

Meden School Curriculum Planning							
Subject	Criminology	Year Group	12	Sequence No.	5	Topic	Unit 2 LO 2
Retrieval		Core Knowledge			Student Thinking		
What do teachers need retrieve from students before they start teaching new content ?		What specific ambitious knowledge do teachers need teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'		
<p><u>Personal experience</u> Knowledge of why people commit crime – links to nature and nurture of are people born criminal, or are they made criminal by their environment</p> <p>Links to other subjects such as sociology and criminology if some students take those.</p> <p>Personal knowledge around different forms of punishments for different crimes and whether students feel the punishments match the crimes</p>		<p><u>LO2 Know theories of criminality</u></p> <p><u>AC2.1 Describe biological theories of criminality</u></p> <p>Learners should have knowledge of a range of genetic theories, such as: Jacobs XYY study, twin and adoption studies</p> <p>Learners should have knowledge of a range of physiological theories, e.g. Lombroso and Sheldon</p> <p>Biological theories</p> <ul style="list-style-type: none"> • genetic theories – twin studies had shown the family members have the same genes and there could be a biological explanation of criminality. Adoptions studies are also used to discuss the nature versus nurture debate. • physiological theories – Lombroso deemed individuals were born criminals due to atavism – criminals were throwbacks to an earlier primitive stage of evolution. Sheldon saw criminals as physically different from non-criminals so body types were called somatotypes. <p><u>AC2.2 Describe individualistic theories of criminality</u></p> <p>Learners should have knowledge of a range of theories, e.g. Bandura, Eysenck and Freud.</p>			<p>Students to look at case studies such The Making of a Murderer, where the biological and environmental aspects are considered as a cause of crime. Students to debate whether one factor is more important than another and how we could use this knowledge to improve society.</p>		

	<p>Individualistic theories</p> <ul style="list-style-type: none">• learning theories• psychodynamic – the tripartite of personality with regards to the id, ego and superego• psychological theories <p><u>AC2.3 Describe sociological theories of criminality</u></p> <p>Learners should be able to summarise the key points of a range of theories, e.g. Marxism, labelling, functionalism, left and right realism</p> <p>Sociological theories</p> <ul style="list-style-type: none">• social structure – Functionalism and Marxism and how crime is deemed beneficial in society• interactionism – this is where crime is due to labels and we label acts as criminal and people as criminals.• realism – left and right realist theories – the causes of crime and the different ways on managing crime	
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