

Meden School Curriculum Planning							
Subject	Criminology	Year Group	12	Sequence No.	6	Topic	Unit 2 LO 3
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>Past learning</u></p> <p>recall of learning from LO2 to be applied to different examples in this topic. No new learning of content – instead practice of skills.</p>		<p><u>LO3 Understand causes of criminality</u></p> <p><u>AC3.1 Analyse situations of criminality</u></p> <p>Learners should have knowledge of a range of crimes for example, crimes against the person/property, white collar, corporate crime, etc.</p> <p>Learners should be able to analyse a range of crimes and criminal behaviour and understand possible causes through the application of the theories learned for LO2.</p> <p>Situations relating to:</p> <ul style="list-style-type: none"> • different types of crime • individual criminal behaviour <p><u>AC3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality</u></p> <p>Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime. Evaluating the theory of criminality involves weighing up the arguments and evidence for and against it, and looking at criticisms made from other points of view.</p>			<p>Students to look at examples and apply their knowledge, describing why certain case studies have committed crime. Students then research a well-known crime and apply their knowledge. They then consider how society can make improvements and try to reduce crime based on their knowledge.</p>		

	Criminological theories <ul style="list-style-type: none">• individualistic• biological• sociological	
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