

**Progression map:** breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum.

Key Concepts	Year 12	Year 13
Types of crime	T1 - Changing awareness of crime & criminological theories T2 - Changing awareness of crime T3 - Changing awareness of crime	T1 - Crime & Punishment & Crime Scene to Courtroom T2 - Crime & Punishment & Crime Scene to Courtroom T3 - Crime & Punishment & Crime Scene to Courtroom
Criminal investigations	T1 - Changing awareness of crime & criminological theories T2 - Changing awareness of crime T3 - Changing awareness of crime	T1 - Crime & Punishment & Crime Scene to Courtroom T2 - Crime & Punishment & Crime Scene to Courtroom T3 - Crime & Punishment & Crime Scene to Courtroom
Policy change	T1 - Changing awareness of crime & criminological theories T2 - Changing awareness of crime T3 - Changing awareness of crime	T1 - Crime & Punishment & Crime Scene to Courtroom T2 - Crime & Punishment & Crime Scene to Courtroom T3 - Crime & Punishment & Crime Scene to Courtroom
Crime statistics	T1 - Changing awareness of crime T2 - Changing awareness of crime T3 - Changing awareness of crime	T1 - Crime & Punishment & Crime Scene to Courtroom T2 - Crime & Punishment & Crime Scene to Courtroom T3 - Crime & Punishment & Crime Scene to Courtroom
Theories of crime	T1 - criminological theories T2 - criminological theories T3 - criminological theories	T1 - Crime & Punishment & Crime Scene to Courtroom T2 - Crime & Punishment & Crime Scene to Courtroom T3 - Crime & Punishment & Crime Scene to Courtroom
Criminal Justice System	T1 - Changing awareness of crime & criminological theories T2 - Changing awareness of crime & criminological theories T3 - Changing awareness of crime & criminological theories	T1 - Crime & Punishment & Crime Scene to Courtroom T2 - Crime & Punishment & Crime Scene to Courtroom T3 - Crime & Punishment & Crime Scene to Courtroom
Trial process		T1 - Crime & Punishment & Crime Scene to Courtroom T2 - Crime & Punishment & Crime Scene to Courtroom T3 - Crime & Punishment & Crime Scene to Courtroom

**Long-term plan:** organises the knowledge from the progression map into units to give an overview of what is taught when in the curriculum.

Year 12 BBN					
Autumn Term		Spring Term and HT5		HT6	
Unit Title: Criminological theories	Unit length: 90 hours	Unit Title: Criminological theories	Unit length: 90 hours	Unit Title:	Unit length: 90
Domains of Knowledge: <ul style="list-style-type: none"> <li>social and legal definitions of crime and deviance</li> <li>Formal sanctions</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>Describe biological theories of criminality</li> <li>Describe individualistic theories of criminality</li> <li>Genetic and physiological theories</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>The process of criminal investigation</li> </ul>	

<ul style="list-style-type: none"> <li>• Social construction of crime and deviance</li> <li>• Comparing criminal and deviant acts</li> <li>• Norms and values</li> <li>• How laws are different between time, place and culture</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Social learning, psychodynamic and psychological theories</li> <li>• Interactionist, functionalist, marxist, feminist and realist theories</li> <li>• Understand the causes of policy change</li> </ul>	
<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> <li>• social and legal definitions of crime and deviance</li> <li>• Formal sanctions</li> <li>• Norms and values</li> <li>• How laws are different between time, place and culture</li> </ul>	<p>Key Concepts:</p> <ul style="list-style-type: none"> <li>• Genetic and physiological theories</li> <li>• Social learning, psychodynamic and psychological theories</li> <li>• Interactionist, functionalist, marxist, feminist and realist theories</li> <li>• the use of criminological theories in informing policy development</li> <li>• how social changes affect policy development</li> </ul>	<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> <li>• the role of personnel involved in criminal investigations</li> <li>• investigative techniques involved in criminal investigations</li> <li>• how evidence is processed</li> <li>• the rights of individuals in criminal investigations</li> </ul>
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>• a variety of criminal acts</li> <li>• knowledge of formal sanctions</li> <li>• Social construction of crime</li> </ul>	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>• Knowledge of criminal acts and sanctions</li> <li>• Criminological theories</li> <li>• norms, values and culture</li> <li>• relativism</li> <li>• </li> </ul>	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>• criminal cases</li> <li>• role of police</li> </ul>
<p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>• the difference between crime and deviance</li> <li>• examples of criminal and deviant acts</li> <li>• Implications of committing criminal or deviant acts</li> <li>• Examples and explanation of changes in law between time, place and culture</li> </ul>	<p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>• the difference between crime and deviance</li> <li>• examples of criminal and deviant acts</li> <li>• Implications of committing criminal or deviant acts</li> <li>• Examples and explanation of changes in law between time, place and culture</li> <li>• Evaluate the usefulness of a range of theories to explain criminal acts</li> <li>• relationship between theories of crime and crime prevention</li> <li>• apply knowledge of each theory and assess their use in informing policies on crime and crime prevention</li> </ul>	<p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>• evaluation of the effectiveness of a range of personnel and investigative techniques used</li> <li>• evaluation of the role of evidence in criminal investigation</li> <li>• examination of the rights of all individuals involved from investigation through to appeal</li> </ul>

	<ul style="list-style-type: none"> <li>• understanding of social changes and how they have affected policy development</li> </ul>	
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Year 12 SWE					
Autumn Term		Spring Term and HT5		HT6	
Unit Title: Changing awareness fo crime	Unit length: 90 hours	Unit Title: Changing awareness fo crime	Unit length: 90 hours	Unit Title: Crime scene to courtroom	Unit length: 90
Domains of Knowledge: <ul style="list-style-type: none"> <li>• crime reporting</li> <li>• campaigns for change</li> <li>•</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>• planning campaigns for change</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>• The process of criminal investigation</li> </ul>	
Relevant Key Concepts: <ul style="list-style-type: none"> <li>• types of crime</li> <li>• crime statistics</li> <li>• unreported crime</li> </ul>		Key Concepts: <ul style="list-style-type: none"> <li>• crime statistics</li> <li>• unreported crime</li> </ul>		Key Concepts: <ul style="list-style-type: none"> <li>• Due process</li> <li>• crime control</li> <li>• Criminal Justice System</li> <li>• CPS</li> </ul>	
Gateway knowledge: <ul style="list-style-type: none"> <li>• definition of crime</li> <li>• types of crime</li> <li>• crime statistics</li> </ul>		Gateway knowledge: <ul style="list-style-type: none"> <li>• campaigns for change</li> <li>• media usage for campaigns for change</li> </ul>		Gateway knowledge: <ul style="list-style-type: none"> <li>• Campaigns for change</li> <li>• Theories of crime</li> </ul>	
Assessment end-points: <ul style="list-style-type: none"> <li>• Understanding of how crime reporting affects the public perception of criminality</li> <li>• Understanding of how campaigns are used to elicit change</li> <li>• Plan campaigns for change relating to crime</li> </ul>		Assessment end-points: <ul style="list-style-type: none"> <li>• Plan campaigns for change relating to crime</li> <li>• evaluate campaign for change</li> </ul>		Assessment end-points: <ul style="list-style-type: none"> <li>• Describe processes used for law making</li> <li>• Describe the organisation of the criminal justice system in England and Wales</li> <li>• Describe models of criminal justice</li> </ul>	

Year 13 SWE					
Autumn Term		Spring Term		Summer Term	
Unit Title: Crime & Punishment	Unit length: 90 hours	Unit Title: Crime & Punishment	Unit length: 90 hours	Unit Title:	Unit length:
Domains of Knowledge: <ul style="list-style-type: none"> <li>• The role of punishment in a criminal justice system</li> <li>• forms of social control</li> <li>• Aims of punishment</li> <li>• How forms of punishment meet the aims of punishment</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>• measures used in social control</li> <li>• role of agencies in social control</li> <li>• contribution of agencies to achieving social control</li> <li>• limitations of agencies in achieving social control</li> <li>• effectiveness of agencies in achieving social control</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>•</li> </ul>	
Relevant Key Concepts: <ul style="list-style-type: none"> <li>• forms of social control</li> <li>• aims of punishment</li> <li>• forms of punishment</li> </ul>		Key Concepts: <ul style="list-style-type: none"> <li>• Social control</li> <li>• aims of punishment</li> <li>• Agencies involved in social control</li> </ul>		Key Concepts: <ul style="list-style-type: none"> <li>•</li> </ul>	
Gateway knowledge: <ul style="list-style-type: none"> <li>• Theories of criminology</li> <li>• definition of crime and deviance</li> <li>•</li> </ul>		Gateway knowledge: <ul style="list-style-type: none"> <li>• Theories of criminology</li> <li>• definition of crime and deviance</li> <li>• structure of the CJS</li> </ul>		Gateway knowledge: <ul style="list-style-type: none"> <li>•</li> </ul>	
Assessment end-points: <ul style="list-style-type: none"> <li>• Explain forms of social control</li> <li>• Discuss the aims of punishment</li> <li>• Assess how forms of punishment meet the aims of punishment</li> <li>•</li> </ul>		Assessment end-points: <ul style="list-style-type: none"> <li>• Explain the role of agencies in social control</li> <li>• Describe the contribution of agencies to achieving social control</li> <li>• Examine the limitations of agencies in achieving social control</li> <li>• Evaluate the effectiveness of agencies in achieving social control</li> </ul>		Assessment end-points: <ul style="list-style-type: none"> <li>•</li> </ul>	

Year 13 BBN		
Autumn Term	Spring Term	Summer Term

Unit Title: Crime Scene to Courtroom	Unit length: 90	Unit Title: Crime Scene to Courtroom	Unit length: 90	Unit Title: Crime Scene to Courtroom	Unit length: 90
Domains of Knowledge: <ul style="list-style-type: none"> <li>The process of criminal investigation</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>The process of prosecution of suspects</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>review criminal cases for safe and just outcomes</li> </ul>	
Relevant Key Concepts: <ul style="list-style-type: none"> <li>the role of personnel involved in criminal investigations</li> <li>investigative techniques involved in criminal investigations</li> <li>how evidence is processed</li> <li>the rights of individuals in criminal investigations</li> </ul>		Key Concepts: <ul style="list-style-type: none"> <li>Role of CPS</li> <li>Trial processes</li> <li>The use of evidence in criminal cases</li> <li>Key influences affecting the outcome of criminal cases</li> <li>The use of Lay people in criminal cases</li> </ul>		Key Concepts: <ul style="list-style-type: none"> <li>burden of proof</li> <li>validity</li> <li>justice</li> <li>miscarriage of justice</li> </ul>	
Gateway knowledge: <ul style="list-style-type: none"> <li>criminal cases</li> <li>role of police</li> </ul>		Gateway knowledge: <ul style="list-style-type: none"> <li>Criminal cases</li> <li>personnel involved crime scene to courtroom</li> <li>process of evidence collection</li> </ul>		Gateway knowledge: <ul style="list-style-type: none"> <li>Process of investigation from crime scene to courtroom</li> <li>How evidence is collected, processed and used in court</li> <li>How outcomes of investigations are reached</li> </ul>	
Assessment end-points: <ul style="list-style-type: none"> <li>evaluation of the effectiveness of a range of personnel and investigative techniques used</li> <li>evaluation of the role of evidence in criminal investigation</li> <li>examination of the rights of all individuals involved from investigation through to appeal</li> </ul>		Assessment end-points: <ul style="list-style-type: none"> <li>evaluation of the role of CPS</li> <li>knowledge of trial processes from arraignment to appeal</li> <li>evaluation of a range of evidence</li> <li>the relationship between key influences and safe an just outcomes</li> <li>Evaluation of the use of lay people in criminal cases</li> </ul>		Assessment end-points: <ul style="list-style-type: none"> <li>review information and make judgements about the suitability of the content against a range of factors which may affect validity</li> <li>analyse information in order to draw conclusions based on reasoned evidence</li> </ul>	