

Curriculum Intent - Criminology

Curriculum Priorities

The Curriculum at Nottingham Girls' Academy is designed to develop subject specific knowledge as well as play its part in developing cross-curricular skills and personal qualities.

The Criminology course provides our young women from diverse groups with a depth of understanding of different elements of the criminal world. Students will be able to demonstrate understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. The Criminology curriculum will allow students to gain an understanding of why people commit crime along with an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Students will be given the opportunity to develop the understanding and skills needed to examine information to review the justice of verdicts in criminal cases.

In the final mandatory unit, students will apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy. Each unit within the qualification has an applied purpose which they should be able to relate to authentic case studies. The course also requires students to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment.

Knowledge

For those who study this subject at **Key Stage 5** we want students to have:

Students will set themselves up with a basis of knowledge for any Criminology based role such as a police officer, probation officer, Forensic psychologist etc. They will gain the ability to conduct research and learn what it takes to work alongside other law enforcement agencies such as governmental organisations and legal firms. The content is significant for comprehending criminal behaviour in society; students will learn the social, biological and psychological factors that cause people to commit crimes. Students will be provided with this knowledge by focussing on comparing and contrasting different perspectives and policies that have been created in order to reduce crime levels within society. In today's climate this type of role should not be taken for granted, not only does it contribute to reducing levels of crime, it also aims to eradicate societies fear of crime. If individuals become more aware and able to deal with the problems that exist, then society's members can become comfortable living in an increasingly populated diverse society.

Skills

The skills we aim to develop are:



Literacy & Numeracy



Communication



Problem Solving



Metacognition



Leadership



Collaboration



Physical,
Practical &
Technical



Digital Literacy

How the Year 12 and 13 Criminology curriculum contributes to developing this skill area:

- **Literacy & Numeracy:** Students have opportunities to write regularly, Use of key terms and glossary icons aid understanding of technical language. Numeracy concepts such as logical progression of crime scene process. High level of written communication required to gain top grades in both exam and controlled assessment.
- **Communication:** Students recognise and understand the necessity for varied types of communication, communication will differ with the type of crime/criminal, recognition of biological theories – learning difficulties and disabilities and the possible need for translators/sign language communicators.
- **Problem Solving:** Looking at crime scenes, observing the process and identifying problems, short cuts and solutions. (All units), Unit 2 – theories are evaluated – problems identified in general application of the theories and whether they are still relevant.
- Students have to apply the knowledge they have learnt to a case study provided linking what they have written to it for the controlled assessment
- **Leadership:** Students expand their skills and contribute verbally to the lesson, strengths in leadership will be identified and encouraged. Students can lead short activities with the remaining group members.
- **Collaboration:** Students work together to produce presentations of personnel involved in criminal cases and techniques used. Group work in theory lessons linking to creative opportunities.
- **Metacognition:** Learning opportunities available in every lesson, concrete examples aid understanding of the theories in unit 2, e.g., biological theories/twin theories – Kray Twins.
- **Physical, Practical and Technical:** Technical language used every lesson. Technical process in unit 3 – crime scene to courtroom. Practical element in unit 1 – students design and make t-shirts for campaigns for change and other marketing materials.
- **Digital Literacy:** Use of laptops as applicable, watching relevant online content e.g., Fred and Rose West documentary.
- Research – Unit 3 particularly when investigating roles in the crime scene process, unit 2 to research examples of crimes fitting theories.
- Project in unit 1 involves designing a crime awareness campaign; online materials and programmes are used.

Qualities

The qualities we aim to develop are:



How the Year 12 and 13 Criminology curriculum contributes to developing this quality:

- **Respect:** Talked about in terms of job roles and treatment of emergency services/Police and SOCO's as first at crime scenes. Respect within communities covered in campaigns section and crime control suggestions. Ability to communicate with all at all levels. Respect for other cultures within criminal behaviour – Laws changing due to time, place and culture.
- **Kindness:** Reminded about the necessity for kindness when completing this type of employment. Particularly when working with victims of crime, children, people with learning disabilities and other vulnerable victims/families.
- **Tolerance:** Within communities, 'lack of' contributing to crime, particularly in poorer areas. Racism regularly referred to and disability referred to in the contexts of victims, court processes and theories of crime (Physiological). Changes to crimes over time, place and culture – discussions specifically around homosexuality, FGM.
- **Resilience:** Importance of resilience in Criminology roles discussed. Resilience when imprisoned, particularly miscarriages of justice. Resilience of employee teams investigating violent crimes, forensics, scene of crime officers etc.
- **Creativity:** Presentation of work and display work. Some theories lend themselves to diagrammatic representation, students encouraged to make notes including images – Bobo Doll, Freud's Ice Berg. Use of visual mind maps to revise content for exams.
- **Positivity:** Approach to majority of roles explained, positive approach due to nature of the work – could be easily negative and affect mental health. Idea of 'not taking work home with you', discussions about roles and personal relationship breakdowns.
- **Integrity:** Nature of subject, integrity in terms of evidence and statements taken by victims/perpetrators. Opportunities to watch perpetrators interviews/body language. Importance of evidence trail and chain of custody.
- **Aspiration:** Vocational content giving them skills that are transferable to the workplace. Content of a variety of roles explored specifically in unit 2, roles are evaluated and limitations identified. Work experience in a relevant area available.
- **Empathy:** Particular reference to victims of crime and victims of injustice. Also included in content is victims' families and repercussions.

Curriculum Principles

Sequencing, Learning and Assessment

Our curriculum has been structured to take into account the cognitive science of how we learn. Key knowledge is covered sequentially and deliberately revisited and built upon. Spaced practice and retrieval are a feature of the curriculum structure.

This is further reinforced by:

- Learning Challenge: a purely formative assessment to help evaluate, and then reshape learning and address misconceptions at the end of each unit.
- Learning Consolidation: a summative assessment, taken at a planned interval from the end of the unit, to help evaluate retention of learning in the long-term memory.

Cultural Capital

Cultural capital is developed throughout the curriculum with deliberate opportunities for all students (but especially disadvantaged students) to experience aspects of the taught curriculum through trips, events and activities and broaden their horizons.

For example:

- Trip to National Justice Museum- Workshop – Crime and Punishment through the ages.
- Collaborative working with Sociology group – Crime and Deviance
- Trips to Crown Court, Nottingham City.

Equality

We want our curriculum to reflect what it means to be a young, British woman today; for our students to know about the struggle and sacrifice that has led to the freedom and opportunity they have. We want them to know about their heritage and culture, and that of others in our community, enabling them to celebrate it and contribute to the progress of democracy as global citizens. We therefore regularly review and consult on the equality of our curriculum.

For example:

- Curriculum for unit 2 reflects culture/race of cohort where possible. Crime examples include Female Criminals, Crimes based on Honour violence, FGM, Gang crime. Visual aids represent cohort – POC. Content is sensitive – students briefed regularly as necessary. Students often enrich the curriculum with personal, culturally appropriate contributions.
- In Unit 3 we look at the rights of suspects, victims and witnesses which invariably includes discussion around the lack of parity in stop and search cases and cases such as George Floyd.

- Unit 3 also encourages students to look at key influences on trials which includes the reporting of cases by the media and possible biases and political influences. They are also asked to analyse cases and draw conclusions one of which is the Stephen Lawrence case and the mistakes made during the investigation and the impact that had on the black community.

Careers and Employability

To support our students growing understanding of how our subject might support them with employment, we plan in explicit links between their subject area and possible career pathways. Examples of the careers and sectors we highlight are:

- Students are encouraged to take up work placements at Solicitors/Lawyers.
- Students are interested and go on to do FE/HE courses in Forensic Science/Law.
- In unit 3, Crime Scene to Courtroom, students research what different people do when investigating a crime from preserving evidence at the crime scene (Scenes of crime officers, pathologists, forensic scientists) to interviewing suspects and charging them (police officers/detectives) and then going through the court process (judge, barrister, magistrate).
- Students examine the roles of the police, probation service and Crown Prosecution Service.
- Link with careers to get external speakers in from the above roles.