

Saffron Walden County High School Curriculum

CURRICULUM SUMMARY



SAFFRON WALDEN
COUNTY HIGH SCHOOL

Year 12		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Social Sciences - Criminology	KNOWLEDGE DOMAIN	<p>Unit 1 – controlled assessment</p> <p>Changing awareness of crime (LO1, 2 and 3 run parallel across two teachers)</p>	<p>Unit 1 – controlled assessment</p> <p>Changing awareness of crime (LO1, 2 and 3 run parallel across two teachers)</p>	<p>Unit 2 – examination</p> <p>Criminological theories (LO1, 2, 3 and 4 run parallel across two teachers)</p>	<p>Unit 2 – examination</p> <p>Criminological theories (LO1, 2, 3 and 4 run parallel across two teachers)</p>	<p>Unit 2 – revision</p> <p>Criminological theories (LO1, 2, 3 and 4 run parallel across two teachers)</p>	<p>Starting year 13 – unit 3 controlled assessment)</p> <p>Crime scene to court room (LO1, 2 and 3 run parallel across two teachers)</p>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p><u>Knowledge and enquiries:</u></p> <p>1.1 analyse different types of crime (4)</p> <p>1.2 explain reasons for crimes being unreported (4)</p> <p>1.3 consequences of unreported crime (4)</p> <p>1.4 media representation of crime (6)</p> <p>1.5 impact of media on public perception (6)</p> <p>1.6 evaluate methods of collecting statistics about crime (6)</p> <p><u>Skills:</u> Researching using the internet, news app, articles, social media</p> <p>Extended writing (11 sections in total)</p> <p>Application of knowledge to unseen brief</p>	<p><u>Knowledge and enquiries:</u></p> <p>2.1 comparing campaigns for change (10)</p> <p>2.2 evaluate effectiveness of media methods used in campaigns for change (15)</p> <p>3.1 plan a campaign for change (relevant to unseen brief) (10)</p> <p>3.2 design materials (20)</p> <p>3.3 justify campaign (15)</p> <p><u>Skills:</u> As previous column</p>	<p><u>Knowledge and enquiries:</u></p> <p>1.1 comparing criminal and deviant behaviour</p> <p>1.2 the social construction of criminality</p> <p>LO2, 3 and 4</p> <p>Sociological theories of criminality, evaluation and policy</p> <p>Analyse situations of criminality</p> <p><u>Skills:</u> Independent learning (regular homework and flipped learning tasks)</p> <p>Listening and focusing in lessons</p>	<p><u>knowledge and enquiries:</u> LO2, 3 and 4</p> <p>Biological theories of criminality, evaluation and policy</p> <p>Individualistic theories of criminality, evaluation and policy</p> <p>4.2 Social changes affecting policy development</p> <p>4.3 campaigns affecting policy development</p>	<p>Full mock examination (25 marks in each section, 3 sections in total, 1 hour 30 min paper)</p> <p>Max marks – extended writing = 9 marks</p> <p>Mock exam feedback, in class structured revision activities, development of exam skill</p> <p><u>Skills:</u> How to prevent cognitive overload through use of dual coding strategies</p> <p>Self / peer marking using past exam papers and mark schemes</p> <p>Group revision</p> <p>Reflection on exam performance and focused work on areas that require progress</p>	<p><u>knowledge and enquiries:</u></p> <p>1.4 examine rights of individuals in criminal investigations (6)</p> <p>2.1 requirements of the Crown Prosecution Service for prosecuting suspects (4)</p> <p>2.2 describe trial processes (4)</p> <p><u>Skills:</u> As column 1</p> <p>Proactive engagement with compulsory criminology workshop and Court trip</p> <p>Paying attention to detail</p>

		<p>Meta- cognition - reflecting on work produced, taking teacher feedback on board, making changes to improve quality of work</p> <p>Creativity - production of technological accurate and stimulating materials for a campaign</p> <p>Awareness of contemporary issues in society</p> <p>Ability to read, understand and draw conclusions on government reports, official statistics tables and legislation and policy documents</p> <p>Time-management, meeting deadlines, organisation of individual notes and folder</p> <p>Paraphrasing and references sources appropriately</p> <p>Engagement, independent and group enquiry and passionate about social issues in society (discussing, asking questions, answering questions)</p> <p>Synopticity – how different ACs and LOs link to each</p> <p>Aiming high and having high individual yet realistic expectations, staying positive and working hard</p> <p>Transferability of ideas to and from other a-level subjects, particularly sociology and psychology</p>		<p>Problem solving through applications to unseen scenarios</p> <p>Time management under exam conditions and pressures</p> <p>Clear, concise, autonomous writing style and effective note-taking</p> <p>Development of subject specific vocabulary</p> <p>Presentation of knowledge and ideas (revision aids, knowledge organisers)</p> <p>Rehearsal of knowledge and retrieval practice</p> <p>Aiming high and having high individual yet realistic expectations, staying positive and working hard</p> <p>Motivation, dedication and commitment to revise for mid topic, end of topic and 9-mark assessments</p> <p>Proactive interaction with teacher feedback and closing the gap to ensure progression</p> <p>Ability to navigate and discuss sensitive issues in society using appropriate terminology</p>		<p>Independent revision strategies</p> <p>Time management under exam conditions and pressures</p> <p>Synopticity – how different ACs and LOs link to each</p> <p>Transferability of ideas to and from other a-level subjects, particularly sociology and psychology</p>	
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