

## KS5 Curriculum Overview Criminology

### Year 12

#### Year 12 (Applied Certificate)

*Students are introduced to the key topics of criminology within the first year including how crime develops. This year is assessed by two key assessments: Controlled Assessment and Examination. Both make up 50% of the certificate.*

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 1</b> <b>Changing Awareness of Crime</b> This is the unit assessed with an internal controlled assessment. Students are able to analyse different types of crime, the reasons as to why crime goes unreported and how media influences public perception of crime. Students are also required to explore current criminal campaigns and to devise and create their own campaign. Students learn key skills of research, campaigning and designing materials. The whole unit teaches about how we can change awareness of crime.</p> <p><i>1.1 – Analyse different crimes</i> <i>1.2 – Reasons that crimes remain unreported</i> <i>1.3 – The consequences of unreported crime</i> <i>1.4 – Media representation of crime</i> <i>1.5 – Impact of media on public perception</i> <i>1.6 – Methods of collecting stats about crime</i></p> <p><i>2.1 – Compare campaigns for change</i> <i>2.2 - Evaluate effectiveness of Media used in campaigns for change.</i> <i>3.1 – Plan a campaign for change</i> <i>3.2 – Design Materials for use in campaign</i> <i>3.3 – Justify a Campaign for change</i></p>	<p><b>Subject specific skills</b></p> <ul style="list-style-type: none"> <li>• Analytical skills by being able to analyse crimes.</li> <li>• Evaluative skills by being able to evaluate the effectiveness of areas of the topic when applying to crime.</li> <li>• Designing skills and own research by developing own campaign for change.</li> <li>• Technical skills needed to help design their campaigns for change.</li> <li>• Justify their own work, by using persuasive features.</li> <li>• Comparison’s skills needed</li> <li>• Critical thinking and debate skills.</li> <li>• Analytical skills of media representations on crime.</li> </ul> <p><b>Subject links</b></p> <p><b>Sociology-</b> Crime and deviance (reasons crimes remain unreported and media representation of crime)</p> <p><b>Law-</b> understanding criminal acts.</p> <p><b>IT-</b> using IT skills to design campaigns for change.</p> <p><b>Geography:</b> Social Deprivation and Urban Degradation.</p> <p><b>Art &amp; Design / Computer Science:</b> Creating campaign materials (posters, T-Shirts, etc.)</p>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>➤ In Criminology we practice democracy though class decision making, discussion/debate, giving and receiving feedback.</li> <li>➤ Students learn about a variety of campaigns for change that place pressure on Parliament to change laws to reflect society. Students then have the opportunity to create their own campaigns that may be to change laws relating to unreported crime.</li> <li>➤ An understanding of how citizens can influence decision-making through the democratic process – throughout the course, but notably Unit 1.</li> <li>➤ Mutual respect – different attitudes between the media and publics relationships with one another.</li> <li>➤ Rule of law-role of the criminal justice system and how campaigns can influence parliament.</li> </ul> <p><b>Career links</b></p> <ul style="list-style-type: none"> <li>❖ <b>Journalist, advisors, social researcher contributing to campaigns.</b></li> <li>❖ <b>Crime analyst, police, social worker working with the community to understanding unreporting of crime.</b></li> <li>❖ <b>Charity officer, social researcher and paralegal for campaign for change.</b></li> <li>❖ <b>Victim support- linked to planning a campaign for change to help victims of crime.</b></li> </ul>

TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 1</b>  <b>Changing Awareness of Crime</b>            This is the unit assessed with an internal controlled assessment. Students are able to analyse different types of crime, the reasons as to why crime goes unreported and how media influences public perception of crime. Students are also required to explore current criminal campaigns and to devise and create their own campaign. Students learn key skills of research, campaigning and designing materials. The whole unit teaches about how we can change awareness of crime.</p> <p>1.1– Analyse different crimes            1.2– Reasons that crimes remain unreported            1.3– The consequences of unreported crime            1.4– Media representation of crime            1.5– Impact of media on public perception            1.6– Methods of collecting stats about crime</p> <p>2.1 – Compare campaigns for change            2.2 - Evaluate effectiveness of Media used in campaigns for change.            3.1 – Plan a campaign for change            3.2 – Design Materials for use in campaign            3.3 – Justify a Campaign for change</p>	<p><b>Subject specific skills</b></p> <ul style="list-style-type: none"> <li>• Analytical skills by being able to analyse crimes.</li> <li>• Evaluative skills by being able to evaluate the effectiveness of areas of the topic when applying to crime.</li> <li>• Designing skills and own research by developing own campaign for change.</li> <li>• Technical skills needed to help design their campaigns for change.</li> <li>• Justify their own work, by using persuasive features.</li> <li>• Comparison’s skills needed</li> <li>• Critical thinking and debate skills.</li> <li>• Analytical skills of media representations on crime.</li> </ul> <p><b>Subject links</b></p> <p><b>Sociology-</b> Crime and deviance (reasons crimes remain unreported and media representation of crime)  <b>Law-</b> understanding criminal acts.  <b>IT-</b> using IT skills to design campaigns for change.  <b>Geography:</b> Social Deprivation and Urban Degradation.  <b>Art &amp; Design / Computer Science:</b> Creating campaign materials (posters, T-Shirts, etc.)</p>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>➤ In Criminology we practice democracy though class decision making, discussion/debate, giving and receiving feedback.</li> <li>➤ Students learn about a variety of campaigns for change that place pressure on Parliament to change laws to reflect society. Students then have the opportunity to create their own campaigns that may be to change laws relating to unreported crime.</li> <li>➤ An understanding of how citizens can influence decision-making through the democratic process – throughout the course, but notably Unit 1.</li> <li>➤ Mutual respect – different attitudes between the media and publics relationships with one another.</li> <li>➤ Rule of law-role of the criminal justice system and how campaigns can influence parliament.</li> </ul> <p><b>Career links</b></p> <ul style="list-style-type: none"> <li>❖ <b>Journalist, advisors, social researcher contributing to campaigns.</b></li> <li>❖ <b>Crime analyst, police, social worker working with the community to understanding unreporting of crime.</b></li> <li>❖ <b>Charity officer, social researcher and paralegal for campaign for change.</b></li> <li>❖ <b>Victim support- linked to planning a campaign for change to help victims of crime.</b></li> </ul>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Controlled assessment to take place at the start of Term 3. Then we move onto the next unit.</b></p> <p><b>Unit 2</b>  <b>Criminological Theories</b></p>	<p><b>Subject specific skills</b></p> <ul style="list-style-type: none"> <li>• Explaining the key contributions to the development of criminals.</li> <li>• Evaluate how effective explanations are of crime.</li> </ul>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>➤ Within this unit In Criminology we create and model an inclusive culture of mutual respect and tolerance, embracing equality and diversity,</li> </ul>

<p>This is the externally assessed unit, monitored by the summer examination. In this unit, students apply their understanding of previous learned topics (the public perception of crime and campaigns for change) to the criminological theories of how both are used to form new policies. Students discover why crime develops in real-life situations, looking at case studies of crime.</p> <p><b>Topics:</b></p> <p>1.1 – Compare criminal behaviour and deviance</p> <p>1.2 – Explain the social construction of criminality</p> <p>2.1 – Biological theories of criminality</p> <p>2.2 – Individualistic theories of criminality</p> <p>2.3 – Sociological theories of criminality</p> <p>3.1 – Analyse situations of criminality</p> <p>3.2 – Evaluate the effectiveness of theories explaining criminality</p> <p>4.1 – Assess the use of criminological theories for policy development</p> <p>4.2 – Explain social changes affecting policy development</p> <p>4.3 – Discuss how campaigns affect policy making</p>	<ul style="list-style-type: none"> <li>• Assess how useful current policies are.</li> <li>• Compare criminal and deviant behaviour.</li> <li>• Develop communications skills through class discussions and group tasks.</li> <li>• Develop critical thinking skills on the different theories relating to criminality.</li> <li>• Exam technique and structure.</li> <li>• Independent learning.</li> <li>• Analytical skills.</li> </ul> <p><b>Subject links</b></p> <p><b>Psychology-</b> Bowlby’s theory, psychodynamic explanation of criminality.</p> <p><b>Sociology-</b> The social construction of criminality, comparing criminal and deviant behaviour.</p> <p><b>Biology-</b> biological explanations for why people commit crime.</p> <p><b>Government and politics-</b> policy making.</p>	<p>engage in safe discussion and celebrate different beliefs and views.</p> <ul style="list-style-type: none"> <li>➤ Individual liberty - independent thinking and learning to be encouraged when reviewing criminal cases.</li> <li>➤ British values is an ideological perspective operating across all criminological principles.</li> <li>➤ Rule of law- through policy development.</li> </ul> <p><b>Career links</b></p> <ul style="list-style-type: none"> <li>❖ <b>Social worker/ therapist/ community development worker, working with criminals as part of a rehabilitation or understanding the causes of their criminality.</b></li> <li>❖ <b>Legal advisor, research co-ordinator for new introduction of policies.</b></li> </ul>
TERM 4 TOPIC/s	▪ *Key Skills/Subject Links	*Career links & BV
<p><b>Unit 2</b></p> <p><b>Criminological Theories</b></p> <p>This is the externally assessed unit, monitored by the summer examination. In this unit, students apply their understanding of previous learned topics (the public perception of crime and campaigns for change) to the criminological theories of how both are used to form new policies. Students discover why crime develops in real-life situations, looking at case studies of crime.</p> <p><b>Topics:</b></p>	<p><b>Subject specific skills</b></p> <ul style="list-style-type: none"> <li>• Explaining the key contributions to the development of criminals.</li> <li>• Evaluate how effective explanations are of crime.</li> <li>• Assess how useful current policies are.</li> <li>• Compare criminal and deviant behaviour.</li> <li>• Develop communications skills through class discussions and group tasks.</li> </ul>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>➤ Within this unit In Criminology we create and model an inclusive culture of mutual respect and tolerance, embracing equality and diversity, engage in safe discussion and celebrate different beliefs and views.</li> <li>➤ Individual liberty - independent thinking and learning to be encouraged when reviewing criminal cases.</li> <li>➤ British values is an ideological perspective</li> </ul>

<p>1.3 – Compare criminal behaviour and deviance</p> <p>1.4 – Explain the social construction of criminality</p> <p>2.1 – Biological theories of criminality</p> <p>2.2 – Individualistic theories of criminality</p> <p>2.3 – Sociological theories of criminality</p> <p>3.1 – Analyse situations of criminality</p> <p>3.2 – Evaluate the effectiveness of theories explaining criminality</p> <p>4.1 – Assess the use of criminological theories for policy development</p> <p>4.2 – Explain social changes affecting policy development</p> <p>4.3 – Discuss how campaigns affect policy making</p>	<ul style="list-style-type: none"> <li>• Develop critical thinking skills on the different theories relating to criminality.</li> <li>• Exam technique and structure.</li> <li>• Independent learning.</li> <li>• Analytical skills.</li> </ul> <p><b>Subject links</b></p> <p><b>Psychology-</b> Bowlby’s theory, psychodynamic explanation of criminality.</p> <p><b>Sociology-</b> The social construction of criminality, comparing criminal and deviant behaviour.</p> <p><b>Biology-</b> biological explanations for why people commit crime.</p> <p><b>Government and politics-</b> policy making.</p>	<p>operating across all criminological principles.</p> <p>➤ Rule of law- through policy development.</p> <p><b>Career links</b></p> <ul style="list-style-type: none"> <li>❖ <b>Social worker/ therapist/ community development worker, working with criminals as part of a rehabilitation or understanding the causes of their criminality.</b></li> <li>❖ <b>Legal advisor, research co-ordinator for new introduction of policies.</b></li> </ul>
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Exam season</b></p> <p><b>Possible overflow of Unit 2 content and then revision for the exam</b></p>	<p><b>Subject specific skills</b></p> <ul style="list-style-type: none"> <li>• Students will gain understanding of different revision techniques to aid their revision prior to exams.</li> <li>• Students learn to apply their learning of Unit to the exam questions.</li> <li>• Independent learning through revision activities.</li> <li>• Group work through helping each other revise the content.</li> <li>• Creativity through the creation of revision materials.</li> </ul> <p><b>Subject links:</b></p> <p><b>English-</b> focus on structuring exam questions and writing techniques. Also learning mnemonics and key terms.</p>	<p><b>British Values:</b></p> <p>Showing respect for one another through working together to revise. Being able to choose topics they wish to revise to ‘fill in gaps’ and improve their learning.</p>
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Independent research project on Case studies related to Crime which are used for Unit 3.</b></p> <p><b>Unit 3-</b> Crime scene to court room (started during the rollover period)</p> <p>Students learn key processes that occur during the criminal investigation to enable evidence from crimes scenes</p>	<p><b>Subject specific skills</b></p> <ul style="list-style-type: none"> <li>• Understand how effective the roles of different personnel are in criminal cases.</li> <li>• Students develop evaluative skills when assessing the effectiveness of different personnel.</li> <li>• Students learn to think critically about the effectiveness of personnel.</li> <li>• Students develop research skills through the independent project.</li> </ul>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>• Mutual respect – different personnel attitudes and their relationships with one another.</li> </ul> <p><b>Career links</b></p> <ul style="list-style-type: none"> <li>• <b>Forensics- through studying CSIs, forensic pathologists and forensic</b></li> </ul>

<p>then be used in the court room for prosecution of suspects. Students also develop skills to be able to review criminal cases and the examination of the information given for accuracy and validity. This is assessed by an internal controlled assessment which is 25% of the complete 2 year diploma.</p> <p><i>1.1 – The effectiveness of roles of personnel in criminal investigations</i></p>	<p><b>Subject links</b></p> <p><b>Law-</b> role of personnel in criminal investigations.</p>	<p><b>scientist roles in a criminal case.</b></p> <ul style="list-style-type: none"> <li>• <b>Law enforcement- this links to the investigative techniques studied.</b></li> </ul>
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## KS5 Curriculum Overview Criminology

### Year 13

*This is the second year of the Level 3 Criminology Diploma. Students develop their learning from last year, with the addition of two additional units of learning. Students develop skills and understanding of how criminal cases progress from the crime scene to the court room, as well as understanding of the criminal justice system and social control measures in England and Wales. This year is assessed by two key assessments, similarly to the first year: Controlled Assessment and Examination. All four units together make the diploma.*

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 3- Crime scene to courtroom</b></p> <p>Students learn key processes that occur during the criminal investigation to enable evidence from crimes scenes then be used in the court room for prosecution of suspects. Students also develop skills to be able to review criminal cases and the examination of the information given for accuracy and validity. This is assessed by an internal controlled assessment which is 25% of the complete 2 year diploma.</p> <p>1.2 - The usefulness of investigative techniques</p> <p>1.3– Explain how evidence is processed</p> <p>1.4– Examine the rights of individuals in criminal investigations</p> <p>2.1 – Requirements of the Crown Prosecution Service for prosecuting</p> <p>2.2 – Describe trial processes</p> <p>2.3 – Rules in relation to the use of evidence</p>	<p><b>Subject specific skills</b></p> <ul style="list-style-type: none"> <li>• Describe the process of trials and how evidence changes from the scene to the courtroom.</li> <li>• Evaluate, consider the strength and weaknesses of using evidence and how accurate they are in court.</li> <li>• Develop the ability to make conclusions about the effectiveness of personnel involved in criminal cases.</li> <li>• Critically analyse the use of laypeople in criminal cases.</li> <li>• Technical skills developed through controlled assessment practice.</li> </ul> <p><b>Subject links</b></p> <p><b>Law-</b> understanding the court system and the roles that individuals play in court.</p> <p><b>Sociology-</b> Feminist critique of courts being dominated by men.</p>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>➤ Magistrates and Appeal Judges use majority voting to decide outcomes and legal precedent. Juries allow citizens to exercise their democratic right of deciding outcomes in indictable and some triable either way criminal trials.</li> <li>➤ Lawyers represent the legal interests and rights of citizens.</li> <li>➤ When learning about the trial process, students learn that access to justice is fundamental. Every criminal suspect is entitled to a free duty solicitor however not all citizens have access to full legal representation. Legal aid is regulated under the Legal Aid Sentencing Punishment of Offenders Act 2012.</li> <li>➤ Individual liberty - independent thinking and learning to be encouraged when reviewing criminal cases.</li> </ul>

<p>2.4 – Key influences in affecting the outcomes of criminal cases</p> <p>2.5 – The use of lay people in criminal cases</p> <p>3.1 – Examine information for validity</p> <p>3.2 – Draw a conclusion from information</p>		<p><b>Career links</b></p> <ul style="list-style-type: none"> <li>❖ Law enforcement- national crime agency, police, crime prosecution service, security services.</li> <li>❖ Forensics- crime scene investigator, forensic psychologist, DNA analyst.</li> <li>❖ The legal profession- barrister, solicitor, paralegal</li> </ul>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 3- Crime scene to courtroom</b></p> <p>Students learn key processes that occur during the criminal investigation to enable evidence from crime scenes then be used in the court room for prosecution of suspects. Students also develop skills to be able to review criminal cases and the examination of the information given for accuracy and validity. This is assessed by an internal controlled assessment which is 25% of the complete 2 year diploma. The usefulness of investigative techniques</p> <p>1.3– Explain how evidence is processed</p> <p>1.4– Examine the rights of individuals in criminal investigations</p> <p>2.1 – Requirements of the Crown Prosecution Service for prosecuting</p> <p>2.2 – Describe trial processes</p> <p>2.3 – Rules in relation to the use of evidence</p> <p>2.4 – Key influences in affecting the outcomes of criminal cases</p> <p>2.5 – The use of lay people in criminal cases</p> <p>3.1 – Examine information for validity</p> <p>3.2 – Draw a conclusion from information</p>	<p><b>Subject specific skills</b></p> <ul style="list-style-type: none"> <li>• Describe the process of trials and how evidence changes from the scene to the courtroom.</li> <li>• Evaluate, consider the strength and weaknesses of using evidence and how accurate they are in court.</li> <li>• Develop the ability to make conclusions about the effectiveness of personnel involved in criminal cases.</li> <li>• Critically analyse the use of laypeople in criminal cases.</li> <li>• Technical skills developed through controlled assessment practice.</li> </ul> <p><b>Subject links</b></p> <p><b>Law-</b> understanding the court system and the roles that individuals play in court.</p> <p><b>Sociology-</b> Feminist critique of courts being dominated by men.</p>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>➤ Magistrates and Appeal Judges use majority voting to decide outcomes and legal precedent. Juries allow citizens to exercise their democratic right of deciding outcomes in indictable and some triable either way criminal trials.</li> <li>➤ Lawyers represent the legal interests and rights of citizens.</li> <li>➤ When learning about the trial process, students learn that access to justice is fundamental. Every criminal suspect is entitled to a free duty solicitor however not all citizens have access to full legal representation. Legal aid is regulated under the Legal Aid Sentencing Punishment of Offenders Act 2012.</li> <li>➤ Individual liberty - independent thinking and learning to be encouraged when reviewing criminal cases.</li> </ul> <p><b>Career links</b></p> <ul style="list-style-type: none"> <li>❖ Law enforcement- national crime agency, police, crime prosecution service, security services.</li> <li>❖ Forensics- crime scene investigator, forensic psychologist, DNA analyst.</li> <li>❖ The legal profession- barrister, solicitor, paralegal.</li> </ul>

TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Controlled assessment to take place at the start of Term 3 and then we will move onto the next unit.</b></p> <p><b>Unit 4- Crime and Punishment</b> This is the final unit taught across the 2 year Level 3 course. Students gain an insight into the processes and the roles of our criminal justice system in England and Wales. There is study of how the system enables social control and how the role of punishment in the criminal justice system meets the needs of crime.</p> <p><b>Topics:</b></p> <p>1.1 – Processes used for law making 1.2 – The organisation of the criminal justice system 1.3 – Models of criminal justice 2.1 – Forms of social control 2.2 – Aims of punishment 2.3 – Assess how forms of punishment meet the aims of punishment 3.1 – The role of agencies in social control 3.2 – The contribution of agencies to achieving social control 3.3 – The limitations of agencies in achieving social control 3.4 – The effectiveness of agencies in achieving social control</p>	<p><b>Subject specific skills</b></p> <ul style="list-style-type: none"> <li>• Students develop understanding of our criminal justice system.</li> <li>• Students develop the ability to assess using key criteria the current forms of punishment.</li> <li>• Evaluate social control considering limitations, their contribution and effectiveness.</li> <li>• Comparison of the aims of punishment.</li> <li>• Critical thinking and debate skills when considering the aims of punishment.</li> </ul> <p><b>Subject links:</b></p> <p><b>Government and politics-</b> The processes of law making.</p> <p><b>Sociology-</b> Forms of social control.</p>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>➤ We study the importance of law making and how laws respond to social change.</li> <li>➤ An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</li> <li>➤ Mutual respect – different attitudes to the nature of the law and policing.</li> <li>➤ British values is an ideological perspective operating across all criminological principles.</li> <li>➤ Mutual respect – different attitudes to the nature of the law and policing.</li> </ul> <p><b>Career links:</b></p> <ul style="list-style-type: none"> <li>❖ <b>Government officers working to introduce new policies.</b></li> <li>❖ <b>The legal profession – barrister, solicitor, paralegal</b></li> <li>❖ <b>Law enforcement- National crime agency, the police, security services</b></li> <li>❖ <b>The prison service</b></li> <li>❖ <b>Probation services</b></li> </ul>
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 4- Crime and Punishment</b> This is the final unit taught across the 2 year Level 3 course. Students gain an insight into the processes and the roles of our criminal justice system in England and Wales. There is study of how the system enables social control and how the role of punishment in the criminal justice system meets the needs of crime.</p> <p><b>Topics:</b></p> <p>1.4 – Processes used for law making 1.5 – The organisation of the criminal justice system</p>	<p><b>Subject specific skills</b></p> <ul style="list-style-type: none"> <li>• Students develop understanding of our criminal justice system.</li> <li>• Students develop the ability to assess using key criteria the current forms of punishment.</li> <li>• Evaluate social control considering limitations, their contribution and effectiveness.</li> <li>• Comparison of the aims of punishment.</li> </ul>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>➤ We study the importance of law making and how laws respond to social change.</li> <li>➤ An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</li> <li>➤ Mutual respect – different attitudes to the nature of the law and policing.</li> <li>➤ British values is an ideological perspective operating across all criminological principles.</li> </ul>

<p>1.6 – Models of criminal justice  2.1 – Forms of social control  2.2 – Aims of punishment  2.3 – Assess how forms of punishment meet the aims of punishment  3.1 – The role of agencies in social control  3.2 – The contribution of agencies to achieving social control  3.3 – The limitations of agencies in achieving social control  3.4 – The effectiveness of agencies in achieving social control</p>	<ul style="list-style-type: none"> <li>• Critical thinking and debate skills when considering the aims of punishment.</li> </ul> <p><b>Subject links:</b>  <b>Government and politics-</b> The processes of law making.  <b>Sociology-</b> Forms of social control.</p>	<ul style="list-style-type: none"> <li>➤ Mutual respect – different attitudes to the nature of the law and policing.</li> </ul> <p><b>Career links:</b></p> <ul style="list-style-type: none"> <li>❖ <b>Government officers working to introduce new policies.</b></li> <li>❖ <b>The legal profession – barrister, solicitor, paralegal</b></li> <li>❖ <b>Law enforcement- National crime agency, the police, security services</b></li> <li>❖ <b>The prison service</b></li> <li>❖ <b>Probation services</b></li> </ul>
TERM 5 TOPIC/s	▪ *Key Skills/Subject Links	*Career links & BV
<p><b>Exam season</b></p> <p><b>Possible overflow of Unit 4 content and then revision for the exam.</b></p>	<p><b>Subject specific skills</b></p> <ul style="list-style-type: none"> <li>• Students will gain understanding of different revision techniques to aid their revision prior to exams.</li> <li>• Students learn to apply their learning of Unit to the exam questions.</li> <li>• Independent learning through revision activities.</li> <li>• Group work through helping each other revise the content.</li> <li>• Creativity through the creation of revision materials.</li> </ul> <p><b>Subject links:</b>  <b>English-</b> focus on structuring exam questions and writing techniques. Also learning mnemonics and key terms.</p>	<p><b>British Values:</b></p> <ul style="list-style-type: none"> <li>➤ Showing respect for one another through working together to revise. Being able to choose topics they wish to revise to ‘fill in gaps’ and improve their learning.</li> </ul>
TERM 6 TOPIC/s	▪ *Key Skills/Subject Links	*Career links & BV
N/A	N/A	N/A