



# YEAR 10 Autumn 2

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Criminology

Curriculum Intent	Pupils will be taught, following National Curriculum guidelines, the following this term: Crimnology
Skills/Assessment Objective Links	<p><b>Why do we teach this to students?</b> This is an interesting optional topic which is routinely given as a reason by students who took psychology for their choice. We chose OCR specifically as it has this engaging topic on.</p> <p><b>Why do we teach this now?</b></p> <p><b>Criminal Psychology</b> - This is an interesting topic which is routinely given as a reason by students why they chose psychology; it is a good option to enthuse students into Psychology after a long stretch of RM! This topic will start to introduce some of the skills that will be needed for the course whilst engaging students in a topic that most students say is one of their favorites. Students will be introduced here to one of the main psychological theories of Social Learning Theory.</p> <p>Different types of crime including: violent; drug related; acquisitive; sexual; and anti-social offences</p> <ul style="list-style-type: none"> <li>• Criminal behaviour as a social construct including deviation from norms and the role of culture in defining criminal/anti-social behaviour</li> <li>• How crime is measured: official statistics and self-report.</li> </ul> <p>The Social Learning Theory of Criminality:</p> <ul style="list-style-type: none"> <li>identification with role models</li> <li>the role of observation and imitation</li> <li>the process of vicarious reinforcement</li> <li>the role of direct reinforcement and internalisation</li> <li>criticisms of the theory including the nature/nurture debate.</li> </ul> <p>Social Learning Theory Research Study – Cooper and Mackie (1986): Study into video games and aggression in children.</p> <ul style="list-style-type: none"> <li>• Eysenck’s Criminal Personality Theories (1964 and 1992) and the Biological Basis of Personality (1967)</li> <li>• extraversion; neuroticism; and psychoticism; in relation to criminal behaviour</li> <li>• <u>how the central nervous system relates to cognitions and behaviour, with specific reference to arousal levels and the criminal personality</u></li> <li>• <u>how functions of the brain relate to cognitions and behaviour with specific reference to synapses and dopaminergic neurons and how they interact in an overactive dopamine system in psychoticism</u></li> <li>• <u>the role of dopamine reward systems; the reticular activation system and the cerebral cortex in extroversion</u></li> <li>• <u>the role of the autonomic nervous and the limbic system in neuroticism</u></li> </ul>
Spiritual, moral, social, and cultural development	<p><b>SMSC:</b> Care and compassion towards one another, a lifestyle with less crime and hate.</p> <p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>Violence and exploitation by gangs</li> <li>Extremism and radicalisation</li> <li>Criminal exploitation (e.g. through gang involvement or county lines drugs operations)</li> <li>Hate crime</li> </ul>

	<p><b>British Values:</b> <b>Individual liberty</b> – through understanding how offenders are managed and why recidivism is such a problem in the UK. <b>Democracy</b> – through understanding the process of offender profiling and the use of custodial sentencing to protect other citizens. <b>Individual liberty</b> – through understanding that some offenders will need to be managed through custodial sentencing, and have their individual liberty removed.</p> <p><b>Rule of Law</b> – an understanding that if people break the law there are consequences.</p> <p><b>Skills Builder:</b> Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing.</p> <p><b>Relationships:</b> Discussion of psychological explanations of offender behaviour including sexual crimes and a discussion of appropriate behaviour. Discussion of dealing with offender behaviour. Discussion on cognitive distortions and incorrect biases of sexually motivated offenders – eg minimalization. Moral reasoning arguments of crime.</p>																								
<b>Numeracy</b>	RM is tested throughout the specification and can be on all topics. For example, statistics on crime.																								
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> offender surveys, bias, minimalization, custodial sentencing</p> <p><b>Vocabulary Tier 3:</b></p> <table border="0"> <tr> <td>Delinquency</td><td>A legal or moral misdeed or act.</td></tr> <tr> <td>Deterrent</td><td>Preventing or controlling actions or behaviour through fear of punishment or justice.</td></tr> <tr> <td>Extraversion</td><td>One of the three personality traits identified by Eysenck. Extraversion is characterised by sociability, talkativeness, assertiveness and excitability.</td></tr> <tr> <td>Internalisation</td><td>Involves the addition of attitudes, values, standards and the opinions of others into one's own identity or sense of self.</td></tr> <tr> <td>Neuroticism</td><td>One of the three personality traits identified by Eysenck. Neuroticism is usually categorised as someone who has below average emotional control, will power and capacity to exert self.</td></tr> <tr> <td>Psychoticism</td><td>One of the three personality traits identified by Eysenck. Psychoticism usually categorises a personality pattern typified by aggressiveness and interpersonal hostility.</td></tr> <tr> <td>Punishment</td><td>Any change in a human or animal's surroundings that occurs after a given behaviour or response which reduces the likelihood of that behaviour reoccurring.</td></tr> <tr> <td>Reinforcement</td><td>A stimulus which strengthens or increases the likelihood of a specific response.</td></tr> <tr> <td>Rewards</td><td>An objective way to describe the positive value that an individual attributes to an object, behavioural act or an internal physical state.</td></tr> <tr> <td>Role model</td><td>A person whose behaviour, example, or success is or can be imitated by others.</td></tr> <tr> <td>Self-Esteem</td><td>Reflects a person's overall subjective emotional evaluation of his or her own worth.</td></tr> <tr> <td>Socialisation</td><td>Process by which children and adults learn from others.</td></tr> </table> <p><b>Reading:</b> reciprocal reading strategies used, eg predictions – many hooks/ starters include asking what do we already know about this topic. Opportunity to summarize eg write down the main points of an argument/ theory. Questioners – does the text raise any questions, group work as an opportunity to discuss. Connectors – can the text be linked to any theories (either for or against). Opportunity to clarify – discussion of any words or ideas that the student didn't understand.</p> <p><b>Writing:</b> As Psychology is all exam classes, many lessons are dedicated to essay writing skills for the 8/ 16 mark essays. Students are required to show knowledge which should link to key psychological terminology, application which should integrate fully with the stem and an critical analysis and discussion when evaluating.</p> <p><b>Oracy:</b> group work in the majority of lessons, think pair share activities eg a debate on whether the top down or bottom up methods of offender profiling are the best.</p>	Delinquency	A legal or moral misdeed or act.	Deterrent	Preventing or controlling actions or behaviour through fear of punishment or justice.	Extraversion	One of the three personality traits identified by Eysenck. Extraversion is characterised by sociability, talkativeness, assertiveness and excitability.	Internalisation	Involves the addition of attitudes, values, standards and the opinions of others into one's own identity or sense of self.	Neuroticism	One of the three personality traits identified by Eysenck. Neuroticism is usually categorised as someone who has below average emotional control, will power and capacity to exert self.	Psychoticism	One of the three personality traits identified by Eysenck. Psychoticism usually categorises a personality pattern typified by aggressiveness and interpersonal hostility.	Punishment	Any change in a human or animal's surroundings that occurs after a given behaviour or response which reduces the likelihood of that behaviour reoccurring.	Reinforcement	A stimulus which strengthens or increases the likelihood of a specific response.	Rewards	An objective way to describe the positive value that an individual attributes to an object, behavioural act or an internal physical state.	Role model	A person whose behaviour, example, or success is or can be imitated by others.	Self-Esteem	Reflects a person's overall subjective emotional evaluation of his or her own worth.	Socialisation	Process by which children and adults learn from others.
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<b>Becoming future ready</b>	<p><b>Personal Skills:</b> As a Psychology student you will learn research skills, an understanding of how people think and behave which is essential in the real world, you will gain an ability to relate and empathise with a range of people, you will gain an understanding of how to listen to others sensitively and good questioning skills, you will learn techniques of how to cope with emotionally demanding situations, you will get the chance to work on your own and with others.</p> <p><b>Careers/Employability:</b> As well as the above personal skills leading to employability, Psychology A level delivers skills employers value, such as numerical skills, the ability to understand and work with statistics, effective communication and the ability to work productively in teams. It also gives an understanding of the human mind and behaviour and so any employment would use these skills as all employment involves working with others in some aspect or another.</p>																								
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:																								

<b>QFT/SEND Provision</b>	<p><b>By product:</b> differential outcomes using must, could, should.</p> <p><b>By resource:</b> each PowerPoint has different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support, psychology drop ins, catch up sessions.</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>Implementation Curriculum Delivery</b>	To be able to: Please see PLCs copied below
<b>Learning Outcomes</b>  <b>(Most powerful knowledge)</b>	
<b>Current learning to be developed in the future within:</b>	Many of the key terms will be re-visited in other topics as this is our first topic beyond RM and will require a lot of understanding of new psychological wording.
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.

<b>PLC – Criminal Psychology Topic 2</b>
I can define the different types of crime
I can <b>describe</b> how crime is measured
I can <b>explain</b> why criminal behaviour occurs, using the Social Learning Theory
I can <b>evaluate</b> the Social Learning Theory
I can <b>describe</b> Cooper & Mackie (1986)- a study into the transmission of aggression through imitation and aggressive models. <ul style="list-style-type: none"> <li>• Aims</li> <li>• procedures</li> <li>• Findings (results and conclusions)</li> </ul>
I can <b>evaluate</b> Copper & Mackie's study
I can <b>describe</b> Eysenck's Criminal Personality theories of Personality
I can <b>evaluate</b> Eysenck's theory
I can <b>describe</b> Heaven (1996)- a study into delinquency, extraversion, psychoticism and self-esteem. <ul style="list-style-type: none"> <li>• Aims</li> <li>• Procedures</li> <li>• Findings (results and conclusions)</li> </ul>
I can <b>evaluate</b> Heaven's study
I can <b>explain</b> the effects of punishment and deterrents in reducing criminal an anti-social behaviour
I can <b>explain</b> the role of rehabilitation in reducing criminal/anti-social behaviour and increasing pro-social behaviour

