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

Changing awareness of crime

Calendar	LO	Big Question/Theme	Exam Board Specification/Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)
Autumn 1	1	**AC1.1** Analyse different **types of crime**	**Types of crime** • White collar • Moral • State • Technological • Individual – hate crime, honour crime and domestic abuse Learners must have an understanding of the: • Types of victim • Types of offender • Level of public awareness • Whether the offence is criminal and/or deviant	AC 1.1 Analyse different types of crime.
	1	**AC1.2** Explain the **reasons** that certain crimes are unreported	**Reasons** • Personal – fear, shame, disinterest and not affected. • Social and Cultural - lack of knowledge, complexity, lack of media interest, lack of current public concern and culture bound crime Learners must consider crimes other relevant crimes that the reasons link to: • Common assault • Domestic abuse • Vandalism • Rape • Perceived victimless crimes (e.g. white-collar crime, vagrancy, prostitution, assisted suicide)	AC 1.2 Explain the reasons that certain crimes are unreported. **TFP**
	1	**AC1.3** Explain the **consequences** of unreported crime	**Consequences** • Ripple effect • Cultural (people from different cultural viewing the same action in different ways) • Decriminalisation • Police prioritisation	AC 1.3 Explain the consequences of unreported crime

				- Unrecorded crime - Cultural change - Legal change - Procedural change Learners must have an understanding of how the consequences have a positive and negative effect on the individual and on society.	
	1	**AC1.4** Describe **media** representation of crime	**Media** - Newspaper - Television - Film - Electronic gaming - Social networking - Music Learners must have knowledge of: - The difference between how the two types of newspaper portrays crime. - How the different forms of media portray crime – fictional or factual. - Specific examples of the representations.	AC 1.4 Describe media representation of crime.
	1	**AC1.5** Explain the **impact** of media representations on the public perception of crime	**Impact** - Moral panic - Changing public concerns and attitudes - Perceptions of crime trends - Stereotyping of criminals - Levels of response to crime and types of punishment - Changing priorities and emphasis Learners must have an understanding of: - Specific examples of media portrayal of criminality. - The range of impacts given. - Theories relating to the impact.	AC 1.5 Explain the impact of media representations on the public perception of crime.
	1	**AC1.6** Evaluate methods of collecting **statistics about crime**	**Evaluation criteria** Learners must evaluate the Crime Survey for England and Wales and the Home Office, by including: - Purpose of the method - Strengths and limitations of reliability	AC 1.6 Evaluate methods of collecting statistics about crime. **TFP**

			• Strengths and limitations of validity • Ethics of research • purpose of research	
Autumn 2	**2**	**AC2.1** Compare **campaigns for change**	**Campaigns for change, e.g.** • Change in policy • Change in law • Change in priorities of agencies • Change in funding • Change in awareness • Change in attitude Learners must be aware of a range of different campaigns and understand their: • Purpose • Aim • The reason for the campaign • The driving force(s) of the campaign • The media method used • Who supported the campaign • Whether the campaign was successful or not Learners must be able to compare the campaign based on the points above.	AC 2.1 Compare campaigns for change. **TFP**
	2	**AC2.2** Evaluate the effectiveness of **media** used in campaigns for change	**Media** • Blogs • Viral messaging • Social networking • Advertising • Radio • Television • Film • Documentary • Word of mouth • Events • Print Learners must have knowledge of the media sources and be able to evaluate their effectiveness in promoting a campaign for change.	AC2.2 Evaluate the effectiveness of media used in campaigns for change.

		2	**AC3.1 Plan** a campaign for change relating to crime	**Plan** • Name • Slogan • Aims • Objectives • Target audience • Methods to be used • Materials to be used • Finances • Timescales • Other resources needed Learners must identify an appropriate campaign for change (not relating to a crime that has been studied in AC1.1) and produce a comprehensive plan of action.	AC3.1 Plan a practice campaign for change relating to crime. **TFP**
		2	**AC3.2 Design** materials for use in campaigning for change	**Design** • Structure and layout of information on the materials • Use of images or other accentuating features to capture attention • Use of persuasive language • Consistency and alignment in colour scheme and information of the materials • Promotion of action • Aimed at target audience Learners must design three materials which must include such as: • Leaflets • Advertisements • Posters • Blogs • Social network pages. • Merchandise	AC 3.2 Design materials for use in campaigns for change
		2	**AC3.3 Justify** a campaign for change	**Justify** Learners will need to justify why they have chosen the following points for the campaign: • A particular crime • Name	AC3.3 Justify a campaign for change. **TFP**

			- Slogan - Aims - Objectives - Target audience - Methods to be used - Materials to be used - Design features - Finances - Timescales - Other resources needed	