



## **Clevedon School Criminology Curriculum: Statement of Intent**

**“Nothing matters but the facts. Without them, the science of criminal investigation is nothing more than a guessing game.”**

### **Purpose of study:**

Our curriculum goal for all learners is for them to gain an understanding of crime and morality in society, the effects of crime on society as a whole and the complex cultural and political problems faced when dealing with criminals, the criminal justice system and the effects of crime. They will also develop an understanding of how criminology is relevant to many job roles within the criminal justice sector, social and probation work, sociology and psychology, as well as linking it to a broad range of other humanities subjects. Criminology is fundamental to empowering students to understand the world and society they live in, from the local to the global level through consideration of crime, its effects and the way it is reported in the media.

WJEC Level 3 Applied Diploma in Criminology is a qualification with elements of psychology, law and sociology that complements studies in humanities. This is an Applied General qualification. It has been designed to offer exciting and interesting experiences that focus learning for 16-19 year-old learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system.

Students get the opportunity to place Clevedon in a national and global context by evaluating crime figures in the local area, and comparing their own experiences of criminal behaviour with national data and case studies. They gain understanding and awareness of other parts of society as a result.

### **The Clevedon way promotes character, ambition and community in our curriculum:**

The Criminology curriculum aims to develop students' confidence in applying their knowledge and understanding to the world around them. They are encouraged to become critical and evaluative thinkers, to challenge their own opinions of the world and society, and to see it through the eyes of others. They learn about diverse cultures and areas of society they will not be familiar with, through analysing crime (both offenders and victims), giving them a broader understanding of society as a whole, and their place within it. Our curriculum is ambitious as we cover a wide spectrum of scenarios and approaches and students are required to identify connections between them. They are required to be active in lessons, to discuss their own views and question these as well as the views of others.

Students can have an impact on the local, national and global community by designing and analysing campaigns for change and evaluating the effectiveness of campaigns that change the law for the better.

The study of British values is a recurring theme in the course as students study the criminal justice system and the democratic processes that underpin it.

As students study more about offenders, victims, the consequences of crime and the effects of crime on society, it allows the values of kindness to become embedded as they have a greater appreciation of the effects of actions such as hate crime, and online abuse.

## **Our curriculum is ambitious for all learners:**

We realise it is crucial to root learning in real life, in order to help pupils see the links between school and the world beyond our walls, as well as prepare them for life after Year 13. In our subject, we relate all lessons to real life case studies, using the students' own experiences, as well as those in the media, both nationally and internationally.

We ensure that pupils who come to us with high prior attainment and high aspirations are stretched and challenged to achieve their goals by giving clear guidance on the skills and knowledge required to achieve top grades. Assessment guidance is clearly structured so students fully appreciate what is needed and feedback is given on how to improve work to achieve these top outcomes. The content of the course allows HPA students to approach many lessons in an open ended way, where research and analysis can be done at a high level.

At multiple points in the course, from the induction lesson to the final Year 13 unit, students are made aware of courses and careers which are relevant to studying Criminology. This allows them to make informed decisions about their futures, and how the subject fits in to possible future pathways.

## **Our curriculum is sequenced to enable our students to progress to brilliance:**

The curriculum is designed to progress from the first unit in Year 12 – studying types of crime, to then use this knowledge to look at the reporting (or lack of) of different crimes both to the police and reporting by the media. They study the consequences of the way that crime is reported, using their base knowledge of types of crime and plan a campaign for change leading up to the controlled assessment in January of Year 12.

Unit 2 looks at criminological theories and students can use their understanding of crime from Unit 1 to develop knowledge of a range of biological and sociological theories, along with the causes of criminality and policy change. All their learning from Unit 1 is referenced in this section, allowing students to progress towards the Year 12 external exam.

The Year 13 units progress from Year 12 as students develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases. In Unit 4 learners develop skills in order to evaluate the effectiveness of the process of social control in delivering policy in practice. Both these units rely on the building blocks of knowledge gained from Units 1 and 2.

Retrieval of key knowledge and understanding takes place every lesson through quizzing and questioning, along with more structured retrieval and consolidation activities each topic, typically 4 to 5 lessons.