance Students will learn about how crimes have changed in category over the years.
	BQ: Why do crimes go unreported?	AC 1.2- Explain the reasons that certain crimes are unreported. Reasons • personal, e.g. o fear o shame o disinterest o not affected • social and cultural, e.g. o lack of knowledge o complexity o lack of media interest o lack of current public concern	Reasons for why some crimes are not reported to the police: • Common assault • Domestic abuse • Vandalism • Rape • Perceived victimless crimes (white collar-crime, vagrancy, prostitution and assisted suicide)		AC 1.2- Explain the reasons that certain crimes are unreported (4 marks)		Individual Liberty Students will learn that when the law is broken that individual

		o culture bound crime (e.g. honour killing, witchcraft)					liberties can be taken away.
	BQ: What happens if crime is not reported?	AC 1.3 Explain the consequences of crime ripple effect • cultural • decriminalisation • police prioritisation • unrecorded crime • cultural change • legal change • procedural change	Students should have understanding of positive and negative effects of unreported crime on the individual and on society.		AC 1.3 Explain the consequences of crime (4 marks).		Spiritual, students will look at many definitions of crime and deviance some deep rooted in religious values.
	BQ: How far does the media promote or prevent crime?	AC 1.4 Describe media representation of crime newspaper • television • film • electronic gaming • social media (blogs, social networking) • music	Students should have knowledge of specific examples of how different forms of media are used to portray fictional and factual representations of crime.		AC 1.4 Describe media representation of crime (6 marks).		Moral, students will debate and consider the moral implications of crime and deviance to own personal values.
	BQ: What is the cost of media involvement?	AC 1.5 Explain the impact of media representations on the public perception of crime. • moral panic • changing public concerns and attitudes • perceptions of crime trends • stereotyping of criminals • levels of response to crime and types of punishment • changing priorities and emphasis	Students should provide examples of media portrayal of criminality and appropriate range provided. Understanding must be based on evidence and theories.		AC 1.5 Explain the impact of media representations on the public perception of crime (6 marks).		Social- Students will explore the concepts of crime and deviance from the perspective of both social and cultural understanding Cultural and how this has influenced changed in the British legal system.
	BQ: Why does crime go unreported?	AC 1.6 Evaluate methods of collecting statistics about crime. Evaluation criteria • reliability • validity • ethics of research • strengths and limitations	Students must evaluate methods used to collect and present the two sources of information about crime given in the content.		AC 1.6 Evaluate methods of collecting statistics about crime. (6 marks).		PSHE- Being made aware of legal rights. Gatsby Careers Benchmarks- LO1:

		• purpose of research Information about crime • Home Office statistics • crime survey for England and Wales					Types of Crime Media Reporting 1, 4 Crime journalist, digital content creator Impact of Media on Fear of Crime 2, 4 Public engagement officer, community policing Stereotyping & Moral Panic 3, 4 Social researcher, media analyst Media Bias and Fake News 2, 4, 6 Communications regulator, media watchdog Influence on Crime Trends Perception 4, 5 Campaign manager, social policy advisor Careers in Crime & Media 1, 5, 7 Journalism, PR, criminology pathways Review & Career Reflection 1, 8 Personal career planning with

							focus on crime/media
Term 2							
Unit 1 Changing Awareness of Crime		Learning outcome 2- Understand how campaigns are used to elicit change		Termly knowledge organiser will provide students key terms lists.		PowerPoint Lesson Notes	British Values Unit 1 AC2
	BQ:: To what extent can society influence attitudes towards crime?	AC 2.1 Compare campaigns for change • change in policy • change in law • change in priorities of agencies • change in funding • change in awareness • change in attitude	Students should be aware campaigns have different purposes. Able to compare examples of campaigns and examine effectiveness of achieving objectives.	See Appendix C1 document for full key terms list.	AC 2.1 Compare campaigns for change (10 marks)	Microsoft Teams Classroom. Students have access to textbooks and revision guides.	Democracy- students will be notified about how in a democratic society individuals can peacefully campaign for changes in the law.
	BQ: To what extent can society influence attitudes towards crime?	AC 2.2 Evaluate the effectiveness of media used in campaigns for change • blogs • viral messaging • social networking • advertising • radio • television • film • documentary • word of mouth • events • print	Students should have knowledge of the media and specific materials used in campaigns, and be able to evaluate their effectiveness in promoting campaign for change.		AC 2.2 Evaluate the effectiveness of media used in campaigns for change (15 marks).	A3 Table sheets for organisation of controlled assessment notes. Quizlet online classroom. Glossary list.	Rule of law- This unit is regarding the changes to laws or creation of new laws. Respect & Tolerance- Many of the campaigns for change centre around these themes about equality such as changes to the law regarding homosexuality and the age of consent.
		Learning Outcome 3- Plan campaigns for change relating to crime:					
	BQ: How would you elicit change in society through your own campaign?	AC 3.1 Plan a campaign for change relating to crime • aims and objectives • justification of choice of campaign • target audience • methods to be used • materials to be used • finances • timescales • resources needed	Students should identify an appropriate campaign for change and produce a comprehensive plan of action		AC 3.1 Plan a campaign for change relating to crime (10 marks).		Individual Liberty- Designing campaigns for change centres around protection of

BQ: How would you elicit change in society through your own campaign?	AC 3.2: Design materials for use in campaigning for change • structure of information • use of images or other accentuating features to capture attention • use of persuasive language • promotion of action • consideration of target audience • alignment with campaign	Students need to design an appropriate range of materials.		AC 3.2: Design materials for use in campaigning for change (20 marks).		people's rights and changing of the law to reflect society change. Spiritual- Students will design campaign materials that will explore a variety of crimes such as honour based violence deeply rooted in spiritual beliefs.
BQ: How would you elicit change in society through your own campaign?	AC 3.3: Justify a campaign for change • presentation of a case for action • use of evidence in support of a case • use of persuasive language	Students must justify the approach and the need for a campaign for change.		AC 3.3: Justify a campaign for change (15 marks)		Moral- Students will explore campaign materials that may spread awareness of moral crimes challenging students own personal beliefs. Social- The campaigns for change will focus on social issues of crime such as victims encouraging social change. Cultural- Some students will explore subjects such as honour based violence that is deeply

						rooted in cultural differences and will explore these concepts in class.

PSHE- Students will be made aware of important social change campaigns and the impact these have had in society.

British Values
AC3
Democracy-students will have the opportunity to design campaign materials to theoretically change or bring awareness of crime in society.

Rule of law- The designed campaign materials can be about changing the law or raising awareness of a particular issue.

Respect & Tolerance- Students will be taught about appropriate use |
| | AC3 | | | | | |

							of language and logo designs to potentially spread awareness of respect and tolerance.
							Individual Liberty- In the design of campaign materials this was focused upon rights and protection of rights can be designed.
							Spiritual- Students will design campaign materials that will explore a variety of crimes such as honour based violence deeply rooted in spiritual beliefs.
							Moral- Students will be creating campaign materials that may spread awareness of moral crimes challenging students own personal beliefs.
							Social- The campaigns for

| | | | | | | change will focus on social issues of crime such as victims encouraging social change.

Cultural- Some students will explore subjects such as honour based violence that is deeply rooted in cultural differences and will explore these concepts in class.

PHSE- Students will learn life skills of design for the world of work. Encouraged to engage with the movement of social change.

Gatsby Careers Benchmarks- LO2:

Introduction to Crime Campaigns 1, 4 Communications officer, awareness campaigner

Types of Campaigns (Government, Media, Charity) 2, |
|---|---|---|---|---|---|---|

							4 Public sector communications, charity advocacy
							Campaign Aims & Methods 3, 4 Youth worker, public health promoter
							Case Studies of Campaigns (e.g., anti-knife crime, hate crime) 4, 5 Police engagement team, social change advisor
							Designing a Campaign 4, 6 Campaign coordinator, PR executive
							Evaluating Campaign Impact 4, 7 Policy analyst, research officer
							Review & Career Reflection 1, 8 Self-assessment and career pathway planning
							LO3
							Identifying Campaign Aims & Objectives 1, 4

							Strategy planner, campaign coordinator
							Defining Target Audience & Stakeholders 2, 4 Community liaison officer, youth engagement worker
							Choosing Campaign Methods (Print, Digital, Events) 3, 4 Social media manager, outreach specialist
							Legal, Ethical & Logistical Planning 4, 6 Safeguarding officer, project officer
							Designing Campaign Materials 2, 4 Creative designer, digital content producer
							Mock Presentation & Peer Review 4, 5, 6 Charity campaign manager, public

							relations executive
							Skills Reflection & Careers Link 1, 8 Campaign career pathways & personal development planning

Grade	A	B	C	D	E	U
UMS Grade Boundary	080	070	060	050	040	000
Raw Mark Grade Boundary	081	071	061	052	043	000

Term 3

Unit 2 Criminological theories	BQ: What is crime? How is it constructed?	Learning outcome 1- Understanding social construction of criminality AC 1.1 Compare criminal behaviour and deviance. Criminal behaviour • social definition • legal definition • formal sanctions against criminals • variety of criminal acts Deviance • norms, moral codes and values • informal and formal sanctions against deviance • forms of deviance SYNOPTIC: Need to be able to understand the impact of reporting on public perceptions of crime and deviance, this should include the following from Unit 1, LO1, AC1.5: *Moral Panic, changing public concerns and attitudes, perceptions of crime trends, stereotyping of criminals, levels of*	Understanding of: • How criminality and deviance is defined • Acts that are criminal • Acts that are deviant • Acts that are both criminal and deviant • The implications of committing a criminal and/or deviant act.	Termly knowledge organiser will provide students key terms lists. See Appendix C1 document for full key terms list.	Compare criminality and deviance with reference to relevant examples. (6 marks)	PowerPoint Lesson Notes Microsoft Teams Classroom. Students have access to textbooks and revision guides. A3 Table sheets for organisation of lesson notes in preparation for exam. Quizlet online classroom. Glossary list.	British Values Unit 2 AC1 Democracy- students will learn in a democratic society like the UK that crime and deviance can change over time and laws may also change. Rule of law- students will explore how society continues to evolve is understanding of criminal and deviant behaviour.

		response to crime and types of punishment, changing priorities and emphasis. AC1.2 Explain the social construction of criminality: • how laws change from culture to culture • how laws change over time • how laws are applied differently according to circumstances in which actions occur • why laws are different according to place, time and culture Synoptic link, Unit 1, Lo1 AC1.5	Students should be aware: - How laws change from culture to culture - How laws change overtime - How laws are applied differently according to circumstances in which actions occur - Why laws are different according to place, time and culture		Briefly explain why one area of law, not linked to cigarette smoking, has changed over time. (4 marks)		Respect & Tolerance- Students will learn that the structure of law and order is meant to be equal and fair to all regardless of social class or ethnic background. Individual Liberty- Students will learn that those who choice to break the law get punish and get freedoms removed as punishment for this. Spiritual- Students will explore the many perspectives on crime and deviance legal and spiritual definitions. Moral- students will look at the moral implications for crime and deviance from many perspectives

						victims and defendants.
						Social& Cultural- Students will explore the wide reaching implications for crime and deviance how in impacts society but also how cultures of crime and how they are dealt with occur.
						PHSE- Students will continue to explore crime and deviance developing own awareness of UK laws and individual rights.
						Gatsby Careers Benchmarks- Unit 2 LO1
						Definitions of Crime & Deviance 1, 4 Criminologist, sociologist
						Social & Cultural Variations in Crime 2, 4 Immigration officer, international NGO worker

						Historical Changes in Criminality 3, 4 Policy researcher, legal reform advisor Media & Stereotypes in Criminal Labeling 4, 5 Community youth worker, restorative justice lead Laws as Social Constructs 4, 6 Probation officer, human rights campaigner Norms, Values & Attitudes Over Time 4, 7 Social policy student, political advisor Reflection & Careers Mapping 1, 8 Criminology pathways and personal development
	BQ: Are you born a criminal?	Learning Outcome 2- Knowing theories of criminality AC 2.1: Describe biological theories of criminality. • genetic theories • physiological theories	Students should know: Genetic theories • Jacobs XXY Study • Twin and adoption studies Physiological Theories	Termly knowledge organiser will provide students key terms lists. See Appendix C1 document	Describe one biological theory of criminality (6 marks)	PowerPoint Lesson Notes Microsoft Teams Classroom. Students have access to	British Values AC2 Democracy- In this topic students will be presented with 3 different theoretical

			• Lombroso • Sheldon	for full key terms list.		textbooks and revision guides.	explanations of criminality. In the biological and individualistic sections much focus will be on determinism that crime is inevitable. In sociology crime will also be seen as inevitable.
	Learning Outcome 3- Understand causes of criminality AC3.1: Analyse situations of criminality • different types of crime • individual criminal behaviour	Application of biological theory to stem questions in past exam papers.		Students will be issued past paper questions with scenario on A3 sheet to practice these style questions.	A3 Table sheets for organisation of lesson notes in preparation for exam. Quizlet online classroom. Glossary list.	
	AC3.2: Evaluate the effectiveness of criminological theories to explain causes of criminality • biological	Evaluate strengths and weaknesses of criminological theories in terms of explaining crime		Evaluate the effectiveness of a range of biological theories to explain causes of criminality 9 (marks)		Rule of law- Each theory will provide explanations of why crime occurs and if by choice or circumstance. Respect & Tolerance- Many different views will be presented and students will debate if they are relevant and ethical in today's society.
BQ: How should criminals be dealt with in the UK?	Learning Outcome 4- Understand causes of policy change AC4.1: Assess the use of criminological (biological) theories in policy development • informal policy making • formal policy making o crime control policies o state punishment policies	Apply knowledge of biological theories and assess their use in informing policy on crime		Explain one crime control policy that has been informed by the biological theory. (6 marks)		Individual Liberty- Each theory looks at the individual and societal responsibility of who is committing crimes.
BQ: What creates a criminal personality?	Learning Outcome 2- Knowing theories of criminality AC 2.2: Describe individualistic theories of criminality. • learning theories • psychodynamic • psychological theories	Students should know: • Bandura (Social Learning Theory) • Freud (Psychodynamic Theory)		Describe one individualistic theory of criminality (6 marks)		Spiritual,- students will

		• Eysenck (Psychological Theory)				explore the many different theoretical perspectives that criminology has in particular political ideology in sociology.
	Learning Outcome 3- Understand causes of criminality AC3.1: Analyse situations of criminality • different types of crime • individual criminal behaviour	Application of individualistic theory to stem questions in past exam papers.		Students will be issued past paper questions with scenario on A3 sheet to practice these style questions.		Moral- Students will explore and debate the free-will determinism, nature and nurture but also look at how political ideology impact perceptions of criminality.
	AC3.2: Evaluate the effectiveness of criminological theories to explain causes of criminality • Individualistic	Evaluate strengths and weaknesses of criminological theories in terms of explaining crime		Evaluate the effectiveness of a range of individualistic criminological theories to explain cause of criminality. (9 marks)		
	Learning Outcome 4- Understand causes of policy change					Social and Cultural- This unit focus quite widely on this wider issues such as how society has changed and the direction that crime and punishment is taking. Culturally how this has impact the development of policy.
BQ: How should criminals be dealt with in the UK?	AC4.1: Assess the use of criminological theories in policy development Criminological theories • individualistic Policy development • informal policy making • formal policy making o crime control policies o state punishment policies	Apply knowledge of individualistic theories and assess their use in informing policy on crime		Assess one crime control policy developed from individualistic theories of criminality. (6 marks)		
	Learning Outcome 2- Knowing theories of criminality					PSHE- Students will explore a wide range of physiological, psychological and
BQ: Does society produce criminals?	AC 2.3: Describe sociological theories of criminality.	Students should know:		Describe one sociological theory		

		• social structure • interactionism • realism		• Marxism • Labelling • Functionalism • Left and Right realism		of criminality. (6 marks)		sociological theories opening up the possibility of future educational opportunities of study.
		Learning Outcome 3- Understand causes of criminality AC3.1: Analyse situations of criminality Situations relating to: • different types of crime • individual criminal behaviour		Application of Sociological theory to stem questions in past exam papers.		Students will be issued past paper questions with scenario on A3 sheet to practice these style questions.		AC3 British Values Students will apply the understanding form AC2 in the context to case study exam style questions.
		AC3.2: Evaluate the effectiveness of criminological theories to explain causes of criminality Criminological theories • sociological		Evaluate strengths and weaknesses of criminological theories		Evaluate the effectiveness of one sociological theory in explaining causes of criminality. (6 marks)		SMSC values following on form AC2. PHSE links to AC2 continued.
	BQ: How should criminals be dealt with in the UK?	**Learning Outcome 4- Understand causes of policy change** AC4.1: Assess the use of criminological theories in policy development Criminological theories • sociological Policy development • informal policy making • formal policy making o crime control policies o state punishment policies		Apply knowledge of sociological theories and assess their use in informing policy on crime		With reference to two examples, assess how sociological theories of criminality have informed policy development. (9 marks)		AC4 British Values Unit AC4 Democracy- Students will learn that the theories from AC2 have direct consequences in how the democracy of the UK is managed and updated in regards to policy and legislation.

		AC: 4.2 Explain how social changes affect policy development • social values, norms and mores • public perception of crime • structure of society o demographic changes • cultural changes AC 4.3: Discuss how campaigns affect policy making. • newspaper campaigns • individual campaigns • pressure group campaigns SYNOPTIC: Refer to campaigns considered in Unit 1 to identify the policies they introduced, try to include a range of policies such as: Newspaper Campaigns: Sarah's Law Individual Campaigns: Ann Ming Pressure Group Campaigns: Howard League for Penal Reform	Students should have an understanding of social changes and how they have affected policy development.		Explain, using examples, how two social changes have affected policy development. (9 marks) Discuss, using examples, how campaigns by pressure groups may affect policy. (9 marks)		Rule of law- Students will begin to see how the law begins to change and be delivered. Respect & Tolerance- Students will see that may view points are involved when it come to the development of new legislation and policy in UK law. Individual Liberty- Students will learn that individual liberties can be impacted with the change in policy and the law that have wide reaching consequences. Spiritual- students will explore the practical application and consequences of these theories applied to the ideology policy making in the UK.

						Moral- Students will debate and explore if the legal system is taking the correct approach in regards to crime.
						Social and Cultural- Students will explore the direct impact of these policies from their own social and cultural perspective.
						PHSE- Students will learn about policy in law but this has wider implications for future career aspirations.
						Gatsby Careers Benchmarks- LO2:
						Biological Theories (Lombroso, Genetics, Brain) 1, 4 Forensic psychologist, prison psychiatrist
						Individualistic Theories (Freud, Eysenck, Learning) 2, 4 CBT therapist, youth

						offending team officer
						Sociological Theories (Marxism, Functionalism, Realism) 3, 4 Criminologist, policy advisor, social worker
						Applying & Evaluating Theories 4, 6 Probation officer, behavioural specialist
						Theories in Action – Case Study Application 4, 6 Court diversion team, rehabilitation worker
						Routes into Related Careers 1, 5, 7 Psychology, criminology, or sociology courses
						Career Reflection & Personal Development 1, 8 Career planning and skills audit
						LO3: Causes of Criminality:

							Biological & Psychological 1, 4 Forensic psychologist, prison psychiatrist
							Causes of Criminality: Social & Environmental 2, 4 Youth worker, community outreach officer
							Complex Case Study Application 3, 4 Family support practitioner, case manager
							Interaction of Causes: Nature, Nurture, Context 4, 6 Policy advisor, safeguarding lead
							Early Intervention & Prevention Strategies 1, 5, 6 Youth offending team, early years mentor
							Higher Education & Career Pathways 4, 7 Criminology and social work degrees

						Skills Reflection & Careers Planning 1, 8 Careers in crime prevention, rehabilitation
						LO4:
						What Causes Policy Change? 1, 4 Policy analyst, legal reform researcher
						Media, Campaigns, and Public Opinion 2, 4 Communications officer, advocacy specialist
						Government & Pressure Group Influence 3, 4 Civil servant, political researcher
						Research & Statistics in Policy 4, 6 Social researcher, think tank associate
						Case Studies of Criminal Justice Policy Change 1, 5 Criminal law reformer, NGO campaign officer

							Higher Education & Career Pathways 4, 7 Criminology, politics, or public policy student Reflection & Skills Planning 1, 8 Careers in justice reform, research, or advocacy
Term 5- Revision in preparation for the examination							
Exam May	What is in the paper?	Unit 1 past papers	Revision of key exam content.	Students issued with full glossary list key terms. See Appendix C1 document for full key terms list.	Walking talking mock and timed examination practice. Students will have completed A3 revision tables.	PowerPoint Lesson Notes Microsoft Teams Classroom. Students issued revision guide /textbook. A3 Essay Plan table. Quizlet online classroom. Glossary list. Termly knowledge organiser	
Term 6: Preparation for Unit 3							
Unit 3 Crime Scene to Court room?	Who are the key players in the case studies?	LO- To understand the case studies for next year of: 1. Amanda Knox 2. Adam Scott 3. Sally Clark 4. Stephen Lawrence	Students will complete an A3 sheet table with all the key case studies on it.	Students issued with full glossary list key terms. See Appendix C2 document	A3 Case studies sheet completed and checked.	PowerPoint Lesson Notes Microsoft Teams Classroom.	

		5. Damilola Taylor 6. Colin Pitchfork 7. Collette Aram 8. Colin Stagg 9. Barry George 10. Abu Hamza 11. Christopher Jefferies 12. Pete Williams 13. Bill Dunlop 14. The Birmingham Six 15. Anthony Hardy		for full key terms list.		Students issued revision guide /textbook. A3 Essay Plan table. Quizlet online classroom. Glossary list.
	Criminology Project- What does it take to be a criminologist?	1. LO-To understand which types of crime are the most underreported and how this can impact the justice system and our society? 2. LO- To understand the ways in which the justice system has and can work to reduce the dark figure of crime. 3. LO- To understand how to write a survey so that I can effectively conduct research. 4. LO- To be able to create a survey that will allow me to correct the data I need to design an effective project. 5. LO- To compile the data students have collected so that I can begin to analyse the results. 6. LO- To analyse the data collected from my research so that I am able to correctly identify the crimes people are least likely to report.	Session on which crimes are the most underreported and the impacts of this. Sessions on the ways in which we can reduce the dark figure of crime. Session on how to write a survey. Session on creating their own survey about which crime individuals are the most fearful of, why, and what they would like, to be done about it. Students compile and analyse their data. To analyse the data collected from student's research so that I am able to correctly identify the crimes people are least likely to report.		Students will be graded on overall quality of projects.	Termly knowledge organiser

	7. LO- To create an effective project that will allow students to identify ways in which he justice system and society itself are able to increase crime reporting to create a safer environment.	● Students begin to create their project based around how they plan to tackle the crime with the highest 'score' in their survey. ● Their presentation must contain the following ○ What was in their survey ○ Did they expect the result they got? Why/why not? ○ Why this type of crime is a issue in society ○ Who is most likely to commit this type of crime (supported by theory)? ○ How they plan to tackle it (supported by research into crime prevention). ○ Q + A ● Students present				
	8. To present my project in an effective manner allowing me to communicate my key points and answer any questions that follow.					

Careers Education Summary: Level 3 Applied Criminology and the Gatsby Benchmarks	
The Level 3 Applied Criminology course offers practical insights into crime and criminal justice, making it ideal for embedding careers education and supporting the Gatsby Benchmarks.	
Benchmark 1: A Stable Careers Programme	Careers content is built into the course structure, including opportunities to explore pathways into policing, law, social work, forensic psychology, and criminal justice.

Benchmark 2: Learning from Labour Market Information	Students are introduced to current job trends, salary ranges, and employment prospects in criminology-related fields, including the police, prison service, probation, and legal professions.
Benchmark 3: Addressing the Needs of Each Pupil	Teaching allows for personalised exploration of careers, with guidance based on students' interests in areas such as forensic science, youth justice, victim support, or policy work.

Benchmark 4: Linking Curriculum Learning to Careers	Core units link theory to practice:
	
	  o *Changing Awareness of Crime* → media and public services
	  o *Criminological Theories* → psychology, sociology, offender profiling
	  o *Crime Scene to Courtroom* → law, forensic science, court procedures
	  o *Crime and Punishment* → policing, legal careers, and sentencing policy

Benchmark 5: Encounters with Employers and Employees	Students engage with professionals through guest talks, case study projects, or visits from police officers, probation officers, legal professionals, and forensic experts.
Benchmark 6: Experience of Workplaces	Work experience placements are promoted in relevant fields including law firms, youth offending teams, social services, and criminal courts.
Benchmark 7: Encounters with Further and Higher Education	Pathways into higher education (e.g. criminology, law, sociology, or psychology degrees) and apprenticeships (e.g. police constable degree apprenticeship) are explored and promoted
Benchmark 8: Personal Guidance	Individual careers interviews help students identify criminology-related opportunities aligned with their strengths and aspirations.