

Meden School Curriculum Planning							
Subject	Criminology	Year Group	12	Sequence No.	4	Topic	Unit 2 LO 1
Retrieval		Core Knowledge			Student Thinking		
What do teachers need <b>retrieve</b> from students before they start teaching <b>new content</b> ?		What <b>specific ambitious knowledge</b> do teachers need teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to <b>development of our students thinking, encouraging them to see the inequalities around them</b> and 'do something about them!'		
<p><u>Personal experience</u>            Knowledge of groups in society who are victims of crime – LGBTQ community, females, children and explore the reasons as to why they are a victim and how the law has helped protect them further from harm.</p>		<p><b><u>LO1 Understand social constructions of criminality</u></b></p> <p><b><u>AC1.1 Compare criminal behaviour and deviance</u></b></p> <p>Learners should understand: 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.</p> <p>Synoptic links: Learners should also understand the impact of reporting on public perceptions of crime and deviance</p> <p><b>Criminal behaviour</b></p> <ul style="list-style-type: none"> <li>• <b>social definition</b> – form of deviance that involved serious, harmful acts that are a wrong against society</li> <li>• <b>legal definition</b> – the defendant must have done something that the law forbids and they have must have done so with bad intentions</li> <li>• <b>formal sanctions against criminals</b> – imposed on those convicted of a crime according to the severity of the crime. They can be imposed by courts or the police, depending on the offence</li> <li>• <b>variety of criminal acts</b> – violence against a person, sexual offences, property offences, fraud, criminal damage, drug offences and public order offences</li> </ul>			<p>Students to look at case studies such as the legalisation of same-sex marriage and drug law changes. Students to explore their own feelings on these debates and consider how change has occurred in society. Students to also consider how they could help make a change in more recent debates in society, such as gender identity.</p>		

	<p><b>Deviance –</b> Deviance is any behaviour that differs from normal; It is behaviour that is unusual, uncommon or out of the ordinary in some way.</p> <ul style="list-style-type: none"> <li>• norms, moral codes and values</li> <li>• informal and formal sanctions against deviance</li> <li>• forms of deviance</li> </ul> <p><b><u>AC1.2 Explain the social construction of criminality</u></b></p> <p>Synoptic links: Learners should understand how media and campaigns for change contribute to social constructions of criminality and unreported crime.</p> <p>Social construction</p> <ul style="list-style-type: none"> <li>• <b>how laws change from culture to culture</b> – such as polygamy (having more than one husband or wife), adultery (sexual act between two people who are married to another), homosexuality (same sex relationships) and cannabis (growing, importing or supplying)</li> <li>• <b>how laws change over time</b> – such as due to campaigns, politicians, human rights, law changes to protect certain groups like women or children</li> <li>• <b>how laws are applied differently according to circumstances in which actions occur</b></li> <li>• <b>why laws are different according to place, time and culture</b></li> </ul>	
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