| **W/C** | | **Learning Outcome** | **Assessment Criteria** | | | **Teacher 1 Content** | **Teacher 2 Content** | **Pro-Study Work** |
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|  | 1 | **Enrolment** | | | | | | **Summer Work** To be handed in on Teams in first week and checked / entered on MyProgress. |
|  | 2 | **Enrolment** | | | | | |
| **.** | | | | **Unit 1 Changing Awareness of Crime** | | | | |
| 08/09/2025 | 3 | LO1 Understand how crime reporting affects the public perception of criminality | *Intro to Criminology/ AC 1.1- Analyse different types of crime & AC*  *1.2- Explain the reasons why certain crimes are unreported.* | | | **Types of crime**   * white collar * moral crimes * technological   *Learners should have knowledge of specific examples of different types of crime and be able to analyse them by:*   * *criminal offences* * *types of victim* * *types of offender* * *level of public awareness* * *deviant or criminal*   *Case studies- Bernie Madoff, Holocaust, Cyber crime*  *Learners should know that these acts may be deviant and/or criminal.*  **Reasons**   * personal, e.g.   + fear   + shame   + disinterest   + not affected * social and cultural, e.g.   + lack of knowledge   + complexity   + lack of media interest   + lack of current public concern   + culture bound crime (e.g. honour   killing, witchcraft).  *Learners should have an understanding of the reasons why certain crimes are not reported to the police.*  *Learners should consider crimes such as:*   * *common assault* * *domestic abuse* * *vandalism* * *rape*   *perceived victimless crimes (e.g. white-collar crime, vagrancy, prostitution, assisted suicide)* | **Types of crime**   * individual, e.g.   + hate crime   + honour crime   + domestic abuse   *Learners should have knowledge of specific examples of different types of crime and be able to analyse them by:*   * *criminal offences* * *types of victim* * *types of offender* * *level of public awareness* * *deviant or criminal*   *Case studies- Bernie Madoff, Holocaust, Cyber crime*  *Learners should know that these acts may be deviant and/or criminal.*  **Reasons**   * personal, e.g.   + fear   + shame   + disinterest   + not affected * social and cultural, e.g.   + lack of knowledge   + complexity   + lack of media interest   + lack of current public concern   + culture bound crime (e.g. honour killing, witchcraft).   *Learners should have an understanding of the reasons why certain crimes are not reported to the police.*  *Learners should consider crimes such as:*   * *common assault* * *domestic abuse* * *vandalism* * *rape* * *perceived victimless crimes (e.g. white-collar crime, vagrancy, prostitution, assisted suicide)* | * Start AC 1.1 & 1.2 workbook pages * Purchase a folder and dividers and make payment for workbook & flipped learning grids on shop * Revise for key assessment 1. |
| 15/09/2025 | 4 | LO1 Understand how crime reporting affects the public perception of criminality | *AC 1.1- Analyse different types of crime & AC*  *1.2- Explain the reasons why certain crimes are unreported* Key assessment 1: 1.1 & 1.2 | | | Continuation of content from week 1 and for the crimes delivered in the previous week focus on case study research tasks/documentary tasks and practice. | Continuation of content from week 1 and for the crimes delivered in the previous week focus on case study research tasks/documentary tasks and practice type of work.  KEY ASSESSMENT COMPLETION | * Sharepoint pro study task AC 1.1 and AC 1.2. * Complete all workbook pages for AC 1.1 and AC 1.2 * End of AC test on Forms- set on MS Teams. * Pre read next weeks assessment criteria AC 1.3 and make a mindmap on the key content. |
| 22/09/2025 | 5 | LO1 Understand how crime reporting affects the public perception of criminality | *AC 1.3 Explain the consequences of unreported crime.* | | | **Consequences**   * unrecorded crime * cultural change * legal change * procedural change   *Learners should have an understanding of the positive and negative effects of unreported crime on the individual and on society* | **Consequences**   * ripple effect * cultural * decriminalisation * police prioritization   *Learners should have an understanding of the positive and negative effects of unreported crime on the individual and on society* | * Sharepoint pro study task AC 1.3. * Complete all workbook pages for AC 1.3. * End of AC test on Forms- set on MS Teams. * Pre read next weeks assessment criteria AC 1.4 and make a mindmap on the key content. |
| 29/09/2025 | 6 | LO1 Understand how crime reporting affects the public perception of criminality | *AC 1.4 Describe media representation of crime.*  **Key assessment 1 feedback** | | | **Media**   * newspaper * television * film   \*2 EXAMPLES OF EACH MEDIA TYPE NEEDED FOR THE CA  *Learners should have knowledge of specific examples of how different forms of media are used to portray fictional and factual representations of crime.* | **Media**   * electronic gaming * social media (blogs, social networking) * music   \*2 EXAMPLES OF EACH MEDIA TYPE NEEDED FOR THE CA  *Learners should have knowledge of specific examples of how different forms of media are used to portray fictional and factual representations of crime.* | * Sharepoint pro study task AC 1.4. * Complete all workbook pages for AC 1.4. * End of AC test on Forms- set on MS Teams. * Pre read next weeks assessment criteria AC 1.5 and make a mindmap on the key content. |
| 06/10/2025 | 7 | LO1 Understand how crime reporting affects the public perception of criminality | *AC 1.5 Explain the impact of media representation of the public perception of crime.* | | | **Impact**   * moral panic * changing public concerns and attitudes * perceptions of crime trends   *Learners should be familiar with specific examples of media portrayal of criminality and the range of impacts given. Understanding of those impacts should be based on CASE EXAMPLES.* | **Impact**   * stereotyping of criminals * levels of response to crime and types of punishment * changing priorities and emphasis   *Learners should be familiar with specific examples of media portrayal of criminality and the range of impacts given. Understanding of those impacts should be based on CASE EXAMPLES.* | * Sharepoint pro study task AC 1.5. * Complete all workbook pages for AC 1.5. * End of AC test on Forms- set on MS Teams. * Pre read next weeks assessment criteria AC 1.6 and make a mindmap on the key content. |
| 13/10/2025 | 8 | LO1 Understand how crime reporting affects the public perception of criminality | *AC 1.6 Evaluate methods of collecting statistics about crime.* | | | **Information about crime**   * Home Office statistics   **Evaluation criteria**   * reliability * validity * ethics of research * strengths and limitations * purpose of research   *Learners should evaluate the methods used to collect and present the two sources of information about crime given in the content. The evaluation should use the criteria specified in the content.* | **Information about crime**   * Crime survey for England and Wales   **Evaluation criteria**   * reliability * validity * ethics of research * strengths and limitations * purpose of research   *Learners should evaluate the methods used to collect and present the two sources of information about crime given in the content. The evaluation should use the criteria specified in the content.* | * Sharepoint pro study task AC 1.6. * Complete all workbook pages for AC 1.6. * End of AC test on Forms- set on MS Teams. * Pre read next weeks assessment criteria AC 2.1 and make a mindmap on the key content. * Revise for key assessment 2 |
| 20/10/2025 | 9 | LO2 Understand how campaigns are used to illicit change | *AC 2.1 Compare campaigns for change*  Key assessment 2: 1.4, 1.5 | | | **Campaigns for change, e.g. ensure the purpose of campaigns is clear.**  **Sarah’s Law**  **Protection Against Stalking**  **Stonewall**  **Harper’s Law**   * Change in policy * Change in law * Change in priorities of agencies * Change in funding * Change in awareness * Change in attitude   *Learners should be aware of the importance of the comparison here and not being overly descriptive.* | **Campaigns for change, e.g. ensure the purpose of campaigns is clear.**  **Claire’s law**  **Ann Ming- Justice for Julie**  **Just Stop Oil**  **Marcus Rashford FSM**   * Change in policy * Change in law * Change in priorities of agencies * Change in funding * Change in awareness * Change in attitude   *Learners should be aware of the importance of the comparison here and not being overly descriptive.* | * Sharepoint pro study task AC 2.1. * Complete all workbook pages for AC 2.1 |
| Half Term | | | | | | | | |
| 03/11/2025 | 10 | LO2 Understand how campaigns are used to illicit change | *AC 2.1 Compare campaigns for change* | | | *Finish AC 2.1 and students to ensure they have all practice type ups finished for every AC in LO1.* | *Finish AC 2.1 and students to ensure they have all practice type ups finished for every AC in LO1.* |  |
| 10/11/2025 | 11 | LO2 Understand how campaigns are used to illicit change | *AC 2.2 Evaluate the effectiveness of media used in campaigns for change.*  Key assessment 2 feedback | | | **Media**   * blogs * viral messaging * social networking * advertising * radio   *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.* | **Media**   * 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* | * Sharepoint pro study task AC 2.2 * Complete all workbook pages for AC 2.2. |
| 17/11/2025 | 12 | LO2 Understand how campaigns are used to illicit change | *AC 2.2 Evaluate the effectiveness of media used in campaigns for change.* | | | Continuation of 2.2 and practice type up of AC 2.1 and AC 2.2. | Continuation of 2.2 and practice type up of AC 2.1 and AC 2.2. | * End of AC test on Forms- set on MS Teams. * Pre read next weeks assessment criteria AC 3.1 and make a mindmap on the key content. * Revise for key assessment |
| 24/11/2025 | 13 | LO3 Plan campaigns for change relating to crime | *AC 3.1 Plan a campaign for change relating to crime.*  Key assessment 3: 2.1 and 2.2 | | | **Introduce practice health campaign.**  **Plan**   * aims and objectives * justification of choice of campaign * target audience   *Learners should identify an appropriate campaign for change and produce a comprehensive plan of action.* | **Plan**   * 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.* | * Complete all workbook pages for AC 3.1. * Pre read next weeks assessment criteria AC 3.2 and make a mindmap on the key content. * Practice planning your campaign for change. |
| 01/12/25 | 14 | LO3 Plan campaigns for change relating to crime | *AC 3.2 Design materials for use in campaigning for change* | | | **Practice Type up of AC 3.1**  **Design**   * 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   *Learners should consider the design of materials such as:*   * *leaflets* * *advertisements* * *posters* * *blogs* * *social network pages.* | **Design**   * 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   *Learners should consider the design of materials such as:*   * *leaflets* * *advertisements* * *posters* * *blogs* * *social network pages.* | * Practice making materialsyou’re your campaign for change. * Complete all workbook pages for AC 3.2. * End of AC test on Forms- set on MS Teams. |
| 08/12/2025 | 15 | LO3 Plan campaigns for change relating to crime | *AC 3.2 Design materials for use in campaigning for change*  Assessment feedback on key assessment 3. | | | **Design**   * 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   *Learners should consider the design of materials such as:*   * *leaflets* * *advertisements* * *posters* * *blogs* * *social network pages.* | **Design**   * 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   *Learners should consider the design of materials such as:*   * *leaflets* * *advertisements* * *posters* * *blogs* * *social network pages.* | * Practice making campaign materials. * Pre read next weeks assessment criteria AC 3.3 and make a mindmap on the key content. |
| 15/12/2025 | 16 | LO3 Plan campaigns for change relating to crime | *AC 3.3 Justify a campaign for change* | | | **Justify**   * presentation of a case for action * use of evidence in support of a case * use of persuasive language   *Learners should justify the approach and the need for a campaign for change.* | **Justify**   * presentation of a case for action * use of evidence in support of a case * use of persuasive language   *Learners should justify the approach and the need for a campaign for change.* | * Complete all workbook pages for AC 3.3. * Practice planning your campaign for change. |
| Christmas | | | | | | | | |
| 05/01/2026 | 17 | ***Folder preparation and practice week.*** | | | | | | **SUSPENDED DUE TO FOLDER HAND IN- Folder preparation and organisation** |
| 12/01/2026 | 18 | **Folder preparation & hand in** | | | | | | **SUSPENDED DUE TO FOLDER HAND IN- Folder preparation and organisation** |
| 19/01/2026 | 19 | **CONTROLLED ASSESSMENT COMPLETED THIS WEEK 20th and 21st Jan** | | | | | | |
|  |  | | | **Unit 2 Criminological Theories** | | | | |
| 26/01/2026 | 20 | LO1 Understand social constructions of criminality | AC 1.1 Compare criminal behaviour and deviance | | | **Criminal behaviour**   * social definition * legal definition * formal sanctions against criminals * variety of criminal acts   *Learners should have understanding of:*   * *how criminality and deviance is defined* * *acts that are criminal* * *acts that are deviant* * *acts that are both criminal and deviant* * *the implications of committing a criminal and/or deviant act.*   *Synoptic links:*  *Learners should also understand the impact of reporting on public perceptions of crime and deviance.* | **Deviance**   * norms, moral codes and values * informal and formal sanctions against deviance * forms of deviance   **EXAM PRACTICE AND TECHNIQUE**  *Learners should have understanding of:*   * *how criminality and deviance is defined* * *acts that are criminal* * *acts that are deviant* * *acts that are both criminal and deviant* * *the implications of committing a criminal and/or deviant act.*   *Synoptic links:*  *Learners should also understand the impact of reporting on public perceptions of crime and deviance.* | * Sharepoint pro study task AC 1.1. * Complete all workbook pages for AC 1.1. * End of AC test on Forms- set on MS Teams. * Pre read next weeks assessment criteria AC 1.2 and make a mindmap on the key content * Revise for key assessment 1. |
| 02/02/2026 | 21 | LO1 Understand social constructions of criminality | AC 1.2 Social construction of crime | | | **Social construction**   * how laws change from culture to culture * how laws are applied differently according to circumstances in which actions occur   *Synoptic links*:  *Learners should understand how media and campaigns for change contribute to social constructions of criminality and unreported crime* | * how laws change over time * why laws are different according to place   *Synoptic links*:  *Learners should understand how media and campaigns for change contribute to social constructions of criminality and unreported crime* | * Sharepoint pro study task AC 1.2. * Complete all workbook pages for AC 1.2. * End of AC test on Forms- set on MS Teams. * Pre read next weeks assessment criteria AC 2.1 and make a mindmap on the key content |
| 09/02/2026 | 22 | LO2 Know theories of criminality/ LO3 Understand causes of criminality/ LO4 Understand causes of policy change. | AC 2.1 Biological theories  AC 3.1 Analyse situations of criminality  AC 3.2 Evaluation  AC 4.1 Policy development  Key assessment 1: 1.1 & 1.2 | | | **Biological theories**   * genetic theories   *Learners should have knowledge of a range of genetic theories, such as:*   * *Jacobs xyy study* * *twin and adoption studies*   *AC 3.2 Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime*.  *AC 3.1 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.*  *AC 4.1 Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg eugenics & capital punishment.* | **Biological theories**   * physiological theories   *Learners should have knowledge of a range of physiological theories, e.g.*   * *Lombroso* * *Sheldon*   *AC 3.2 Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime*.  *AC 3.1 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.*  *AC 4.1 Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg eugenics & capital punishment* | * Sharepoint pro study task AC 2.1. * Start to complete workbook pages for Biological theories of crime. |
| Feb Half Term- Revision schedule activities commence. | | | | | | | | |
| 23/02/2026 | 23 | LO2 Know theories of criminality/ LO3 Understand causes of criminality/ LO4 Understand causes of policy change. | AC 2.1 Biological theories  AC 3.1 Analyse situations of criminality  AC 3.2 Evaluation  AC 4.1 Policy development  Key assessment 1 feedback | | | **Biological theories**   * genetic theories   *Learners should have knowledge of a range of genetic theories, such as:*   * *Jacobs xyy study* * *twin and adoption studies*   *AC 3.2 Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime*.  *AC 3.1 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.*  *AC 4.1 Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg eugenics & capital punishment.* | **Biological theories**   * physiological theories   *Learners should have knowledge of a range of physiological theories, e.g.*   * *Lombroso* * *Sheldon*   *AC 3.2 Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime*.  *AC 3.1 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.*  *AC 4.1 Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg eugenics & capital punishment* | * End of AC test on Forms- set on MS Teams. * Pre read next weeks assessment criteria AC 2.2 and make a mindmap on the key content * Complete all workbook pages for Biological theories of crime. |
| 02/03/2026 | 24 | LO2 Know theories of criminality/ LO3 Understand causes of criminality/ LO4 Understand causes of policy change. | AC 2.2 Individualistic theories  AC 3.1 Analyse situations of criminality  AC 3.2 Evaluation  AC 4.1 Policy development | | | **Individualistic theories**   * learning theories   *Learners should have knowledge of a range of theories, e.g.*   * *Bandura* * *Skinner* * *Sutherland*   *AC 3.1 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.*  *AC 3.2 Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime.*  *AC 4.1 Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg token economies and psychoanalysis.* | **Individualistic theories**   * psychodynamic * psychological theories   *Learners should have knowledge of a range of theories, e.g.*   * *Bandura* * *Skinner* * *Sutherland*   *AC 3.1 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.*  *AC 3.2 Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime.*  *AC 4.1 Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg token economies and psychoanalysis* | * Sharepoint pro study task AC 2.2. * Start to complete workbook pages for Individualistic theories. * Week 2 Revision activities on the revision schedule on sharepoint. * Revise for key assessment |
| 09/03/2026 | 25 | LO2 Know theories of criminality/ LO3 Understand causes of criminality/ LO4 Understand causes of policy change. | AC 2.2 Individualistic theories  AC 3.1 Analyse situations of criminality  AC 3.2 Evaluation  AC 4.1 Policy development | | | **Individualistic theories**   * learning theories   *Learners should have knowledge of a range of theories, e.g.*   * *Bandura* * *Skinner* * *Sutherland*   *AC 3.1 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.*  *AC 3.2 Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime.*  *AC 4.1 Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg token economies and psychoanalysis.* | **Individualistic theories**   * psychodynamic * psychological theories   *Learners should have knowledge of a range of theories, e.g.*   * *Bandura* * *Skinner* * *Sutherland*   *AC 3.1 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.*  *AC 3.2 Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime.*  *AC 4.1 Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg token economies and psychoanalysis* | * End of AC test on Forms- set on MS Teams. * Pre read next weeks assessment criteria AC 2.3 and make a mindmap on the key content |
| 16/03/2026 | 26 | LO2 Know theories of criminality/ LO3 Understand causes of criminality/ LO4 Understand causes of policy change. | AC 2.3 Sociological theories  AC 3.1 Analyse situations of criminality  AC 3.2 Evaluation  AC 4.1 Policy development  Key assessment 2: Theory and evaluation Qs | | | **Sociological theories**   * social structure- Functionalism. Merton Strain Theory and Marxism.   *AC 3.1 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.*  *AC 3.2 Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime.*  *AC 4.1 Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg penal populism, zero tolerance, CCTV, restorative justice, multi agency approach.* | **Sociological theories**   * Interactionism- Becker Labelling * Left and Right realism   *AC 3.1 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.*  *AC 3.2 Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime.*  *AC 4.1 Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg penal populism, zero tolerance, CCTV, restorative justice, multi agency approach.* | * Sharepoint pro study task AC 2.3. * Start to complete workbook pages for Sociological theories. |
| 23/03/2026 | 27 | LO2 Know theories of criminality/ LO3 Understand causes of criminality/ LO4 Understand causes of policy change. | AC 2.3 Sociological theories  AC 3.1 Analyse situations of criminality  AC 3.2 Evaluation  AC 4.1 Policy development | | | **Sociological theories**   * social structure * interactionism * realism   *Learners should be able to summarise the key points of a range of theories, e.g.*   * *Marxism* * *labelling* * *functionalism* * *left and right realism*   *Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime.*  *Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg penal populism, zero tolerance, CCTV, restorative justice, multi agency approach.* | **Sociological theories**   * Interactionism- Becker Labelling * Left and Right realism   *AC 3.1 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.*  *AC 3.2 Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime.*   * *AC 4.1 Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg penal populism, zero tolerance, CCTV, restorative justice, multi agency approach.* | * End of AC test on Forms- set on MS Teams. * Pre read next weeks assessment criteria AC 4.2 and make a mindmap on the key content * Week 3 revision schedule activities on sharepoint. |
|  | | | | | | **EASTER HOLIDAY** | | Week 4 and 5 revision schedule activities.  Ensure all workbook pages for theories are completed. |
| 13/04/2026 | 28 |  | Key assessment 2 feedback | | | **Sociological theories**   * social structure * interactionism * realism   *AC 3.1 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.*  *AC 3.2 Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime.*  *AC 4.1 Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg penal populism, zero tolerance, CCTV, restorative justice, multi agency approach.* | **Sociological theories**   * Interactionism- Becker Labelling * Left and Right realism   *AC 3.1 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.*  *AC 3.2 Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime.*  *AC 4.1 Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime- eg penal populism, zero tolerance, CCTV, restorative justice, multi agency approach.* | * End of AC test on Forms- set on MS Teams. * Pre read next weeks assessment criteria AC 4.2 and make a mindmap on the key content * Week 6 revision schedule activities on sharepoint. |
| 20/04/2026 | 29 | LO4 Understand causes of policy change. | AC 4.2 Campaigns and social change  Key assessment 3: AC 3.1 & AC 4.1 | | | **Social changes**   * social values, norms and mores * public perception of crime   *Learners should have an understanding of social changes and how they have affected policy development eg drink driving, smoking double jeopardy* | **Social changes**   * structure of society   + demographic changes   + cultural changes   *Learners should have an understanding of social changes and how they have affected policy development eg Policy/Law on homosexuality LGBTQ+ and Race relations.* | * Sharepoint pro study task AC 4.2. * Complete all workbook pages for AC 4.2. * End of AC test on Forms- set on MS Teams. * Pre read next weeks assessment criteria AC 4.3 and make a mindmap on the key content * Week 7 and 8 revision schedule activities |
| 27/04/2026 | 30 | LO4 Understand causes of policy change. | AC 4.3 campaigns and law making | | | **Campaigns**   * newspaper campaigns * individual campaigns   *Synoptic links:*  *Learners should use their knowledge and understanding of campaigning for change learned through Unit 1 to consider its effect on different types of policies.* | **Campaigns**   * pressure group campaigns.   Exam Practice and Technique  *Synoptic links:*  *Learners should use their knowledge and understanding of campaigning for change learned through Unit 1 to consider its effect on different types of policies.* | * Sharepoint pro study task AC 4.3. * Complete all workbook pages for AC 4.3. * End of AC test on Forms- set on MS Teams. * Week 8 and 9 revision schedule activities |
| 04/05/2026 | 31 | Key assessment 3:  Feedback | | | REVISION & Exam Practice | | | * Week 10, 11 & 12 revision activities. * Quizlet flash cards revision. |
| 11/05/2026 | 32 |  | | | REVISION & Exam Practice | | | * Week 13, 14 & 15 revision activities. * Quizlet flash cards revision. |
| 18/05/2026 | 33 |  | | | **Study Leave- Monday 11th May at 4:15pm**  **EXAM- Thursday14th May PM** | | | |
|  |  | | | Half Term | | | | |
| 01/06/2026  34 |  | | | WEX Week | | | | |
|  |  | | | **Unit 3 Crime Scene to Courtroom** | | | | |
| 08/06/2026 | 35 | LO1 Understand the process of criminal investigations | Unit 3 Intro & AC 1.1 Evaluate the effectiveness of the personnel involved in criminal investigations. | | | **1 x lesson on intro to unit 3 and requirements, hand out workbook etc.**  **Personnel**   * police officers/detectives   *Learners should have an understanding of the roles of the personnel involved and be able to evaluate their effectiveness in criminal investigations. The effectiveness should be considered in the context of potential limitations:*   * *cost* * *expertise* * *availability* | **Personnel**   * forensic specialists/forensic scientists   *Learners should have an understanding of the roles of the personnel involved and be able to evaluate their effectiveness in criminal investigations. The effectiveness should be considered in the context of potential limitations:*   * *cost* * *expertise* * *availability* | [**Unit 3 Intro Pro Study Work.odt**](https://collyer82-my.sharepoint.com/:w:/g/personal/akw_collyers_ac_uk/EYXgMnHsYs5CqCgkpgLcDk0BZUhhF2IXzPvLWw5o0nnNig?e=3vsanR)  Complete the consolidation workbook grid pages for the roles you have covered this week.  Research a case study that you can use for each of these roles and write down the key facts of the case. |
| 16/06/2026 | 36 | LO1 Understand the process of criminal investigations | AC 1.1 Evaluate the effectiveness of the personnel involved in criminal investigations. | | | **Personnel**   * crime scene investigators | **Personnel**   * Crown Prosecution Service (CPS) * Pathologist | [**AC 1.1 Pro Study.docx**](https://collyer82-my.sharepoint.com/:w:/g/personal/akw_collyers_ac_uk/EcqO6CLi661AlRqv-JNX2_cB7HH0TVuZOJbjNgTCx0-NvA?e=uTE27Z)  AC 1.1- retrieval practice test  Complete all pages for AC 1.1 in the workbook.  Pre read chapter AC 1.2 in the textbook and make a mindmap with some key features of the content. |
| 22/06/2026 | 37 | LO1 Understand the process of criminal investigations | AC 1.2 Assess the usefulness of investigation techniques used in criminal investigations. | | | **Techniques**   * Forensic techniques * surveillance techniques & CCTV * use of intelligence databases, e.g. National DNA Database   *Learners should have an understanding of the range of techniques and assess their effectiveness in a range of different types of criminal investigations.*  ***Criminal investigations***   * *situations*   + *crime scene*   + *laboratory*   + *police station*   + *'street'* * *types of crime*   + *violent crime*   + *e-crime*   + *property crime* | **Techniques**   * profiling techniques * interview   + eye witnesses   + other witnesses, e.g. experts * observation, etc.   *Learners should have an understanding of the range of techniques and assess their effectiveness in a range of different types of criminal investigations.*  ***Criminal investigations***   * *situations*   + *crime scene*   + *laboratory*   + *police station*   + *'street'* * *types of crime*   + *violent crime*   + *e-crime*   + *property crime* | [**AC 1.2 Pro Study.docx**](https://collyer82-my.sharepoint.com/:w:/g/personal/akw_collyers_ac_uk/EQZm_8JQMyZEhR0QDWcnXGUBdUyv3S7EW-iY_UWOr51goQ?e=UfZ9Ry)  Complete the workbook consolidation pages/sections for the techniques you have covered this week. |
| 29/06/2026 | 38 | LO1 Understand the process of criminal investigations | AC 1.2 Assess the usefulness of investigation techniques used in criminal investigations. | | | Continuation of delivery of the techniques from last week. Practice type up and case study research/documentaries. | Continuation of delivery of the techniques from last week. Practice type up and case study research/documentaries. | * Access the OU site on Crime Scene investigation and forensics. Have a go at the interactive crime scene and watch the 8 interviews with officers. [Forensics: The Real CSI - The Open University | BBC Partnership](https://connect.open.ac.uk/society-psychology-and-criminology/forensics-the-real-csi/#crime-scene) * Complete all workbook pages for AC 1.2. * AC 1.2 retrieval practice test. * Pre read chapter AC 1.3 in the textbook and make a mind map based on the key features. |
| 06/07/2026 | 39 | LO1 Understand the process of criminal investigations | AC 1.3 Explain how evidence is processed. | | | **Types of evidence**   * physical evidence   **Process**   * collection * transfer * storage * analysis * personnel involved   *Learners should have an understanding of the different types of evidence and how they are collected and processed.*  *Learners should explore how different types of evidence were processed through a range of case studies, e.g. Barry George, Sally Clarke, Angela Cannings, Amanda Knox Sion Jenkins etc.* | **Types of evidence**   * testimonial evidence   **Process**   * collection * transfer * storage * analysis * personnel involved   *Learners should have an understanding of the different types of evidence and how they are collected and processed.*  *Learners should explore how different types of evidence were processed through a range of case studies, e.g. Ronald Cotton, Sally Clarke, Angela Cannings, Colin Stagg etc.* | [AC 1.3 Pro Study.docx](https://collyer82-my.sharepoint.com/:w:/g/personal/akw_collyers_ac_uk/EX-VcHX7z5hDgOrEOOT8LKYBBLHTld5I3X4n9Dfa56v-Yw?e=V80yND)   * Retrieval Topic Test. * Workbook retrieval and consolidation pages on AC 1.3. * Pre read chapter AC 1.4 over the summer.   Type up AC 1.1, 1.2 and 1.3 work.  **Complete summer work due Sept 2025.** |