

Unit 1 Curriculum Map:- Cornerstones – Catholic – Inclusive – Broad – Knowledge Rich

Changing awareness of crime

Calendar	Big Question/Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
Autumn 1	<p>AC1.1 Analyse different types of crime</p>	<p>.Types of crime</p> <ul style="list-style-type: none"> • white collar, e.g. <ul style="list-style-type: none"> ➤ organised ➤ corporate ➤ professional • moral • state, e.g. human rights • technological, e.g. • e-crime • individual, e.g. <ul style="list-style-type: none"> ➤ hate crime ➤ honour crime ➤ domestic abuse <p>Learners should have knowledge of specific examples of different types of crime and be able to analyse them by:</p> <ul style="list-style-type: none"> • criminal offences • types of victim • types of offender • level of public awareness <p>Learners should know that these acts may be deviant and/or criminal.</p>	<p>Explain the difference between crime and deviance.</p> <p>Explain the different types of crime that can be committed.</p> <p>Analyse different types of crime in relation to Mr Williams. Which crimes have been committed and what might be their impact and consequences. Relate to examples if possible. TFP</p>	<p>Create a spider diagram showing a range of crimes committed in England and Wales. Research using the Police website/Official Statistics website etc for guidance.</p> <p>Create a flow diagram explaining crime and deviance, and the different types of crime.</p> <p>Create a flow diagram explaining individual crime.</p>
	<p>AC1.2 Explain the reasons that certain crimes are unreported</p>	<p>Reasons</p> <ul style="list-style-type: none"> • personal, e.g. <ul style="list-style-type: none"> ➤ fear ➤ shame ➤ disinterest ➤ not affected • social and cultural, e.g. • lack of knowledge • complexity • lack of media interest • lack of current public concern 	<p>Explain why crime may go unreported.</p>	<p>Find and describe 5 examples of Hate and Honour crime that have been in the news.</p>

LO2 Understand how campaigns are used to elicit change

Calendar	Big Question/Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
Autumn 2	AC2.1 Compare campaigns for change	<p>Campaigns for change, e.g.</p> <ul style="list-style-type: none"> • change in policy • change in law • change in priorities of agencies • change in funding • change in awareness • change in attitude <p>Learners should be aware that campaigns for change may have different purposes. Learners should compare examples of campaigns for change and examine their effectiveness in achieving their objectives.</p>	Compare campaigns for change. TFP	Create a mind map or flow chart to explain campaigns for change. Include coursework hints as you write.

		Campaigns could include, for example, classification of drugs, euthanasia, abortion, smoking, etc.		
	AC2.2 Evaluate the effectiveness of media used in campaigns for change	Media <ul style="list-style-type: none"> • blogs • viral messaging • social networking • advertising • radio • television • film • documentary • word of mouth • events • print Learners should have knowledge of the media and specific materials used in campaigns, and be able to evaluate their effectiveness in promoting a campaign for change.	Evaluate the effectiveness of media used in campaigns for change.	Create a diagram that explains the effectiveness of the media used in campaigns for change.

LO3 Plan campaigns for change relating to crime

Calendar	Big Question/Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
Autumn 2	AC3.1 Plan a campaign for change relating to crime	Plan <ul style="list-style-type: none"> • aims and objectives • justification of choice of campaign • target audience • methods to be used • materials to be used • finances • timescales • resources needed Learners should identify an appropriate campaign for change and produce a comprehensive plan of action.	Plan a campaign for change relating to crime relevant to the assignment brief.	Create a diagram to explain this section.
	AC3.2 Design	Design	Design materials for use in	Create a list

	materials for use in campaigning for change	<ul style="list-style-type: none"> • structure of information • use of images or other accentuating features to capture attention • use of persuasive language • promotion of action • consideration of target audience • alignment with campaign <p>Learners should consider the design of materials such as:</p> <ul style="list-style-type: none"> • leaflets • advertisements • posters • blogs • social network pages. 	campaigning for change	of the type of materials you will design in the NEA
	AC3.3 Justify a campaign for change	<p>Justify</p> <ul style="list-style-type: none"> • presentation of a case for action • use of evidence in support of a case • use of persuasive language <p>Learners should justify the approach and the need for a campaign for change.</p>	Justify a campaign for change. This should be a different campaign than the one you have already discussed, that we have already looked at.	Complete a plan for your campaign for change.
	Practise Coursework		TFP	